CHAPTER IV

Analysis and interpretation of data

Introduction:
Analysis and interpretation of data is necessary to test the hypothesis of the research. In the analysis the collected data are tabulated and statistical methods is employed as per design of the proposed research.

Good, Barr and scats write, "analysis is a procedure that, in research in one form or another form of at the very beginning, it may be appropriate to say that the research is usually composed of two larger steps- the collection of the data and the analysis of the data, but no analysis can extract from the data validity conflict which are not there."

Analysis of survey data is an important and exciting step in the survey. This is the time you can have important information about your customers, discover trends that you might not otherwise have announced, or an irrefutable facts to support their plans. By incoming data comparisons, you can begin to identify relationships between different data, to help you understand more about your interlocutor, and lead you to make better decisions.

This research will give you a brief overview of the analysis results of the survey. It will not work with the specific use of surveys per for the analysis, as it is intended a base on which you can trust your own survey analysis no matter what you use.

Analysis and interpretation of data:-

Hypothesis - 1.1 - there is no significant link between emotional maturity and overall satisfaction with the living conditions of the students, the study in teacher education.

Table-T IV 1
Details of Data Sets class interval, frequency and the correlation between emotional maturity and overall satisfaction with the living conditions of the students, the study in pedagogical universities

<table>
<thead>
<tr>
<th>Satisfaction with the living conditions</th>
<th>Emotional Maturity</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI</td>
<td>Frequency</td>
<td>CI</td>
</tr>
<tr>
<td>20-29</td>
<td>23.</td>
<td>40-49</td>
</tr>
<tr>
<td>30-39</td>
<td>42</td>
<td>50-59</td>
</tr>
<tr>
<td>40-49</td>
<td>50</td>
<td>60-69</td>
</tr>
<tr>
<td>50-59</td>
<td>98</td>
<td>70-79</td>
</tr>
<tr>
<td>60-69</td>
<td>67</td>
<td>: 80-89</td>
</tr>
<tr>
<td>70-79</td>
<td>54</td>
<td>Mesh size 90-99</td>
</tr>
<tr>
<td>: 80-89</td>
<td>47</td>
<td>100-109</td>
</tr>
<tr>
<td>90-99</td>
<td>19</td>
<td>110-119</td>
</tr>
<tr>
<td></td>
<td></td>
<td>120-129</td>
</tr>
<tr>
<td></td>
<td></td>
<td>130-139</td>
</tr>
<tr>
<td></td>
<td></td>
<td>140-149</td>
</tr>
<tr>
<td>Total</td>
<td>400</td>
<td>Total</td>
</tr>
</tbody>
</table>

(DF= 400-2 = 398)

In the above table no - T. IV. 1, the frequency with the class distance of emotional maturity and overall satisfaction with the living conditions of the students, the study in teacher education. Calculated correlations with Karl Pearson product moments method is used to calculate the correlation. There are links between emotional maturity and overall satisfaction with the living conditions of the students, the study in pedagogical universities positive 0.140.

The table of correspondences at the level of the importance 0.05 for the degree of freedom 398 0.098 is in each case, which is less than the calculated value of 0.05 levels of significance. This
view shows that the hypothesis has been rejected, that it is only a very low positive correlation between the emotional maturity and overall satisfaction with the living conditions of the students, the study in teacher education. But the table of equivalents on the level of the importance 0.01 for the degrees of freedom is 0.181 398 each, which is greater than the calculated value of 0.01 levels of significance.

This view shows that the hypothesis has been accepted that there is no significant correlation between the emotional maturity and overall satisfaction with the living conditions of the students, the study in teacher education.
Details of the graph shows the frequency between emotional maturity and overall satisfaction with the living conditions of the students, studying in teacher education:

Hypothesis:
1.2 (a):
- There is no difference between emotional instability dimension of affective maturity of male and female students, the collages of their training in Education

Table No. - T.2 IV.

Details of the data of the emotional maturity of the dimension, emotional instability between male and female students, studying in teacher education
In the above table no - T. IV. 2, mean and standard deviation values are given, emotional instability dimensions of the emotional maturity of the male and female students, studying in teacher education. The mean values of the emotional instability of the male and female participants will be 18.39, & 18.38 and the standard deviation are 6.61, 5.67. The calculated C. R. Dimensions of the value of the emotional instability emotional maturity of the two groups is 0.008. The table of C. R. Values at the level of the importance 0.01 & 0.05 for the degrees of freedom 398 are 2.56 and 1.96, which is greater than the calculated value at both levels of importance (d. h. 0.01 &0.05 ).This view shows that the null hypothesis is accepted and the similarities between the emotional instability dimension of affective maturity of male and female students, and studied at universities of education in relation to gender.
Graphic # - G.IV 2

Details of the graph shows mean and standard deviation of the emotional maturity of the Dimension-Emotionale instability between male and female students, studying in teacher education.

