

**Measuring Academic Performance and Emotional Maturity of Graduate Students:
Gender and Locality**Manish Agrawal¹ & Mohammad Parvez²¹Senior Research Fellow, Department of Education, Aligarh Muslim University, Aligarh, Uttar Pradesh, India.²Professor, Department of Education, Aligarh Muslim University, Aligarh, Uttar Pradesh, India.**Abstract**

Academic performance is an outcome of learning in any set of course. It is of immense relevance to enhance the progress of a learner's life holistically. Emotional maturity is the application of emotional cognizance and experiences to deal with inner and outer situations. The present study was carried out on a sample of 209 graduate students. A standardised tool (EMS; Singh & Bhargava, 2012) was used to assess emotional maturity while academic performance was measured by the aggregate percentage at graduation level. The investigator used parametric statistics; Pearson product moment correlation (r) and two-way ANOVA to analyse the findings. The study is an earnest attempt to recognise the association between academic performance and emotional maturity. It also tried to identify the effect of gender and locality on academic performance and emotional maturity of graduate students. The findings uncovered that there was a significant positive coefficient of correlation ($r = .520, p < 0.01$) between academic performance and emotional maturity of graduate students. There was a significant main effect of gender on academic performance and emotional maturity. Female students had a higher level of academic performance than male students while male students had a greater level of emotional maturity than female students. However, the interaction effect of gender and locality on academic performance and emotional maturity was found non-significant.

Keywords: Academic Performance, Emotional Maturity, Graduate Students

Daniel Goleman's famous book *Emotional Intelligence: Why It Can Matter More Than IQ* (1995) claims that intelligent quotient backs only 20% of a man's opulence. This declaration encourages to explore the remaining 80% of a person's prosperity. The researcher observed that emotional maturity of college students is highly unstable (Subbarayan & Visvanathan, 2011). Emotional maturity determines overall adjustment (Mahmoudi, 2012). "Emotional maturity would have a direct effect on coping effectiveness in addition to an indirect effect via task-, distraction-, and disengagement-oriented coping" (Nicholls, Levy, & Perry, 2015, p. 32). To a certain extent, positive and negative emotions may be observed as wanted and unwanted worldwide (Kuppens, Realo, & Diener, 2008).

The result revealed that there was a strong association between the satisfaction of university students and academic performance (Dhaqane & Afrah, 2016). There was a significant link between academic performance self-efficacy university students (Shkullaku, 2013). A significant positive association was found on academic achievement with academic self-esteem and family self-esteem of university students (Saadat, Ghasemzadeh, & Soleimani, 2012). The findings uncovered that girls had higher scores on academic achievement than boys (Joshi & Srivastava, 2009).

There was a significant difference between emotional maturity of male and female university students while male students had higher emotional maturity than female students (Bhattacharjee, 2016). A positive significant relationship was observed between academic achievement and emotional maturity of B.Ed. students. Female students outperformed male students in academic achievement while male students possessed more emotional maturity than female students (Moshahid, 2017). A significant positive relationship was found between academic performance and emotional maturity of medical students (Bhagat et al., 2017). There was no significant association between academic achievement and emotional maturity of college students (Nuzhat, 2013; Rai & Khanal, 2017).

Rationale of the Study

Academic performance is crucial for self-esteem, mental health and it may work as an accelerator for a bright and splendid academic future. It can assist the young minds to shape their behaviour and personality conducive to the society and nation. The adults are full of vital energy and immense enthusiasm. Emotions are pivotal to deal with oneself and others. These differentiate a human being from a robot. Emotional maturity is the application of emotional understanding and wisdom to get adjusted with intra and interrelationship. Therefore, the researcher made an attempt to know the effect of gender and locality on academic performance of graduate students. The present study will help to understand academic performance and emotional maturity in terms of gender and locality. It will guide to understand the link between academic performance and emotional maturity.

Academic Performance and Emotional Maturity

Academic Performance comprises of two words; Academic and Performance.

The Oxford dictionary defines Academic “relating to an educational or scholarly institution or environment”.

The Collins dictionary defines Performance “Someone’s or something’s performance is how successful they are or how well they do something”.

Agrawal and Parvez (2018) define Academic Performance as “Academic Performance exhibits how much a learner has learnt and performed in a fixed set of teaching-learning curricula, activities and period” (p. 262).

Good (1973) defines emotional maturity as “The emotional pattern of an adult who has progressed through the inferior emotional stages characteristics of infancy, childhood and adolescence and participate in adult love relationships without undue emotional strain” (p.355).

Variables under the Study

Dependent Variable: Academic Performance.

Independent Variable: Emotional Maturity.

Demographic Variables: Gender (Male & Female), Locality (Rural & Urban).

Objectives

1. To explore the association of academic performance with emotional maturity among graduate students.
2. To identify the difference in academic performance of graduate students in terms of gender and locality.
3. To find out the difference in emotional maturity of graduate students in terms of gender and locality.

