The present study entitled “Academic Achievement of the University Students in Iran in Relation to Personality Needs, Mental Maturity and University Environment” involved the descriptive, differential, comparative, bivariate and multivariate approaches to the study of Academic Achievement of 300 students of the Iranian universities. The academic achievement of the students was studied in relation to the independent variables of Personality Needs (with fifteen sub-variables, i.e., Achievement, Deference, Order, Exhibition, Autonomy, Affiliation, Interception, Succorance, Dominance, Abasement, Nurturance, Change, Endurance, Heterosexuality, and Aggression); Mental Maturity and University Environment (with five sub-variables, i.e., Normlessness, Absences of Conformity, Need for Nurturance, Adoption of Unfair Means, and Morality). The investigation was also extended to ascertain variations due to sex and discipline (area of study).

9.1. Objectives of the Study

The present study was planned to pursue the following objectives:

1. To study academic achievement of the university students in relation to their personality needs.
2. To study academic achievement of the university students in relation to their mental maturity.
3. To examine the relationship of academic achievement to university environment.
4. To see if there are any significant inter-relationships between the independent variables under study, viz., personality needs, mental maturity and university environment.
5. To predict academic achievement of the university students on the basis of their personality needs, mental maturity and university environment, each taken independently.
6. To find out the conjoint contribution of the independent variables of personality needs, mental maturity and university environment to the academic achievement of university students.

7. To examine sex differences, if any, in the academic achievement and all other variables under study of the university students.

8. To see whether there are differences in the academic achievement of the university students and other variables under study on the basis of area of study i.e. science versus arts.

9.2. Hypotheses of the Study

Based on the objectives of the study, the following hypotheses were formulated for the present study:

1. Personality needs are significantly related to the academic achievement of university students.

2. There is a significant relationship between academic achievement and mental maturity.

3. Significant relationship exists between academic achievement and university environment with its various dimensions.

4. There are significant inter-correlations between mental maturity and other two independent variables of personality needs and university environment.

5. The variables of personality needs, mental maturity, and university environment are the potential predictors of academic achievement of the university students.

6. The contribution of personality needs, mental maturity and university environment taken conjointly in predicting academic achievement is significantly greater than each one of them taken singularly.

7. There are significant differences between the boy and girl students in their academic achievement, personality needs, mental maturity and interactions with the university environment.

8. There are significant differences between the arts and science students in their academic achievement, personality needs, mental maturity and interactions with the university environment.
9.3. Method and Procedure

To test the above stated hypotheses, the study was designed in advance. The total sample was 300, consisting of 150 boys (arts 75 and science 75) and 150 girl students (arts 75 and science 75) and for its selection the stratified sampling technique was used. Equal number of boy and girl from amongst the arts and science students were selected from the Iranian universities.

In all, three tools were employed to obtain the raw-data. These were:

The statistical techniques employed included descriptive statistics to study the distribution of scores on the variables investigated. To study the relationship of academic achievement with the independent variables mentioned earlier and to determine significant predictors from amongst the latter, Pearson’s coefficient of correlations, Multiple correlations and Multiple Regression equations were computed. In addition, t-test and differential analysis were carried out to study the differences among different disciplines and sexes.

9.4. Conclusions

The results obtained, their analysis, interpretation and discussion suggest the following conclusions:

1. Academic Achievement is significantly correlated with the following personality needs: achievement, order, exhibition, interception, need for nurturance, and heterosexuality. This finding of the study shows that the first hypothesis is partially tenable.

2. Dependent variable of Academic Achievement and independent variable of Mental Maturity are significantly correlated. The students of the total sample with higher mental maturity have better academic achievements. This conclusion of the study shows that the second hypothesis is accepted.

3. Negative but significant correlations of Academic Achievement with three sub-variables of University Environment - Absence of Conformity, Adoption of Unfair Means and Normlessness – and positive correlation
with one sub-variable – Need for Nurturance - have been found. These results support the third hypothesis.

4. Mental Maturity of the university students has significant correlations with five sub-variables of Personality Needs: exhibition, interception, dominance, nurturance and heterosexuality. With these findings, the fourth hypothesis is to a great extent tenable.

5. Mental Maturity has significant but negative correlations with three sub-variables of University Environment – Absence of Conformity, Adoption of Unfair Means and Normlessness, while it has significant positive correlation with one sub-variable of University Environment – Need for Nurturance. These findings to a great extent substantiate the forth hypothesis.

6. The independent variables of Personality Needs, Mental Maturity and University Environment are independently predictors of the Academic Achievement of university students, but the percentages of their contribution to Academic Achievement differ. The findings support the fifth hypothesis.

