CAHPTER-V
Finding, Conclusions and Suggestions

Introduction:-

This chapter gives an idea about whole research work carried out by the researcher and results obtained by the researcher to have precise information to the reader about the work done. Summary of all the five chapters is included in this chapter in the form of findings and conclusions and limitations. The Researcher has also shown the direction about research leads and future trends. A good research work must conclude with the evaluation of the hypothesis laid down in the beginning of the study. For evaluation of the hypothesis, there must be revealed in the light of findings. Each hypothesis of the study was evaluated one by one in the light of findings, so that generation could be deduced.

Findings:

Researcher has made some observations and derived some conclusions while carrying out the research work. These observations are summarized below in the form of findings, conclusions and suggestions.

Hypothesis-1: - There is no significant correlation between Emotional Maturity and Life Satisfaction of the students, studying in colleges of Education.

There is correlation between Emotional Maturity and Life Satisfaction of the students, studying in colleges of Education is found positive 0.140 respectively. This perusal reveals that the hypotheses has been rejected at 0.05 significance level and represent that there is very low positive correlation between the Emotional Maturity and Life Satisfaction of students, studying in colleges of Education. But the table of correlation at the level of significance 0.01 for the degree of freedom 398 is 0.181 respectively, which is greater than its calculated value at 0.01 levels of significance. This perusal reveals that the hypotheses has been accepted and represent that there is no significant correlation between the Emotional Maturity and Life Satisfaction of students, studying in colleges of Education.

Hypothesis-1.1: - There is no significant difference of Emotional Maturity between male and female students, studying in colleges of Education.
(a) The calculated C.R. value of Emotional Unstability dimensions of Emotional Maturity of both groups is 0.008. The table of C.R. Values at the level of significance 0.01 & 0.05 for the degree of freedom 398 are 2.56 & 1.96 respectively, which is greater than its calculated value at both levels of significance (i.e. 0.01 & 0.05). This perusal reveals that the null hypothesis has been accepted.

(b) The calculated C.R. value of Emotional Regression dimensions of Emotional Maturity of both groups is 0.084. The table of C.R. Values at the level of significance 0.01 & 0.05 for the degree of freedom 398 are 2.56 & 1.96 respectively, which is greater than its calculated value at both levels of significance (i.e. 0.01 & 0.05). This perusal reveals that the null hypothesis has been accepted.

(c) The calculated C.R. value of Social Maladjustment dimensions of Emotional Maturity of both groups is 2.325. The table of C.R. Values at the level of significance 0.01 & 0.05 for the degree of freedom 398 are 2.56 & 1.96 respectively, which is less than its calculated value at both levels of significance (i.e. 0.05). This perusal reveals that the null hypothesis has been rejected. But the null hypothesis has been accepted at 0.01 level of significant.

(d) The calculated C.R. value of Personality Disintegration dimensions of Emotional Maturity of both groups is 0.548. The table of C.R. Values at the level of significance 0.01 & 0.05 for the degree of freedom 398 are 2.56 & 1.96 respectively, which is greater than its calculated value at both levels of significance (i.e. 0.01 & 0.05). This perusal reveals that the null hypothesis has been accepted.

(e) The calculated C.R. value of Lake of Independence dimensions of Emotional Maturity of both groups is 1.114. The table of C.R. Values at the level of significance 0.01 & 0.05 for the degree of freedom 398 are 2.56 & 1.96 respectively, which is greater than its calculated value at both levels of significance (i.e. 0.01 & 0.05). This perusal reveals that the null hypothesis has been accepted.
The calculated C.R. value of Sum of all Dimensions of Emotional Maturity of both groups is 1.083. The table of C.R. Values at the level of significance 0.01 & 0.05 for the degree of freedom 398 are 2.56 & 1.96 respectively, which is greater than its calculated value at both levels of significance (i.e. 0.01 & 0.05). This perusal reveals that the null hypothesis has been accepted and represents the similarities between the Emotional Maturity of male and female students, studying in colleges of Education in relation to their Sex.

**Hypothesis-1.2:** - There is no significant difference of Life Satisfaction between male and female students, studying in colleges of Education.

