INTRODUCTION:

The success of the research depends upon the modus operandi adopted to meet the objectives and to test the hypothesis. A planning is of crucial importance for the achievement of the objectives of the research work. Plan makes systematic attempts, the achievements in research. The procedure of a research is dependent on the question, the objectives and hypotheses. There is a great meaning is given for each field of research. According to Kerlinger 1964, 1973, "It is a matter of the procedural steps to solution of the selected research problem. It is not only a step on the way to completion. The research, but it also helps the future researchers for the manufacture of the research, to a re-analysis of the data, or unique conditions as to the appropriateness of the methods, tools and data collection." So this phase of the research needs a careful attempt in planning and execution.

The first step in planning educational research it is method followed by sampling procedure. The second step is the instruments used for the measurement of variables. This step includes justification of the instrument panel and the proof of its reliability and validity, its standardized test be used by the researchers. The researcher also has its own tools for the measurement of nationality. The last step in the description of the statistical tools used by the is to test the hypothesis of the research problem.
STATEMENT OF THE PROBLEM:

Title of the Research: “A STUDY OF EMOTIONAL MATURITY IN RELATION TO LIFE SATISFACTION OF THE STUDENT'S STUDYING IN COLLEGES OF EDUCATION”

Objectives of the study:

The objective of the proposal is adjacent the ends or objectives that the PC Powerplay, the result of the completion of the research, development, or assessment. A destination can be seen as a solution to the problem, or a step on the way to a solution, a final state is reached in relation to the problem. The sentence often used improperly as a problem statement, the aim of this project is properly completed by the inclusion of the objectives set out in the Rule section following in connection with research and the establishment of the procedures, the operational objectives.

Functions of the objectives of the proposal:

1. Proposes - proposals for the goals or ends, that the researcher wants to achieve or developer as a result of the proposed investigation, d. h. The positive alternative, reverse, or the extension of the description of the problem.

2. Justification - so that a justification for the selection of the objectives, the development of the criteria applied for the selection and show how the objectives meet the criteria.

Objectives:-

1. To investigate the relationship between maturity and overall satisfaction with the living conditions of the students, the study in the field of teacher training.

2. To investigate the relationship between maturity and overall satisfaction with the living conditions of the male students, the study in the field of teacher training.
3. To investigate the relationship between maturity and overall satisfaction with the living conditions of the female students, the study in the field of teacher training.

4. To investigate the relationship between maturity and overall satisfaction with the living conditions of the rural students studying in the field of teacher training.

5. To investigate the relationship between maturity and overall satisfaction with the living conditions of the urban students, studies in the field of teacher training.

6. To investigate the relationship between maturity and overall satisfaction with the living conditions of married students who are studying in the field of teacher training.

7. **Investigation of the relationship between** maturity and overall satisfaction with the living conditions of non-married students, studies in the field of teacher training.

**Hypothesis of the research:-**

A hypothesis is an explanation of the problem and the questions are with the hypothetical proposition, derived from a study on the conceptual framework, and the analysis of the data and the interpretation can be of crucial importance. Research Studies, the term hypothesis says a particular claim or not hypothetically deductive theoretical system, in the proposed derivation. On the basis of empirical confirmation or rejection of the hypothesis, test, d. h. Characters.

This behavior research tradition, which the complexity of hypotheses conceptual framework is a potential that was deductive theory, development, and higher education for the purposes of the application of the Inferential Statistics Statistical Analysis has
been carried out. Low degree of sophistication and rigorous deduction is therefore not possible in the implementation of research, the questions are appropriate.

Hypothesis that deserves further clarification. Hypothesis of a relationship in the form of a proposition is a conceptual statement is taken within the theoretical framework of the study. You don't need. (Alien, and the loss of the sock) was tested and the results of the random events that do not related to the product - this is your null hypothesis. Practice of the science data collected with the help of a testing, lying or it may be.

**Null hypothesis of the present study is the following:-**

1. There is no significant correlation between emotional maturity and overall satisfaction with the living conditions of the students, the study in teacher education.

2. There is no significant difference in emotional maturity and overall satisfaction with the living conditions between rural and urban students, studying in teacher education.

3. There is no significant correlation between emotional maturity and overall satisfaction with the living conditions of the rural students studying in teacher education.

4. There is no significant correlation between emotional maturity and overall satisfaction with the living conditions of the urban students, studying in teacher education.

5. There is no significant difference in emotional maturity and overall satisfaction with the living conditions between married and unmarried students, studying in teacher education.
6. There is no significant correlation between emotional maturity and overall satisfaction with the living conditions of married students and non-married students, studying in teacher education.

Research methods:-

*Research has three fold objectives:* In theory, the true and the program. These goals will be achieved through a variety of methods and strategies in the field of research. A Research Scholar should know what the word practice and research strategy. The present study is a follow-up to the survey method of data collection.

This method is scientific and reliable. What's New About Survey Method Mouly (1970), it is stated: 'There is no category of educational research is more frequent than the type known as the survey, the survey of the normative-descriptive research, Status and." The survey non-experimental, descriptive research method.