7. The conjoint contribution of the independent variables to the dependent variable, as step-wise regression analysis has shown, is higher than that of each of them taken separately. Together they are more meaningful in accounting for the prediction of Academic Achievement amongst the total sample of students. The total percentage contribution of the independent variable, Mental Maturity, to the criterion variable Academic Achievement is very high compared to the other two independent variables, i.e., Personality Needs and University Environment. Hence, these findings suggest that Mental Maturity is a powerful predictor of Academic Achievement of university students. The total percentage contribution of the independent variables University Environment and Personality Needs too shows that these two independent variables are potential predictors of the criterion variable Academic Achievement. Furthermore, the percentage contribution of University Environment to Academic Achievement, although significant, is small. Likewise the total percentage contribution of the independent variable, Personality Needs, to the criterion variable Academic Achievement, though significant, is very small. Therefore one
may infer that there are also other factors that are relevant to academic achievement.

Overall, the fifth and sixth hypotheses are partially supported by the findings of this study.

8. Sex is a significant differential of some of the variables investigated. The results of differences between the girl and boy students are given below:

- The results obtained suggest that out of fifteen sub-variables of Personality Needs of the girl students, Academic Achievement is significantly correlated only with two sub-variables: order and change; while among the boy students it is significantly correlated with five sub-variables of Personality Needs: exhibition, succorance, nurturance, change and aggression. This partially substantiates the first and seventh hypotheses.

- The results of the present study suggest the conclusion that the girl and boy students are found to be different on the variable Academic Achievement. Also the findings of this study indicate that the mean score of the girl students on academic achievement is higher than that of their boy counterparts. This finding supports hypothesis No. 7.

- The boy and girl students differentiated on the basis of Personality Needs have significant differences on achievement, deference, order, change, autonomy, dominance, and heterosexuality. The mean scores of the girl students are higher on achievement, deference, order, and change, while their boy counterparts have higher scores on autonomy, dominance and heterosexuality.

- The findings of this study indicate that the boy and girl students significantly differ on their Mental Maturity. The mean score of the girls is higher than that of the boy students. This is indicative of the conclusion that the girl students are more mentally mature than their boy counterparts.

- Significant differences have been found between the boy and girl students in their interaction with the university environment. The mean scores of boy students are higher on two sub-variables of University Environment i.e. Adoption of Unfair Means and Normlessness; while
their girl counterparts have higher scores on another sub-variable of University Environment i.e. Need for Nurturance. Given the significant negative correlations between the dependent variable of Academic Achievement and Adoption of Unfair Means and Normlessness on the one hand and significant positive correlation of Academic Achievement with Need for Nurturance on the other, the findings suggest that compared to the boy students, the girls are more concerned about their academic achievement and hence are less likely to adopt unfair means or indulge in normlessness, but are more in need of the teachers' nurturance.

Overall, the above conclusions show partial substantiation of the seventh hypothesis.

9. **Discipline (area of study)** is a significant differential of some of the variables studied in this research. The results of differences between the arts and science university students are given below:

- The results obtained are suggestive of the conclusion that the science and arts students are found to be different on the variable Academic Achievement. Also the findings of this study indicate that the mean score of the science students on academic achievement is higher than that of their counterparts studying arts courses.

- The findings of the study show that among the arts students, Academic Achievement is significantly correlated only with one sub-variable of Personality Needs: nurturance; while among the science students it is correlated with five sub-variables of personality needs: exhibition, succorance, nurturance, change and aggression. These conclusions of the study partially support the first and eight hypotheses.

- The arts and science students differentiated on the basis of Personality Needs have significant differences on achievement, deference, affiliation, autonomy, succorance, heterosexuality and aggression. The mean scores of the science students are higher on achievement, deference and affiliation, while their arts counterparts have higher scores on autonomy, succorance, heterosexuality and aggression.

- The findings of this study indicate that the arts and science students do not significantly differ on their Mental Maturity, but they significantly
differ on their academic achievement. As discussed in Chapter 8 of the present study, besides the variables analyzed in this study, this finding suggests the possibility that there may be factors other than those taken up in the present study as being potential variables/predictors of Academic Achievement.

Significant differences have been found between the arts and science students only on one sub-variable of the University Environment i.e. Normlessness. The mean score of the arts students is higher than that of their science counterparts. There are no significant differences between the two groups in the rest of the sub-areas of university environment.

Overall, the above conclusions show partial substantiation of the eighth hypothesis.

9.5. Educational Implications of the Study

1. Today, any successful academic activity depends on proper scientifically garnered information. The entire energy of any academic establishment is harnessed to produce a successful output, i.e. graduates with successful academic achievement. Moreover, scientific information about academic achievement is a prerequisite for the preparation of any working educational plan. It should be also borne in mind that provision of proper guidance to the students is possible only if the educationists have appropriate information about academic achievement. Therefore, it is necessary to pay proper attention to this issue to enable the educationists to prepare suitable plans for the students to accomplish the desired academic achievement.