The calculated C.R. value of Life Satisfaction of both groups is 0.697. The table of C.R. Values at the level of significance 0.01 & 0.05 for the degree of freedom 398 are 2.56 & 1.96 respectively, which is greater than its calculated value at both levels of significance (i.e. 0.01 & 0.05). This perusal reveals that the null hypothesis has been accepted and represents that there is no significant difference of Life Satisfaction between male and female students, studying in colleges of Education.

**Hypothesis-1.3:** - There is no significant correlation between Emotional Maturity and Life Satisfaction of Male students, studying in colleges of Education.

There is correlation between Emotional Maturity and Life Satisfaction of Male students, studying in colleges of Education are found positive 0.26 respectively. The table of correlation at the level of significance 0.01 & 0.05 for the degree of freedom 198 are 0.138 & 0.181 respectively, which is less than its calculated value at both levels of significance (i.e. 0.01 & 0.05). This perusal reveals that the hypothesis has been rejected and represent that there is below average positive correlation between the Emotional Maturity and Life Satisfaction of Male students, studying in colleges of Education.

**Hypothesis-1.4:** - There is no significant correlation between Emotional Maturity and Life Satisfaction of female students, studying in colleges of Education.

There is correlation between Emotional Maturity and Life Satisfaction of female students, studying in colleges of Education is found positive 0.015 respectively. The table of correlation at the level of significance 0.01 & 0.05 for the degree of freedom 198 are 0.138 & 0.181 respectively, which is greater than its calculated value at both levels of significance (i.e. 0.01 & 0.05). This perusal reveals that the hypothesis has been accepted
and represent that there is no between the Emotional Maturity and Life Satisfaction of female students, studying in colleges of Education.

Hypothesis-2.1: -There is no significant difference of Emotional maturity between Rural and Urban students, studying in colleges of Education.

(a) The calculated C.R. value of Emotional Unstability dimensions of Emotional Maturity of both groups is 1.163. The table of C.R.Values at the level of significance 0.01 & 0.05 for the degree of freedom 398 are 2.56 & 1.96 respectively, which is greater than its calculated value at both levels of significance (i.e. 0.01 & 0.05). This perusal reveals that the null hypothesis has been accepted.

(b) The calculated C.R. value of Emotional Regression dimensions of Emotional Maturity of both groups is 0.186. The table of C.R.Values at the level of significance 0.01 & 0.05 for the degree of freedom 398 are 2.56 & 1.96 respectively, which is greater than its calculated value at both levels of significance (i.e. 0.01 & 0.05). This perusal reveals that the null hypothesis has been accepted.

(c) The calculated C.R. value of Social Maladjustment dimensions of Emotional Maturity of both groups is 2.807. The table of C.R.Values at the level of significance 0.01 & 0.05 for the degree of freedom 398 are 2.56 & 1.96 respectively, which is more than its calculated value at both levels of significance (i.e. 0.05, 0.01). This perusal reveals that the null hypothesis has been rejected.

(d) The calculated C.R. value of Personality Disintegration dimensions of Emotional Maturity of both groups is 2.615. The table of C.R.Values at the level of significance 0.01 & 0.05 for the degree of freedom 398 are 2.56 & 1.96 respectively, which is less than its calculated value at both levels of significance (i.e. 0.01 & 0.05). This perusal reveals that the null hypothesis has been rejected.

(e) The calculated C.R. value of Lake of Independence dimensions of Emotional Maturity of both groups is 1.114. The table of C.R.Values at the level of significance 0.01 & 0.05 for the degree of freedom 398 are 2.56 & 1.96
respectively, which is less than its calculated value at both levels of significance (i.e. 0.01 & 0.05). This perusal reveals that the null hypothesis has been rejected.

(f) The calculated C.R. value of Sum of all Dimensions of Emotional Maturity of both groups is 2.746. The table of C.R.Values at the level of significance 0.01 & 0.05 for the degree of freedom 398 are 2.56 & 1.96 respectively, which is less than its calculated value at both levels of significance (i.e. 0.01 & 0.05). This perusal reveals that the null hypothesis has been rejected and represents the difference between the Emotional Maturity of Rural and Urban students, studying in colleges of Education in relation to their locality. Rural students more emotional mature than urban students, studying in colleges of Education.