Researchers directly (such as opinions on library services) may be observed, if the survey is to collect information about the event can be very useful. Surveys of the user interfaces of the user's system from the library for reading habits, attitudes and characteristics of a wide range of topics in Library and Information Science assessment is widely used. In a survey, researchers sample population. *Liberalisation Basha and harder (1980) declare that "a nation is a group of persons or objects, has at least one common characteristic."

Surveys:-

Sometimes researchers directly interview topics, although the data is usually collected via questionnaire. Quantitative surveys (e.g. the use of forced-choice-questions) measures (e.g. Ask open-ended questions), or you can use qualitative. Cross-Sectional surveys and longitudinal surveys: a survey of two major types. Many of the following information has been an excellent book on the topic, "Survey Research methods, of Earl R. Babbie."
Cross-sectional view - surveys:-

Cross-sectional view - survey at a particular point in time, to information on population. Cross-sectional view - survey in March 1999 it was, for example, to information for parents about Internet filtering, questionnaires. A separate cross-sectional questionnaire survey of factors such as the mother, religiositat, and determine the relationship between Internets filtering with the can.

Longitudinal Surveys:-

Longitudinal survey data collected over time. The researchers examined the change in the population and their description and / or try to explain it. All three types of parallel development studies, cohort studies, and studies. To know what are the conditions that exist, methods, processes, trends, effects, settings, and beliefs etc present in the form of attempts to describe and interpret.

Survey studies collect three types of information:

i. Of what is present.
ii. Of what we want.
iii. Of How to get there.

Authors of different term such as "normative", "survey", or "trend "to describe inquiry. The compound adjective ("normative Survey" is applied to the two closely related aspects of this kind of study. The word "normative" is used because surveys are frequently made for the purposes of the determination of the normal condition or practice is typical. The "survey" shows the collection of data on current conditions.¹
Example for research:-

An example is a small part of the population selected for observation and analysis. Through the observation of the nature of the sample, one can make certain inferences about which it is drawn. In contrast to some popular opinion, sample are not chosen at random: **In this study sample size a total of 400 students.**

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Pi-Diagramm of students:-

1. The study will be completed only as Ed.stream students.
2. The study will be provided with 6 universities in Sri 3 districts of Western Maharashtra.
3. Selection of the sample were 200 male and 200 female students.
4. The study will be in the context of the rural and urban students.
**Sampling:**

Stratified random sampling method in collection of data. Under this system, the universe is divided into a number of categories and layers. Then be certain number of elements from each group at random on. At the time of construction layers. Certain points should be taken into account.

I. It should be perfect uniformity in the different units of the layers.

II. Stratification must be clear, well-defined and free of overlaps.

III. The size of the stratified sample must not be too small.

IV. A number of variables involved in the study should be taken into account.

Stratified sampling is divided into three main parts, i.e.

A. Proportional stratified sampling

B. Disproportionate stratified sampling.

C. Report sources weight sampling

Proportional stratified sampling. By this method is the number of units from each group are in the same proportion as they are in the universe DIS proportional stratified sampling. In this inter-layers in the comparison possible. Under this system, the number of elements from the layers is independent of the size of these layers.

Weight sampling report sources. In this system, the same number of elements are selected from each group and therefore averages per layer. After you do this, you will be weight5 according to the size of the stratum in the whole universe.
Benefits of stratified sample:

1. By this method, a representative character you will receive with a few numbers of the elements.

2. In this method a non-accessible replacement of the case by an accessible case is easily possible.

Disadvantages:

3. Under this system, no significant or important group will be forgotten.

4. The method saves time and money, since most of the elements or units, geographically localized.

The null hypothesis in the context of a statistical method of interpreting conclusions on characteristics are derived from the variable relations were observed in sample. The null hypothesis claims that observed differences or relationships result of chanceries of the sampling process. If the researcher, the null hypothesis, he or she takes the working hypothesis that the magnitude of the observed variable relationship is probably too large to attribute to the sampling error.

Limitation of the study:-

The limitation of the study is a necessary research. Because it is this waste of time, money, work, and on the Sources researchers. Therefore decided, restriction of the study is given below.

1. The study refers only to Maharashtra.

2. The study will be in the context 3 districts of Maharashtra.
3. The study will be carried out by only students of teacher education.