2. The university students are the greatest asset of any society. There are many variable that leave their impacts on their academic achievements. Broadly speaking, these variables may be divided into two categories: hereditary and acquired ones. Mental maturity is a God-given property, but can flourish in a congenial academic environment. Hence adequate knowledge of the role of mental maturity and its relationship with other variables would help the educationists and planners in their professional endeavor.

3. The university students are the ones who will have to run their country in the future. The university stage is very crucial in the formation of the students’
personalities, who are the future leaders of the country. Appropriate fulfillment of the personality needs of the youth plays a significant role in the formation of their personalities. The said needs also affect their academic achievement. Therefore due attention should be paid to personality needs of the students. It is also necessary to garner scientific knowledge about the personality needs of the university students to facilitate appropriate formation of their personalities.

4. In addition to such hereditary elements as mental maturity, there are other elements that leave their impacts on the academic achievement and formation of the personality of students; university environment is one of such variables. It is said that university is the second home of the students, for the students may spend more time at the university than at their own homes. To avoid setbacks in the academic achievement of the students, the teachers and administrators need to provide the students with a congenial university environment. A conducive university environment prepares the grounds for the students to accomplish successful academic achievement and fulfill their various needs, including their personality needs. In turn academic achievement and personality of the students affect all aspects of their lives. Therefore, it is necessary to garner scientific information about the university environment and its impact on the academic achievement of the students.

5. In case of particular students or groups of students who fail to meet the points, it is necessary to find out the reasons for some amount of intervention through proper planning. Also, positive and clear information about academic achievement, personality needs, mental maturity and university environment is essential for an appropriate planning by any educational establishment. A suitable plan in turn paves the way for successful accomplishment of the main objective of any educational institute i.e. academic achievement. It also prepares the necessary grounds for a healthy fulfillment of personality needs of the students at the university stage. Overall, the students need positive experience and realistic orientations for a successful academic achievement and fulfillment of their various needs. Hence due consideration should be given to these variables.

6. Academic achievement and the independent variables have been studied across different sexes and disciplines. Since significant differences have
been found between the boy and girl students and arts and science students in many areas studied in this research, it is crucial to pay due attention to these differences in any educational planning.

7. In today's world, academic achievement has become one of the major means of progress and promotion of every individual who aspires to conduct a meaningful life in the society. It will be of great significance to the individuals, families and educational organizations and institutes to have reliable knowledge of the predictors of academic achievement. Therefore attempts have been made in the present study to find out some of the predictors of academic achievement.

9.6. Suggestions for Further Study

1. The present study is cross sectional taking two groups of university graduate students – boys and girls and arts and science – as the basis of classification. Academic Achievement, Personality Needs, Mental Maturity and University Environment could also be studied by adding another group of students, that is, graduate vs. postgraduate students.

2. Further, a comparative study of the academic achievement of the students studying in state-run universities and the nationwide private universities could also be made.

3. Also a comparative study of academic achievement could be made on the basis of the age of the university students, particularly regarding the correlation between academic achievement and personality needs of the students.

4. Moreover, a comparative study of academic achievement could be made between the students of medical and engineering courses and students of other disciplines.

5. Some other variables affecting academic achievement of the university students could be taken up. Some of these variables could be like achievement motivation, self-concept, adjustment, marital status and family background.

   Among the three independent variables (with their sub-variables) studied for their correlations with and contribution to the criterion variable academic achievement, the findings of this research indicate that Mental Maturity and
most of the sub-variables of University Environment are significantly correlated to the academic achievement of university students. A number of sub-variables of personality needs also have significant correlations with the academic achievement of students investigated in the present research. Also the total percentage contribution of the independent variable, Mental Maturity, to the criterion variable Academic Achievement is very high compared to the other two independent variables, i.e., Personality Needs and University Environment. The total percentage contribution of the independent variables University Environment and Personality Needs too shows that these two independent variables are predictors of the criterion variable Academic Achievement. Furthermore, the percentage contribution of University Environment to Academic Achievement, though significant, is small. Likewise the total percentage contribution of the independent variable, Personality Needs, to the criterion variable Academic Achievement, though significant, is very small. Since the conjoint contribution of the three independent variables are more than each of them taken singularly, the small contribution of University Environment and very small contribution of Personality Needs to the criterion variable Academic Achievement, point to the relevance of more of factors that may be contributory to the Academic Achievement. Hence the findings of the present research on the relationship of academic achievement of the university students in Iran with the independent variables studied in the present study are not conclusive. Further research will definitely shed more light on various aspects of these variables.