**Hypothesis-2.2: There is no significant difference of Life Satisfaction between Rural and Urban students, studying in colleges of Education.**

The calculated C.R. value of Life Satisfaction of both groups is 0.670. The table of C.R.Values at the level of significance 0.01 & 0.05 for the degree of freedom 398 are 2.56 & 1.96 respectively, which is greater than its calculated value at both levels of significance (i.e. 0.01 & 0.05). This perusal reveals that the null hypothesis has been accepted and represents the similarities between the Life Satisfaction of Rural and Urban students, studying in colleges of Education in relation to their locality.

**Hypothesis-3: There is no significant correlation between Emotional Maturity and Life Satisfaction of Rural students, studying in colleges of Education.**

There is correlation between Emotional Maturity and Life Satisfaction of Urban students, studying in colleges of Education are found positive 0.196 respectively. The table of correlation at the level of significance 0.01 & 0.05 for the degree of freedom 198 are 0.138 & 0.181 respectively, which is less than its calculated value at both levels of significance (i.e. 0.01 & 0.05). This perusal reveals that the hypothesis has been rejected and represent that there is below average between the Emotional Maturity and Life Satisfaction of Urban students, studying in colleges of Education.

**Hypothesis-4: There is no significant correlation between Emotional Maturity and Life Satisfaction of Urban students, studying in colleges of Education.**
There is correlation between Emotional Maturity and Life Satisfaction of Rural students, studying in colleges of Education are found positive 0.12 respectively. The table of correlation at the level of significance 0.01 & 0.05 for the degree of freedom 198 are 0.138 & 0.181 respectively, which is greater than its calculated value at both levels of significance (i.e. 0.01 & 0.05). This perusal reveals that the hypothesis has been accepted and represent that there is no between the Emotional Maturity and Life Satisfaction of Rural students, studying in colleges of Education.

**Hypothesis-5.1:** *There is no significant difference of Emotional maturity between Married and Unmarried students, studying in colleges of Education.*

(a) The calculated C.R. value of Emotional Unstability dimensions of Emotional Maturity of both groups is 0.658. The table of C.R.Values at the level of significance 0.01 & 0.05 for the degree of freedom 398 are 2.56 & 1.96 respectively, which is greater than its calculated value at both levels of significance (i.e. 0.01 & 0.05). This perusal reveals that the null hypothesis has been accepted.

(b) The calculated C.R. value of Emotional Regression dimensions of Emotional Maturity of both groups is 0.625. The table of C.R.Values at the level of significance 0.01 & 0.05 for the degree of freedom 398 are 2.56 & 1.96 respectively, which is greater than its calculated value at both levels of significance (i.e. 0.01 & 0.05). This perusal reveals that the null hypothesis has been accepted.

(c) The calculated C.R. value of Social Maladjustment dimensions of Emotional Maturity of both groups is 2.807. The table of C.R.Values at the level of significance 0.01 & 0.05 for the degree of freedom 398 are 2.56 & 1.96 respectively, which is more than its calculated value at both levels of significance (i.e. 0.05, 0.01). This perusal reveals that the null hypothesis has been rejected.

(d) The calculated C.R. value of Personality Disintegration dimensions of Emotional Maturity of both groups is 0.696. The table of C.R.Values at the level of significance 0.01 & 0.05 for the degree of freedom 398 are 2.56 & 1.96 respectively, which is greater than its calculated value at both levels of
significance (i.e. 0.01 & 0.05). This perusal reveals that the null hypothesis has been accepted.

(e) The calculated C.R. value of Lake of Independence dimensions of Emotional Maturity of both groups is 0.664. The table of C.R.Values at the level of significance 0.01 & 0.05 for the degree of freedom 398 are 2.56 & 1.96 respectively, which is greater than its calculated value at both levels of significance (i.e. 0.01 & 0.05). This perusal reveals that the null hypothesis has been accepted.

(f) The calculated C.R. value of Sum of all Dimensions of Emotional Maturity of both groups is 0.705. The table of C.R.Values at the level of significance 0.01 & 0.05 for the degree of freedom 398 are 2.56 & 1.96 respectively, which is greater than its calculated value at both levels of significance (i.e. 0.01 & 0.05). This perusal reveals that the null hypothesis has been accepted and represents the similarities between the Emotional Maturity of Married and Unmarried students, studying in colleges of Education in relation to their marital status.