4. In this study, only B. Ed.stream students.

5. Selection of the sample had only 400 students (200 male+200 women)

6. The study will be carried out in the context of only two variables, emotional maturity, and Satisfaction with the living conditions.
**Collection of data:-**

**Table.III. 1. Details of the students & Universities:-**

<table>
<thead>
<tr>
<th>P. No</th>
<th>Name of the Institution</th>
<th>Urban</th>
<th>Rural development</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
</tr>
<tr>
<td>1</td>
<td>College of Education, Satara</td>
<td>23.</td>
<td>18</td>
<td>41</td>
</tr>
<tr>
<td>2</td>
<td>In Shikshan Mahavidyalaya of Shilpi Shastra, Kolhapur</td>
<td>22.</td>
<td>12</td>
<td>34</td>
</tr>
<tr>
<td>3</td>
<td>Jagruti B. Ed College, Kolhapur</td>
<td>12</td>
<td>18</td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td>Savitribai Fuley College of Education, Pune</td>
<td>0</td>
<td>34</td>
<td>34</td>
</tr>
<tr>
<td>5</td>
<td>Tilak College of Education, Pune</td>
<td>28.</td>
<td>7</td>
<td>35</td>
</tr>
<tr>
<td>6</td>
<td>Yeswant Shikshan Mahavidyalaya of Shilpi Shastra, Kolhapur</td>
<td>15</td>
<td>11</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100</td>
<td>100</td>
<td>200</td>
</tr>
</tbody>
</table>

A collection of data from over 400 students in teacher training colleges have been selected; 200 male, 200 female, 200 urban, 200 rural development. The data collection takes place only with B. Ed. Stream students.
Name of the tools:

1. Emotional maturity scales: Myself

2. Satisfaction with the living conditions was made: Even

The tool description:

(1) Maturity scale:-

So, the state of the perfect emotionally excited fear and hostility, the condition is resolved, but the constant action, think, and feel, looking to get healthy in the process of integration, a clear perspective for seeing themselves in the process is a continuous payment if you reached the level of a person's emotional maturity, they are not more than people, places, things, forces, good luck, and the soul can see their emotional perception of the external forces, which they feel their feelings and attitudes toward the victims helpless or disownership show that the speech is, learn from the drop Equations

Emotional honesty is known for his own feelings and desires are related to individual owners this is an important step toward self-understanding and acceptance are treated at this level of resistance to self-discovery you only deal directly with critical voices you hear in the interior of a person the conscious and unconscious fears relate in the past that, as a general rule, it does not interact with the inner enemy, so your fears are justified now, however, you can prevent to be destroyed, so that seems to know how to select all of them, or you can choose not to communicate with the complainant restoration of the old maxim, "to thine own self be true," Is the primary goal at this level. We are content to hide, suppress or repress what we think, but it honestly have never experienced this level of maturity: this is always what we believe that it
applies here, you really think about you are honest with itself is at the level of the people with whom you can share your real itself is another learning their true feelings I must never have to work again as a self-adoption behavior the right way and at the right height, to their feelings in a man the desire and skills will be in the context of the experience and the value of the ventilation feelings, and the feelings of their own person and other persons, to know the risks In hiding work at this level of self-revelation is an important issue not yet that you control, change, or it will be tried, condemn him without an oral hearing critical voices arise because of a desire to be open to all your feelings is not so important risks feelings of persecution and to investigate what an expression of the inner feelings and thus a further investigation of the underlying values are at this level, there is an openness, without the need for experience a feeling of freedom, the compulsion to suppress or repress.

**Guilford, J. P.** has prepared a matrix of the temperamental factors, which is reproduced below:

<table>
<thead>
<tr>
<th>Types of Dimension</th>
<th>Areas involved in the behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>General</td>
</tr>
<tr>
<td>Positive</td>
<td>Trust vs Inferiority</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Vs</td>
<td></td>
</tr>
<tr>
<td>Negative</td>
<td></td>
</tr>
<tr>
<td>Respond</td>
<td>Warnings vs Inattention</td>
</tr>
<tr>
<td>Vs</td>
<td></td>
</tr>
<tr>
<td>Not Responding</td>
<td></td>
</tr>
<tr>
<td>Controlled</td>
<td>Impulsive vs Deliberateness with hustle</td>
</tr>
<tr>
<td>Vs</td>
<td></td>
</tr>
<tr>
<td>Not Responding</td>
<td></td>
</tr>
<tr>
<td>Objective</td>
<td>Objective vs Allergic</td>
</tr>
<tr>
<td>Vs</td>
<td></td>
</tr>
<tr>
<td>Ego-centric</td>
<td></td>
</tr>
</tbody>
</table>

In the light of these facts, authors of the present scale. Creates a list of

Five factors of emotional immaturity.

A emotional instability
(B) emotional Regression

(C) social descent

(D) personality Resolution

(E) lack of independence

**A emotional instability:-**

This is a great role, the syndrome of the lack of capacity for the disposal problems, irritability, needs, and constant assistance for a"s for the daily work, exploit, vulnerability, stubbornness and temper tantrums., stubborn and temper tantrums. This group has a high correlation (.75) with the total score on the scale. On the inter-correlation matrix, syndrome of emotional instability has high intercorrelation with social descent but low correlation with emotional regression, personality disintegration and lack of independence. This factor has a low correlation with the two factors examined in factor analysis (Table 7) and seems an independent factor for emotional immaturity.