Hypotheses

H_0 1. There is no significant association of academic performance with emotional maturity among graduate students.

H_0 2. There is no significant difference in academic performance of graduate students in terms of gender and locality.

H_0 3. There is no significant difference in emotional maturity of graduate students in terms of gender and locality.

Delimitations of the Study

These followings delimit this study:

1. The present study is restricted to academic performance and emotional maturity variables only.
2. The present study is delimited to graduate students of Aligarh district.
3. The present study is restricted to gender (male & female) and locality (rural & urban).

Materials and Methods

This present study was conducted at Aligarh district comprising participants from two added degree colleges. It was planned to compare academic performance and emotional maturity of graduate students with respect to gender and locality. It was also intended to study the association between academic performance and emotional maturity of graduate students.

Participants

The present study comprised of 209 graduate students (97 Male & 112 Female; 92 Rural & 117 Urban) studying in post-graduation previous year in two added degree colleges (Shri Varshney College, T = 176, M = 97, F = 79; R = 81, U = 95) and (Shri Tika Ram Kanya Mahavidyalaya, T = 33, F = 33, R = 11, U = 22) Aligarh, U.P., India.

Procedure

The investigator personally visited the colleges in Aligarh in the wake of getting consent from the respective principals. The students were informed about objectives of the study. The researcher conversed with the students to develop a decent bond for receiving genuine responses from the respondents. The researcher ensured them regarding the confidentiality and the use of data merely for research purpose. They were informed to fill out the questionnaire as it was explained in the manual of the tool itself.

Measures

The emotional maturity scale (EMS; Singh & Bhargava, 2012) was used to measure scores on emotional maturity of graduate students. It comprised of 5 dimensions having 48 items scored on a 5-point Likert scale, 'very much', 'much', 'undecided', 'probably', 'never'. The 5 to 1 point is given in the aforesaid sequence. The reliability of the tool as determined by test-retest and internal consistency. The test-retest reliability is 0.75. The validity of the tool was governed by external criteria.

Prior to the turnaround, higher scores displayed lower emotional maturity while lower scores uncovered higher emotional maturity. The equation for the reverse scores transformation

was employed as Andy Field (2009) clarified (the highest score obtained + 1 – each score, p. 155). It will direct scores positively; the higher scores uncovering higher emotional maturity and the lower scores displaying lower emotional maturity.

Academic performance was assessed through the aggregate percentage at graduation.

Data Analysis

The study was planned to examine the difference in academic performance and emotional maturity of graduate students in terms of gender and locality. It was also intended to explore the association between academic performance and emotional maturity of graduate students in terms of gender and locality. SPSS software version 20.0 was used to compute the data. The investigator employed the Pearson product moment correlation (r) and two-way ANOVA to analyse the findings.

Results and Interpretation

Table 1 uncovers the significant positive coefficient of correlation ($r = .520$, $p < 0.01$) between academic performance and emotional maturity of graduate students. It shows that any change in the predictor variable i.e., emotional maturity is likely to result in a similar variation in the criterion variable i.e., academic performance. In conformity with Cohen's (1988) recommendations of effect size ($r = .520$) specifies a large strength of correlation. Therefore, H_0 is rejected.

Table 2, a two- way ANOVA was conducted to examine the effect of gender and locality on academic performance of graduate students. It elucidates that the main effect of gender on academic performance was found significant $F(1, 205) = 6.455$, $p < 0.05$ which signals that gender variation makes difference on the scores of academic performance. Female students ($M = 57.07$) performed better than male students ($M = 54.98$) can be observed from mean values.

However, the F ratio for the main effect of locality on academic performance $F(1, 205) = 0.773$, $p > 0.05$ was observed non-significant which asserts that the difference in locality (rural & urban) does not cause a statistically significant difference in academic performance.

Similarly, the interaction effect of gender and locality on academic performance was found non-significant $F(1, 205) = 0.422$, $p > 0.05$. Therefore, it can be understood that the significant interaction effect for male and female students with different locality i.e., (rural & urban) does not exist on academic performance.

Further the value of the effect size, gender causes 3.1% variation while locality causes 0.4% variation on academic performance. However, the effect size of two-way interaction of the two variables (gender $\times$ locality) together causes only 0.2% among students for their academic performance.

Table 3, a two- way ANOVA was conducted to examine the effect of gender and locality on emotional maturity of graduate students. It reveals that the main effect of gender on emotional maturity was found significant $F(1, 205) = 6.408, p < 0.05$ which signals that gender variation makes difference on the scores of emotional maturity. Male students ($M = 58.51$) had higher emotional maturity than female students ($M = 51.18$) which can be witnessed from mean values.