Hypothesis-5.2: -There is no significant difference of Life Satisfaction between Married and Unmarried students, studying in colleges of Education.

The calculated C.R. value of Life Satisfaction of both groups is 3.080. The table of C.R.Values at the level of significance 0.01 & 0.05 for the degree of freedom 398 are 2.56 & 1.96 respectively, which is less than its calculated value at both levels of significance (i.e. 0.01 & 0.05). This perusal reveals that the null hypothesis has been rejected and represents the difference between the Life Satisfaction of Married and Unmarried students, studying in colleges of Education in relation to their marital status. Unmarried students are more Life Satisfaction than married students, studying in colleges of Education.

Hypothesis-6.1: -There is no significant correlation between Emotional Maturity and Life Satisfaction of Married students, studying in colleges of Education.

There is correlation between Emotional Maturity and Life Satisfaction of Married students, studying in colleges of Education are found positive 0.17 respectively. The table of correlation at the level of significance 0.05 for the degree of freedom 398 is 0.138
respectively, which is less than its calculated value at 0.05 levels of significance. This perusal reveals that the hypothesis has been rejected and represent that there is very low positive correlation between the Emotional Maturity and Life Satisfaction of Married students, studying in colleges of Education. But the table of correlation at the level of significance 0.01 for the degree of freedom 398 is 0.181 respectively, which is greater than its calculated value at 0.01 levels of significance. This perusal reveals that the hypothesis has been accepted and represent that there is no significant correlation between the Emotional Maturity and Life Satisfaction of students, studying in colleges of Education.

**Hypothesis-6.2: -There is no significant correlation between Emotional Maturity and Life Satisfaction of Unmarried students, studying in colleges of Education.**

There is correlation between Emotional Maturity and Life Satisfaction of Unmarried students, studying in colleges of Education are found positive 0.105 respectively. The table of correlation at the level of significance 0.01 & 0.05 for the degree of freedom 198 are 0.138 & 0.181 respectively, which is greater than its calculated value at both levels of significance (i.e. 0.01 & 0.05). This perusal reveals that the hypothesis has been accepted and represent that there is no between the Emotional Maturity and Life Satisfaction of Unmarried students, studying in colleges of Education.

**Conclusions:-**

Objectives of a research work are pre-planed with the help of which investigator complete their goal. It is very essential in a research work that, it is given a final form by the help of facts on the basis of result and by the calculation and analysis final conclusions are derived. Conclusions are generalized so that common person can understand and reliability, validity increases. In an education research such conclusions are very important.

1. There is very low positive correlation at 0.01 levels of significant between the Emotional Maturity and Life Satisfaction of students, studying in colleges of Education. But there is no significant correlation at 0.01 levels of significant between the Emotional Maturity and Life Satisfaction of students, studying in colleges of Education.
2. There is no significant difference of Emotional Maturity’s Dimension- Emotional Unstability, Emotional Regression, Social Maladjustment, Personality Disintegration, Lake of Independence, and Sum of all Dimensions between male and female students, studying in colleges of Education.

3. There is no significant difference of Life Satisfaction between male and female students, studying in colleges of Education. The null hypothesis has been accepted and represents the similarities between the Life Satisfaction of male and female students, studying in colleges of Education in relation to their Sex.

4. There is no significant correlation between Emotional Maturity and Life Satisfaction of Male students, studying in colleges of Education. The hypothesis has been rejected and represents that there is below average positive correlation between the Emotional Maturity and Life Satisfaction of Male students, studying in colleges of Education.

5. The hypothesis has been accepted and represents that there is no significant between the Emotional Maturity and Life Satisfaction of female students, studying in colleges of Education.

6. There is no significant difference of Emotional Maturity’s Dimension- Emotional Unstability, Emotional Regression between Rural and Urban students, studying in colleges of Education. But the differences between the Personality Disintegration dimension of Emotional Maturity of Rural and Urban students, studying in colleges of Education in relation to their locality. Rural students are Personality Disintegration less then urban students, studying in colleges of Education. And the difference between the Lake of Independence dimension of Emotional Maturity of Rural and Urban students, studying in colleges of Education in relation to their locality. Rural students have the Lake of Independence less then urban students, studying in colleges of Education. In sum up the difference between the Emotional Maturity of Rural and Urban students, studying in colleges of Education in relation to their locality. Rural students more emotional mature then urban students, studying in colleges of Education.