[B]emotional Regression:-

Emotional regression is also a large group of factors, such a syndrome as a feeling of inferiority, restlessness, Host, aggressiveness and selfishness. This factor has correlation with total score on the scale. On the inter-correlation matrix, it is very intercorrelated with other two factors, namely the personal disintegration and lack of independence, but has low intercorrelations with which
the emotional instability and social decline. This has turned out to be the most important factor in
the order as shown by the Faculty of analysis (Table 7). It has a high intercorrelation with (.47)
(.45) and low intercorrelation with (.27) and (.18). It also has a high correlation (.63) with the
total guest score on all five factors of the scale.

(C) social descent:-

Such a person shows lack of social adaptability is hatred, exclusive but glory, Lier and shirker.

(D) personality Resolution:-

There are also all of these symptoms, the dissolution of the personality, such as response,
phobias education rationalisation, pessimism, immorality, etc. Such a person suffers from
inferiorities and thus responds to environment by aggressiveness, destruction and distortion of
reality. In short this person shows different degrees of neuroticism and obsessive-compulsive
disorders could be made as shown in the following list:

Vs x Ss = ad/F x R/P = T/E = N

Vs = emotional Vulnerability

SS = external stresses in particular the reference to emotional Vulnerability
Ad = difficulty of adaptation - internal and external

F = flexibility

R = reactionary forces

P = progressive forces

T = emotional tensions

E = ego strength

N = Degree of neuroticism and obsessive-compulsive disorders

(E) lack of independence:-

Such a person is depending on other parasitic and egotic is the lack of "objective interests". Most people think of him an unreliable person.

Description and Rating:

Emotional maturity scale has a total of 48 entries under five categories:
<table>
<thead>
<tr>
<th>Areas</th>
<th>Total number of copies</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Emotional instability</td>
<td>10</td>
</tr>
<tr>
<td>B. Emotional Regression</td>
<td>10</td>
</tr>
<tr>
<td>C. Social Descent</td>
<td>10</td>
</tr>
<tr>
<td>D. Personality Resolution</td>
<td>10</td>
</tr>
<tr>
<td>E. Lack of Independence</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>48</td>
</tr>
</tbody>
</table>

EMS is self-regard to five points. Elements of the scale are demanding information in question form for each in each of the five options:

The parts are so stated that if the answer is in the positive, a score of 5, for 4 and 3 and for 2 people and for negative response of the score of 1. For this reason, the following applies: the higher the value on the scale, the greater the degree of the emotional immaturity and vice-versa.

**Reliability:**

The reliability of the scale was determined by: (i) Test - retest method and (ii) the internal consistency.

(I) **Test-retest reliability:**

The scale was measured for its test - retest reliability by the administration to a group of student participants (N= 150) including the male and female participants aged 20-24 years. The time interval between the two tests was that of six months. The product moment between the two tests were 75.

(II) **the internal consistency:**
The internal consistency of the scale was examined by calculating the coefficient of correlation between the scores and notes for each of the five residues. Table 1 below, the values of the internal consistency.

**Table III. 2**

**Table with internal consistency of the EMS ( = 98)**

<table>
<thead>
<tr>
<th>Areas</th>
<th>Total number of copies</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Emotional instability</td>
<td>0.75</td>
</tr>
<tr>
<td>B. Emotional Regression</td>
<td>0.63</td>
</tr>
<tr>
<td>C. Social Descent</td>
<td>0.58</td>
</tr>
<tr>
<td>D. Personality Resolution</td>
<td>0.86</td>
</tr>
<tr>
<td>E. Lack of Independence</td>
<td>0.42</td>
</tr>
<tr>
<td>Total</td>
<td>3.24</td>
</tr>
</tbody>
</table>

**Valid from:**

Check the scale was based on external criteria i.e. the area from the setting was for students of Sinha and Singh. The inventory is "GHA" area of the emotional setting of the students. The number of items in this area is twenty-one. Product moment correlations between total score on all twenty one "GHA" items and total score on EMS-was.64 (N= 46)

**Meaning:-**

The scale was on 193 college students are longing to have urban and rural background. The three quantities were calculated for the results of all 198 respondents.
Table III. 3.

Table with Quartile deviation of the values for N=198

<table>
<thead>
<tr>
<th>Quartile deviation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1 = 80</td>
<td></td>
</tr>
<tr>
<td>Q2 = 88.5</td>
<td></td>
</tr>
<tr>
<td>Q3 = 106.7</td>
<td></td>
</tr>
</tbody>
</table>

Interpretation of the results

<table>
<thead>
<tr>
<th>Score</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>50-80</td>
<td>Extremely stable</td>
</tr>
<tr>
<td>81-88</td>
<td>Moderately Stable</td>
</tr>
<tr>
<td>89-106</td>
<td>Unstable</td>
</tr>
<tr>
<td>107-240</td>
<td>Extremely Unstable</td>
</tr>
</tbody>
</table>
### Table with factor analysis (Centeroid method) of the five factors of the EMS