Hypothesis 1.2 (b): There is no significant difference in emotional maturity of the degree, emotional regression between male and female students, studying in teacher education.

Table No. - T.3 IV.
Details of the data of the emotional maturity of the dimension-emotional Regression between male and female students, studying in teacher education.

<table>
<thead>
<tr>
<th>Type of Group</th>
<th>N</th>
<th>Average</th>
<th>SD</th>
<th>CR Value</th>
<th>Level of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male students</td>
<td>200</td>
<td>18.69</td>
<td>5.85</td>
<td>0.084</td>
<td>P&gt;0.05</td>
</tr>
<tr>
<td>Female Students</td>
<td>200</td>
<td>18.64</td>
<td>6.00</td>
<td>0.084</td>
<td>P&gt;0.05</td>
</tr>
</tbody>
</table>

(DF= 200 + 200 - 2 = 398)

In the above table no - T. IV. 3, the mean and standard deviation values are the emotional Regression dimensions of the emotional maturity of the male and female students, studying in teacher education. The mean values of the emotional regression of male and female participants are 18.69, & 18.64 and the standard deviation are 5.85, 6.00.

The calculated C. R. Value of the emotional Regression dimensions of the emotional maturity of the two groups is 0.084. The table of C. R. Values at the level of the importance 0.01 & 0.05 for the degrees of freedom 398 are 2.56 and 1.96, which is greater than the calculated value at both levels of importance (d. h. 0.01 &0.05).

This view shows that the null hypothesis is accepted and the similarities between the emotional Regression dimension of affective maturity for male and female students studying at universities of education in relation to gender.

Graph-G.IV 3
Details of the graph shows mean and standard deviation) of the emotional maturity of the dimension-emotional regression between male and female students studying in higher education colleges.

Hypothesis 1.2 (c): -

There is no significant difference of the emotional maturity of the dimension-social descent between male and female students, studying in teacher education.
Details of the data of the emotional maturity the dimension of social descent
Between male and female students, studying in teacher education

<table>
<thead>
<tr>
<th>Type of Groups</th>
<th>(N)</th>
<th>[Mean]</th>
<th>SD</th>
<th>(CR-value)</th>
<th>Level of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male students</td>
<td>200</td>
<td>16.44</td>
<td>4.81</td>
<td>2.325</td>
<td>P&lt;0.05</td>
</tr>
<tr>
<td>Female Students</td>
<td>200</td>
<td>17.81</td>
<td>6.87</td>
<td>2.325</td>
<td>P&gt;0.01 *</td>
</tr>
</tbody>
</table>

(DF= 200 + 200 - 2 = 398)

In the above table no. T. IV. 4, the mean and standard deviation values are social decline dimensions to the emotional maturity of the male and female students, studying in teacher education. The average values of the social decline of male and female participants are 16.44 & 17.81 and the standard deviation are 4.81, 6.87.

The calculated C. R. Value of the social decline dimensions of the emotional maturity of the two groups is 2.325. The table of C. R. Values at the level of the importance 0.01 & 0.05 for the degrees of freedom 398 are 2.56 and 1.96, which is less than the calculated value in importance (d. h. 0.05 ). This view shows that the null hypothesis has been rejected and the differences between the social descent dimension of affective maturity of the male and female students, studying at universities of education in relation to gender. Male students are socially adjusted and then female students, studying in teacher education.
Graph-G.IV 4
Details of the graph shows mean and standard deviation) of the emotional maturity of the dimension-social descent between male and female students studying in higher education colleges.

Hypothesis 1.2 (d): - There is no significant difference of the emotional maturity of personality disintegration between male and female students, studying in teacher education.
In the above table no - T. IV. 5, the mean and standard deviation values for personality resolution dimensions of the emotional maturity of the male and female students, studying in teacher education. The mean values of the personality disintegration of the male and female participants are 14.52, & 14.78 and the standard deviation are 4.56, 4.92.