7. There is no significant different between the Life Satisfaction of Rural and Urban students, studying in colleges of Education in relation to their locality.
8. The hypothesis has been rejected and represent that there is below average correlation between the Emotional Maturity and Life Satisfaction of Urban students, studying in colleges of Education.

9. The hypothesis has been accepted and represent that there is not significant correlation between the Emotional Maturity and Life Satisfaction of Rural students, studying in colleges of Education.

10. The null hypothesis has been accepted and represents the similarities between the Emotional Unstability, Emotional Regression, Social Maladjustment, Personality Disintegration, Lake of Independence, and Sum of all Dimensions of Emotional Maturity of Married and Unmarried students, studying in colleges of Education in relation to their marital status.

11. There is significant difference between the Life Satisfaction of Married and Unmarried students, studying in colleges of Education in relation to their marital status. Unmarried students are more Life Satisfaction then married students, studying in colleges of Education.

12. There is very low positive correlation between the Emotional Maturity and Life Satisfaction of Married students, studying in colleges of Education.

13. There is no between the Emotional Maturity and Life Satisfaction of Unmarried students, studying in colleges of Education.

14. Gender differences were also found; specifically, female students reported higher levels of satisfaction than males in regard to their friends, school, and self.

Discussion:-

In the present study found that there is very low positive correlation at 0.01 levels of significant between the Emotional Maturity and Life Satisfaction of students, studying in colleges of Education. But there is no significant correlation at 0.01 levels of significant between the Emotional Maturity and Life Satisfaction of students, studying in colleges of Education. (Vikrant Upadhyay & S.K. Upadgyay, 2004) found there is no significant relationship between emotional stability and academic achievement of the students. (Bahman Kord Tamini and Farhad Kahrazei, 2010) found that there was negative significant correlation between physical symptoms, anxiety, social dysfunction and
depression sub-scales and total scores of GHQ and life satisfaction. (Kurtz, M. E.; Propst, D. B. 1991)-found that the sample population exhibited relatively high levels of perceived leisure control. Perceived leisure control correlated positively with life satisfaction. In the present study found that there is no significant difference of Emotional Maturity’s Dimension- Emotional Unstability, Emotional Regression, Social Maladjustment, Personality Disintegration, Lake of Independence, and Sum of all Dimensions between male and female students, studying in colleges of Education. For the support of this finding (Charu Vyas, 2008)- Thus there is no significant difference in Anxiety, Emotional maturity and security - Insecurity of Boys and Girls coming from coeducation and unisex education school. (P.K.Nanda and Asha Chawla, 2009) -emotional maturity is affected by age, as adolescents grow in age there comes more stability in their emotions. Levels of unstability and extremely unstability decrease with age. Joint family system plays a significant role in emotional maturity and stability of adolescent girls. In the present study found that there is significant difference between the Life Satisfaction of Married and Unmarried students, studying in colleges of Education in relation to their marital status. Unmarried students are more Life Satisfaction then married students, studying in colleges of Education. (Keith J. Zullig and Rebecca J. White, 2007)- physical activity and sports participation is associated with improved life satisfaction and SRH for middle school students. In addition, although some gender differences were observed, consistent findings for sports participation suggest sports participation may carry multiple social, mental, and physical benefits for youth. (Kenneth N. Wexley, Janet L. McLaughlin and Harvey L. Sterns, 2004)- found that Significant differences were found among proximity to retirement groups in security satisfaction, being-in-the-know satisfaction, self-actualization importance, and autonomy importance. In the study shows that there is very low positive correlation between the Emotional Maturity and Life Satisfaction of Married students, studying in colleges of Education. (Arti Bakhshi, Kuldeep Kumar, Shallu Sharma and Ambica Sharma, 2002) found that a significant positive correlation between job- satisfaction and life-satisfaction of overall sample was found. Positive correlation between these two variables has important implications for managers and supervisors.
**Implication:**