<table>
<thead>
<tr>
<th>Sub Test</th>
<th>Factor Analysis</th>
<th>Check Sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>EU</td>
<td>-.18 .56 .12 .12 .98</td>
<td></td>
</tr>
<tr>
<td>ER</td>
<td>.18 - .27 .47 .45 1.37</td>
<td></td>
</tr>
<tr>
<td>SM</td>
<td>.56 .27 - .23 .23 1.29</td>
<td></td>
</tr>
<tr>
<td>PD</td>
<td>.12 .47 .23 - .28 1.29</td>
<td></td>
</tr>
<tr>
<td>LI</td>
<td>.12 .45 .23 .28 - 1.08</td>
<td></td>
</tr>
<tr>
<td>S</td>
<td>.98 1.37 1.29 1.10 1.08 5.82</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>.56 .47 .56 .47 .45 2.51</td>
<td></td>
</tr>
<tr>
<td>$S1+D=E$</td>
<td>1.54 1.84 1.85 1.57 1.53 8.33=T</td>
<td></td>
</tr>
<tr>
<td>$E/T=A$</td>
<td>.53 .64 .64 .55 .53 2.89=T</td>
<td>1/T=M=.35</td>
</tr>
<tr>
<td>A12</td>
<td>.28 .41 .41 .30 .28 1.68</td>
<td></td>
</tr>
</tbody>
</table>

Deviation in percent = 1.68 /5 x 100 = 33.60 % = 34%

### Table III 6-

**Hierarchical order of the INTERCO relations matrix**

<table>
<thead>
<tr>
<th>Factors</th>
<th>EN</th>
<th>ER</th>
<th>SM</th>
<th>PD</th>
<th>LI</th>
</tr>
</thead>
<tbody>
<tr>
<td>EU</td>
<td>-</td>
<td>.56</td>
<td>.23</td>
<td>.23</td>
<td>.23</td>
</tr>
<tr>
<td>ER</td>
<td>.56</td>
<td>-</td>
<td>.18</td>
<td>.12</td>
<td>.12</td>
</tr>
<tr>
<td>SM</td>
<td>.23</td>
<td>.18</td>
<td>-</td>
<td>.47</td>
<td>.45</td>
</tr>
<tr>
<td>PD</td>
<td>.23</td>
<td>.12</td>
<td>.47</td>
<td>-</td>
<td>.28</td>
</tr>
<tr>
<td>LI</td>
<td>.23</td>
<td>.12</td>
<td>.45</td>
<td>.8</td>
<td>-</td>
</tr>
</tbody>
</table>

### Table III 7-

**R is transformed into Z standar guest score (Fisher's Z-scores)**

\[ \text{R} = \text{Z} \]

<table>
<thead>
<tr>
<th></th>
<th>EN</th>
<th>ER</th>
<th>SM</th>
<th>PD</th>
<th>LI</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>.63</td>
<td>.23</td>
<td>.23</td>
<td>.23</td>
<td>.23</td>
</tr>
<tr>
<td>.63</td>
<td>-</td>
<td>.18</td>
<td>.12</td>
<td>.12</td>
<td>.12</td>
</tr>
<tr>
<td>.23</td>
<td>.18</td>
<td>-</td>
<td>.57</td>
<td>.48</td>
<td>.48</td>
</tr>
<tr>
<td>.23</td>
<td>.12</td>
<td>.51</td>
<td>-</td>
<td>.29</td>
<td>.29</td>
</tr>
</tbody>
</table>
Table.III 8-

Table with two major factors, the high correlations

(N = 198)

<table>
<thead>
<tr>
<th>Subtest</th>
<th>A</th>
<th>Subtest</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>PD</td>
<td>.47</td>
<td>PD</td>
<td>.23</td>
</tr>
<tr>
<td>LI</td>
<td>.45</td>
<td>LI</td>
<td>.23</td>
</tr>
<tr>
<td>EN</td>
<td>.23</td>
<td>SM</td>
<td>.23</td>
</tr>
<tr>
<td>ER</td>
<td>.18</td>
<td>ER</td>
<td>.56</td>
</tr>
</tbody>
</table>

[ 2] life satisfaction inventory:

This inventory is designed for the measurement of satisfaction with the living conditions in B. Ed. Students of 3 districts Colleges. Especially for this scale researchers developed 35 Declaration in connection with life satisfaction many areas. For the validity of the this tool Researchers send this directory for the specialists, psychologists, educationalist and socialist. You modified the inventory of the statements and evaluation procedures. First tryout and 25 statements were selected for the next steps.

Notes:-

The findings from this life satisfaction inventory gives you an indication of how satisfied are you in your current life and should be a maximum of 5 minutes. Please answer the following questions using the criteria below. Please select the number that best fits how you feel at this
time in your life.

0 - Never been so

1 - Only rarely feel this way

2 - Sometimes feel they are this way

3 - OFTEN BEFORE

4 - Always feel as

Assessment and analysis:

There are two ways to interpret their results. The first is our cumulative of the guest, the US a note on our sense of accomplishment and happiness in life.