However, the F ratio for the main effect of locality on emotional maturity $F(1, 205) = 3.391, p > 0.05$ was found non-significant which asserts that the difference in locality (rural & urban) does not cause a statistically significant difference in emotional maturity.

Similarly, the interaction effect of gender and locality on emotional maturity was found non-significant $F(1, 205) = 0.505, p > 0.05$. Thus, it can be understood that the significant interaction effect for male and female students with different locality i.e., (rural & urban) does not exist on emotional maturity.

Further the value of the effect size, gender causes 3.0% variation while locality causes 1.6% variation on emotional maturity. However, the effect size of two-way interaction of the two variables (gender $\times$ locality) together causes only 0.2% among students for their emotional maturity.

Findings and Discussion

The outcome uncovered that a significant positive relationship was found between academic performance and emotional maturity. The finding is consonance with the results of (Bhagat et al., 2017; Moshahid, 2017). A significant difference was found between academic performance of male and female students. Female students performed better on the scores of academic performance than male students. This finding is supported by these results (Agrawal & Sk, 2017; Dayıoğlu & Türüt-Aşık, 2004; Hyde & Kling, 2001; Joshi & Srivastava, 2009). There was a non-significant difference in academic performance in terms of locality. The result is similar to the finding of (Alokan & Arijesuyo, 2013; Fan & Chen, 1999; Saikia, 2017). A significant difference was found between emotional maturity of male and female students. Male students had higher emotional maturity significantly than female students. This finding is supported by these results (Moshahid, 2017; Bhattacharjee, 2016). There was a non-

significant difference in emotional maturity in terms of locality. The finding is similar to the result of (Arumugam, 2014).

Educational Implications

The present study suggests that emotional maturity plays a pivotal role to influence academic performance positively. It proposes that all students should be acquainted with emotional maturity not only to perform academically better but also being aware of inner and outer adjustment. Emotionally mature students seek to know the causes of failure or low performance instead of blaming someone else. At present, students have been caught up in obtaining high scores in the examination. However, they get affected and even suffered from behavioural issues, personality disintegration, and mental health. Thus, the counsellors and teacher must keep in view to encourage and facilitate the learners to perform well. The present study hints that enhancement in emotional maturity can increase scores on academic performance. Female students are more prone to emotional disturbances than male students. Male students get diverted to focus on keep interest and perseverance for study. Therefore, teachers must monitor male students to improve academic performance while female students must be supported and guided to enhance emotional maturity.

Conclusion

Academic performance is how a learner has performed in academic settings. It is a crucial predictor to shape the life of a learner. Emotions are vital to sense, behave and grasp the action. Emotional maturity is how a person perceives, recognises, copes and governs emotions. Emotional maturity encourages to adjust to the inner and outer environment. The present study is a sincere effort to know the association between academic performance and emotional maturity of graduate students. It also investigated the effect of gender and locality in academic performance and emotional maturity. The findings highlighted that the teachers and counsellors must grasp the positive association of academic performance with emotional maturity. Gender had a significant main effect on academic performance and emotional maturity. Female students excelled in academic performance than male students but female students struggled in emotional maturity than male students. Therefore, it is advisable to motivate and encourage the male students for improving academic performance while it is the necessity to support, assist and boost the female students mentally and emotionally.

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Web Pages

<https://en.oxforddictionaries.com/definition/academic>
<https://www.collinsdictionary.com/dictionary/english/performance>

Appendix A

Table 1

Correlation between Academic Performance and Emotional Maturity of Graduate Students

Predictor Variable	Criterion Variable Academic Performance
	Total sample (N = 209)
Emotional Maturity	.520**

** Correlation is significant at the 0.01 level (2-tailed)

Table 2

Summary of 2×2 (ANOVA) Factorial Design for the scores of Academic Performance with respect to Gender and Locality

Source of Variation		Mean	Sum of Squares	df	Mean Square	F- ratio	η^2	Sig.
Gender	Male	54.98	221.933	1	221.933	6.455	.031	.012*
	Female	57.07						
Locality	Rural	56.38	26.567	1	26.567	.773	.004	.380
	Urban	55.66						
Gender × Locality			14.518	1	14.518	.422	.002	.517
Error			7048.409	205	34.382			
Total			664641.0	209				
Corrected Total			7311.617	208				

Table 3

Summary of 2×2 (ANOVA) Factorial Design for the scores of Emotional Maturity with respect to Gender and Locality

Source of Variation		Mean	Sum of Squares	df	Mean Square	F- ratio	η^2	Sig.
Gender	Male	58.51	2732.580	1	2732.580	6.408	.030	.012*
	Female	51.18						
Locality	Rural	57.51	1446.019	1	1446.019	3.391	.016	.067
	Urban	52.18						
Gender × Locality			215.539	1	215.539	.505	.002	.478
Error			87414.677	205	426.413			
Total			710069.0	209				
Corrected Total			92063.139	208				