Students have indicated the need and desire to make meaning out of their educational endeavor and that they would appreciate the support from within the program. The collegial atmosphere of a educational program can be significantly impacted by every level of a university or college including university leaders, student affairs generalists, administrators, faculty members, and support staff, students’ learning, students emotions. Clearly, there are institutional factors that can help students feel supported, connected, and optimistic about their future. For example, peer support groups where students can share concerns and ask questions about how school accommodates their broader goals and desires could be encouraged. These groups also offer the advantage of a relaxed atmosphere where students can gather together and support one another’s academic journey. Responses from the students in this study suggested that it would be helpful if faculty recognized the importance of other dimensions of students’ life satisfaction. Perhaps student advising sessions could incorporate dialogue about how to set long-term goals, procure jobs, and balance family and work demands. Some schools have adopted new academic advisement models that address the specific developmental issues of graduate students. The college of education student’s path is arduous at times, but given the right resources, school can be rewarding and satisfying. It is important to encourage dialogue within the school community about how students can make the most of their academic journey while remaining connected to the other important aspects of their lives.

The data indicate that rural students who are satisfied with locality also tend to be satisfied with other specific unmarried life and with life overall. An emotion is a combination of various emotions clustered around some important persons, objects, ideals and values. These emotions form one's permanent emotional disposition. In the initial stage, these emotions are centered on family members. The Emotional maturity becomes important in the behaviour of individuals. As the students are the pillars of the future generations their Emotional maturity is vital one. So the present study intends to measure the Emotional Maturity of college students. Later these are developed around one's community embers and are based on caste, religion and language. Gradually they are transformed into abstract ideals of cooperation, gregariousness (fond of company),
honesty, truthfulness and justice. For instance, one person from Bihar gets excited to see another Behari in Kanyakumari, because they belong to the same state. But the same Behari may be happy to see any Indian in Canada, because they belong to the same nation. This is how emotions we centered on ideals-religious, moral, social aesthetic, patriotic and finally towards one's own self, that is the emotion of self-regard.

**Suggestion for Family:**

1. Emotional Development is one of the major aspects of human growth and development. Emotions like anger, fear, love etc. play a great role in the development of child’s personality. Not only his physical growth and development is linked with his emotional makeup, but his intellectual, social, moral and aesthetic development are also controlled by his emotional behavior and experiences. The overall importance of emotional experiences in the life of a human being makes it quite essential to know about the emotions. Emotional should develop during infancy. Emotional development reaches its maximum in adulthood. During this stage, generally all individuals attain emotional maturity. For emotions development family members must trained in adulthood and childhood their emotion control.

2. As positive youth development directly affects adolescents' behaviour and appraisal of life, the present findings suggest that promoting positive youth development is of paramount importance in enabling satisfaction with life behaviour among students of education and next generation teachers.

3. Family should teach that enjoy each and every day by making your happiness a priority. Look for the small, everyday moments that bring a smile to your face. Make the most of each moment to begin experiencing the joy-filled life you deserve today.

**Suggestion for college:**

1. College management committees should develop the college positive and democratic environment in their college. Because most of learning time students spent in college.
2. Principal should try to manage students’ emotions training like exercise, sports, good games activity and co-curricular activity.

3. Co-curricular activity must be a part of training of teaching, so students enjoy their life and develop their life satisfaction.

**Suggestions for Further Research:**

Researcher is Continuous process and in further many researches are completed so Suggestions for future research are-

1. It the present dissertation sample is limited to 400 students so in the future it is expected to have research on more students.

2. It future research more and more B.Ed. colleges of Rajasthan are included in samples.

3. Both Rural and Urban colleges should be included in research sample.

4. All questionnaires for other classes should also be prepared for research.

**Following problems for further research are suggested in this specific are:**

1. Relationship between Scientific Attitude and emotional maturity.

2. Relationship between Life satisfaction and Creativity.

3. A Comparative study of life Satisfaction, Emotional Maturity and Self-concept of Pre-service and in-service Science Teachers.


5. The Importance of Emotion for Child & Adolescent to their Life Satisfaction: A Study.

**Summary of the Chapter:**

In this chapter Researcher gives the summary of the five chapters included findings, conclusions and limitations. He describes the problems and for further research are suggested.