Scoring

In general, I am satisfied and happy in my life.

81-100

Feedback could be useful in certain areas.

My life is in order, but not always what I would like it

61-80
I was able to have a little direction in my life happier

41-60

My life is not in a direction that I like. I need support for learning how to find happiness.

40 And disciples.

My life no fulfilment and joy. P.S. Don't give up - this is a great opportunity for growth!

The second way to interpret guest score has to do with the individual sectors, the covered in the survey. It has been shown that the twenty-five areas for which the questions are specific indicators, which contribute to the feeling of happiness. So, for example, if a result was less than four on a particular question, there is room for improvement in this specific area. The lower the score, the greater the opportunity for growth.

Test-Retest reliability:-

Test-retest Reliability Test each scale correlations (factor) to LSS, as well as for the total score was calculated. This test is different from Test-retest correlation (cross-cradle hold) to.84. Test-retest test security are in the series of steps. The route is quite high and the characteristics of the various factors will be measured by the period of three months, a relatively stable. A comparison of the pre- and post- for each scale and the total score was. As expected, no significant change in the course of time was ninety days.

Statistics techniques: -

The following statistics on the interpretation of the data.

(I): Mean

(II) standard deviation
(I) designated:

"This means that the sum of the separate guest score or measures divided by their number."²

\[ M = \frac{\sum X}{N} \]

\( \sum X \) = sum of the scores

M = the average

N = number of reviews

(II) standard deviation:-

The root of the squares of the individual deviations from the mean value in series James dreves 1968. In the case of the standard deviation, the deviation from the mean value are square up to the elimination of the plus and minus signs. The sum of the squares of the deviations is then
Divided by the total number and the square root of the measured values is the standard deviation:

\[ S.D = \sqrt{\frac{\sum f d^2}{N}} \]

Calculation of P. D.

\[ r = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{N \left[ X^2 - \frac{(X)^2}{N} \right] N \left[ Y^2 - \frac{(Y)^2}{N} \right]}} \]

D = deviation from mean

\[ \sum d^2 = \text{sum of the squared deviations from the mean value} \]

N = number of reviews.

(III) CR-value:-

CR-value an important relationship in which a more accurate estimate of the σd is used t is a CR but all CR”s are not "t"s, the sampling distribution of "t" is not normal, if N is
Smaller than 30.

\[ C.R = \frac{M_1 - M_2}{\sqrt{\frac{(SD_1)^2}{N} + \frac{(SD_2)^2}{N}}} \]

\( M_1 \) = SE of the resources of the first sample

\( M_2 \) = SE of the mean value of the second sample

\( SD_1 \) = square of the SD from the first sample

\( SD_2 \) = square of the SD of the second sample.

\( N_1 \) = size of the first sample

\( N_2 \) = size of the second sample. Page 236

(IV) Correlation:

"Correlation indicates a common relationship between two variables." "one of the correlation coefficient is a number that tells us what exactly two things are in connection with the extent of the deviations in a with the changes in J.-P.Gufford" \(^4\)

"Correlation is concerned about the extent to which individual persons or objects that are average or below average in one direction. Also, the average, above average or below average in the other direction". Blomess Lindquist "If every two variables are so related that the increase in one variable corresponds to the increase or decrease of the other variable, or vice versa, the variables to correlate." \(^5\)
\[
    r = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{N \left[ X^2 - \left( \frac{X}{N} \right)^2 \right] \cdot N \left[ Y^2 - \left( \frac{Y}{N} \right)^2 \right]}}
\]

X or Y = deviation from assumed mean

\(\sum XY\) = sum of the product of x and y deviations

N = number of values

Loss portfolio transfer \(\sum X\) = value of the x-Scores

\(\sum Y\) = value of y values

There are three types of correlations that are identified:

1. **Positive Correlation:-**
   
   Positive Correlation between these two variables is when an increase in one variable leads to an increase of the other and a decrease in the one leads to a decrease in the other. 1. For example, a person, a positive relationship with money, which they may have a number of vehicles.

2. **Negative correlation:**
   
   An increase in one variable leads to a decrease in the other and vice versa, and a negative correlation. For example, the standard of education, the crime is a negative relationship. The level of education in the country has improved in some way it could lead to women less crime.

3. **No relationship:**
   
   A change in the other, and vice versa, and it may change if the two variables are correlated. For example, among the millionaires, I noticed uncorrelated for money. The money is not in happiness on 6
Persons who are a psychological examination stress test conditions can occur extreme anxiety and fear. While many people experience a certain degree of stress and anxiety before and during the test, testing fear can even learn to reduce the damage caused to the test. One of them is actually a little panic, can be helpful mentally awake and ready for the challenges of the present.

Excessive fear, on the other hand, it can be difficult to focus and remember things that you could have problems have studied. Stress testing is a type of performance anxiety. In situations where the pressure on, and a good performance, so that the passers-by can you really do their best to not worry about it.

It seems that people intelligence, personality, depending on your level of stress and performance motivation and other characteristics: in the name of modernisation, rapid social change, technological innovations, competitions and information about both blessing and curse to the explosion of the technology has proven itself. Sanyal (2004) stated that the information revolution and communication technology and the effects of globalisation on the on the way to an enrichment of the human nature is preparing to face new challenges. Was looking for the universal search for excellence, some people have for the upcoming challenges and not in a position to an emergency due to the blank.

Premji (2004) The difference between success and failure also said, would be well-trained talent the Global Talent in the world, everyone wants to achieve standard personality, with or without symptoms at the level of the excellence intelligence and other functions. Pahuja (2004) that every single person, so that there is a specific cognitive skills, are equipped with enough emotionally intelligent.

Each of us has certain properties make adjustments. Bakshi (2001) said that the young people, the situation must be seen in varying degrees of emotional stress. Constant pressure from the outside of the balance moved the human skills, interests and attitudes and impact on other aspects of the behavior.

When a young man the emotional capacity utilization Intelligencer the best way, but the
expectations of parents and teachers, is always more individual is under stress. Some of the most widespread frustration, that it is difficult with the young people in self-depreciation and not in the competition, the increase in view of the high expectations with maddening the standard of excellence, social security systems, value conflicts and lead to psychological distress.

In the last ten years or so, the scenario has changed much tension, not only the efficiency, but also a free media exposure as, because of the impact of the immoral West, tend to deviations of the various types, drug abuse and offers a useless earth habits of young people. Dealing with stress, is aimed at all students / young people, teachers seem to be the most important task is the teacher.

Stress is an inevitable part of our lives. It offers a useful feature in the life it would have to be increased, but due to the excitation of ideas and high standards also adversely affects the maximum amount of the coping mechanisms and hampered growth. Rao (1983) to the stress out of India. Selye (1976) emphasize the not-specific answer to a demand has said. Places special requirements on a person or a condition that cause stress.

Stress, Spielberger argued, after the (1982) work, the external force. Stress can lead to physical stress, the internal status of individual, and body or by the environmental and social conditions evaluated as potentially harmful uncontrolled or about our resources for handling.

McGrath (1976) attempts to define stress in the sense of a number of as a burden. Stress is an interaction with a person individual environmental demands. If these demands are not the differences. rapid changes will be applied to the new requirements of the education system, which also causes stress. Previous page The study shows that the degree of stress the students characteristics of education, teachers and students concerned.

Joost (2007) identify the pupils and teachers of Dutch students to experience the symptoms of stress secondary education. Students "cognitive skills was evaluated according to the different levels cross curriculum skills are tested. The level of fear of failure than success motivation was through a questionnaire. The study was as Stress student workload Teacher's lack of vision. These findings suggest that the threat of a failure with the workload in the context of the concept of the lack of teacher-, cognitive skills was only in connection with workload. Style
education, teacher as reported was not in connection with student stress. Only teachers' stress was associated with a student. The heavy workload of the teachers and students older than a lack of teachers.

Pestonjee (1999) found that for optimal Stress natural and healthy. If the voltage is not marked and not managed, it creates problems and the impact on performance health, well-being and emotional intelligence of the organism.

Dandapani a force on the system, as this destroys or deforms (2004) who stress or changes the structure of the system. The resulting burden is as changed. Biological and human sciences it refers to a state of mind. While our ability to deal with the difficult situation that we feel tense and Stress experience. Everyone is gifted with the ability to tolerate stress, Frustration tolerance are called the tribe. There is a limit we crossed excited. Over a long period of time to great stress and continued his inability to cope with the psychological and physical health can be harmful. So it is a kind of silent killer. Stress is a physical condition that organic is ready for action. Stress is an indispensables part of our lives.

Bhatia (1999) Stress Management Practice place to work and have different results and a source of stress and some strategies for its management. Stress can individually and can be a source of organizational variables. Organization strategies for workers, in the context of a moderate degree of exposure and the requirements of the role, authority and organizational culture in order to avoid role ambiguity, role conflict, interpersonal conflicts and mobile phone stress.

Employees should be encouraged to solve individual problems and emotional bodies Intelligencer traumas of the life. Progressive muscle relaxation, time management and Role Management techniques and group support should be maintained. The employees should be through the development of existing and new career to help cope with stress, promotion and career development programs regularly.

The return to a higher satisfaction with the work, less stress may have fear and irritability. Even when we sleep our body is under stress. To create are dreams on our brain, our heart to
keep beating and demand on our other systems to keep the body in a balanced state. If a person may not be motivated to work in a situation such as this there is no stress. On the other hand, if a person is under stress too much, it can lead to confusion, confused thinking, distorted perception of some functions, lead to poor performance.

We think that the only negative stress intensively pleasant event can also be very annoying. Pramod Satralkar who had reached et al., (1988), showed more in connection with a variety of adverse events in the life of the purpose of the stress of life events variables. Total life stress, positive and negative life stress, negative life stress has been found to relationship with life satisfaction. Ability to cope with stress is dependent on various factors, such as for example. Constitutional Affairs, on the interplay of natural resources, cognitive factors and personological.

Normally, when a pressure is applied system in general, with some significant changes in the form of fault leads to a disease or the effects of this change. Long-term physical, psychological and social factors are in the context of the pressure. In this sense, stress is a cause, it has little effect of pre-event. Cullain (2000) observed that the concern about the effects of social stories primary Institution-aged children with severe autism behavioral equations. The purpose of this study was that the effect of the behavior and excessive social stories on the social competence skills five of the most important concerns at the level of the expression and the behavior is part of the regular education K-5 children with autism classroom.

ABA design study were the same subject effectiveness of the social story intervention for children with autism to help your tension and reduce their excessive behavior. The information and reduction of the frequency of extreme behavior children the level of fear. Singh (2011) investigates the relationship between anxiety and performance in relation to your studies. Results General anxiety level for those participants that have shown that better reflects a high and low fear as students who study.

Manral (2000) found a positive and significant correlation between students between the aesthetic and the ethical and moral voltage stress that public significant concerns in relation to the students of existence: he was also aesthetic and ethical questions that arise in connection with the use of the conflict between male and female students. A state of mind train forces are
generated by the kind of pressure or implied.

The stress of the effect, and Kamal Jain (1988), support by the family, emotional intelligence as a function of perceived stress were examined and found that the combined family more social support and less stress and mental illness in comparison to a family. In other words, acts as a social support medium or stress - health relationship buffer. The results also support in India, the joint family system is still emotional intelligence therefore, social support, and condition-based media provides a cultural reducing stress.

Psycho-social Stress is an integral part of life and a long sufficient may be required for the development of the personality. Leith (1972) The relationship between personality and stress, two conditions investigated. The researchers found that the stress of all ages are highly motivated, lighter than the same conditions.

Interaction between treatment, introversion and anxiety in the analysis so far has been confirmed in. introverted and staged in an effort issues are very sensitive to extrovert people and non-fear than excitement. However, if the stress is very heavily on their mental balance and can to maladaptive behavior. They emphasize how human life be changed in the same way emotional life.

Srivastava (1985) examined the moderating effect refers to the role of the job strain on the relationship and the role of the N- performance in ambiguous situations and conflicts are related to fear and positive work negatively correlated with N- performance. Stress can always be said to be weak. Some of the big decisions that have been taken under the direction of human history is changed sorrow, sometimes we take challenges during the unrest. Singh and Sinha (1986) found a significant relationship between emotional intelligence, time pressure, and the challenge of the exercise.

The results were in a number of high loads for the population of students in the educational assessment and spousal; divine chat divine, users, it is still unclear how the effects of chronic stress during an acute episode other damaging physical and neuro-endocrine responses challenges. Current studies learn more about practical responses to laboratory stressors experienced another effect is of course stressful, suggests that answer "Background stress"
on/absence of a change in the (Fleming et al., 1987; Matthews et al., 1997; Forrest Gump and Matthews, 1999).

For example, in response to the strong fluctuations in the heart of the response time (gum et al., 2005) have been reported. In a similar way, the cardiovascular reactions to stress laboratory tasks were in children and often in the context of the ongoing stressors, and young people (Matthews, 1997). A study of the prospects for the children and to take note of the fact that the blood and the cardiac output response during laboratory stressors Three years later, the Peace increasing blood pressure high (Matthews et al., 2003). In contrast to reports in the Middle Ages, the participants more chronic stress has shown that low systolic blood pressure laboratory work (Matthews et al., 2001), the pressure, the adrenaline or noradrenaline and adrenaline or noradrenaline. Men had higher diastolic blood pressure functions and higher systolic blood pressure responses during the press, the diastolic blood pressure and adrenaline or noradrenaline responses to the recovery, and in accordance with the previously reported differences between the sexes in the cardiovascular acute stress causes neuro-endocrine reactions (stoney et al, 1988; Girdler et al, 1990; Cherry et al., 1992; Dixon et al, 2004).

Singh (2012) stress can cause physical or mental stimulation to define physical or psychological reaction, which can cause disease. Stress can make it easier for the cognitive tasks and services continuously high stress neuropsychiatric define the anxiety and depression, can his company disease. Stress response is characterized by an increase of the corticosteroid. The considerable differences between the individual feedback. Some people again and again, with a sales increase of cortisol other show little or no response to the stress response. V high low cortisol response may actually represent two different groups of emotional intelligence, resilience, and vary in terms of the level of the personality. Orpen and Welch (1989) explores the relationship between stress and attitude to work according to the Australian nurses. Climbers and Kamal (2001) College students are interested in the relationship between music and searching, and with a touch of Music reduces the fear, so we have some of the best interest of the students when we less stress in our students.
Summary of the chapter: -

In the chapter of the researchers, the work plan and research methodology of the research. He wrote the following about sample, sampling method, and the data collection method, the aim of the study, hypothesis, research method and limitation of the study.
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