The calculated C. R. Value of personality disintegration dimensions of the emotional maturity of the two groups is 0.548. The table of C. R. Values at the level of the importance 0.01 & 0.05 for the degrees of freedom 398 are 2.56 and 1.96, which is greater than the calculated value at both levels of importance (d. h. 0.01 &0.05 ).This view shows that the null hypothesis is accepted and the similarities between the personality disintegration dimension of affective maturity of the male and female students studying at universities of education in relation to gender.
Graph-G.IV 5

Details of the graph shows mean and standard deviation of the emotional maturity of the dimension personality disintegration between male and female students, studying in teacher education.

Hypothesis 1.2 (e): - There is no significant difference of the emotional maturity of the level- lack of independence between male and female students, studying in teacher education.
Table no. - T.6 IV.

Details of the data of the emotional maturity of the level- lack of independence between male and female students studying in higher education colleges

<table>
<thead>
<tr>
<th>Type of Groups</th>
<th>(N)</th>
<th>[Mean]</th>
<th>SD</th>
<th>(CR-value)</th>
<th>Level of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male students</td>
<td>200</td>
<td>14.31</td>
<td>4.94</td>
<td>1.114</td>
<td>P &gt; 0.05</td>
</tr>
<tr>
<td>Female Students</td>
<td>200</td>
<td>14.91</td>
<td>5.71</td>
<td>1.114</td>
<td>P &gt; 0.05</td>
</tr>
</tbody>
</table>

(DF= 200 + 200 - 2 = 398)

In the above table no - T. IV. 6, the mean and standard deviation values are due to the lack of independence dimensions of the emotional maturity of the male and female students, studying in teacher education. The average values of the lack of independence of the male and female participants will be 14.31, & 14.91 and the standard deviation are 4.94, 5.71.

The calculated C. R. Value of the missing independence dimensions of the emotional maturity of the two groups is 1.114. The table of C. R. Values at the level of the importance 0.01 & 0.05 for the degrees of freedom 398 are 2.56 and 1.96, which is greater than the calculated value at both levels of importance (d. h. 0.01 & 0.05 ). This view shows that the null hypothesis is accepted and the similarities between the lack of independence dimension of the emotional maturity of the male and female students, and studied at universities of education in relation to gender.
Details of the graph shows mean and standard deviation) of the emotional maturity of the Dimension-Mangel of independence between male and female students studying at universities in the education

Graph-G.IV.6

Hypothesis 1.2 (f): - There is no significant difference in emotional maturity the sum of all dimensions between male and female students, studying in teacher education.
Table No. -T.7 IV.

Details of the data the sum of all dimensions of the emotional maturity between male and female students studying in higher education colleges

<table>
<thead>
<tr>
<th>Type of Groups</th>
<th>(N)</th>
<th>[Mean]</th>
<th>SD</th>
<th>(CR-value)</th>
<th>Level of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male students</td>
<td>200</td>
<td>82.34</td>
<td>19.44</td>
<td>1.083</td>
<td>P&gt;0.05</td>
</tr>
<tr>
<td>Female Students</td>
<td>200</td>
<td>84.43</td>
<td>19.17</td>
<td>1.083</td>
<td>P&gt;0.05</td>
</tr>
</tbody>
</table>

(DF= 200 +200-2 = 398)

In the above table no - T. IV 7, the mean and standard deviation values are the sum of all dimensions of the emotional maturity of the male and female students, studying in teacher education. The mean value of the sum of all dimensions of the male and female participants are 82.34, 84.43 and standard deviation are 19.44, 19.17.

The calculated C. R. Value of the sum of all dimensions of the emotional maturity of the two groups is 1.083. The table of C. R. Values at the level of the importance 0.01 & 0.05 for the degrees of freedom 398 are 2.56 and 1.96, which is greater than the calculated value at both levels of importance (d. h. 0.01 &0.05 ).This view shows that the null hypothesis is accepted and the similarities between the emotional maturity of the male and female students, and studied at universities of education in relation to gender.
Graph-G.IV 7
Details of the graph shows mean and standard deviation) of the emotional maturity of the Dimension-Mangel of independence between male and female students studying at universities in the education

Hypothesis-1.3: there is no significant difference in life satisfaction between male and female students, studying in teacher education.
Table no. -T.8 IV.
Details on the data of the satisfaction with the living conditions between male and female students studying in higher education colleges

<table>
<thead>
<tr>
<th>Type of Groups</th>
<th>(N)</th>
<th>[Mean]</th>
<th>SD</th>
<th>(CR-value)</th>
<th>Level of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male students</td>
<td>200</td>
<td>60.48</td>
<td>18.52</td>
<td>0.697</td>
<td>P&gt;0.05</td>
</tr>
<tr>
<td>Female Students</td>
<td>200</td>
<td>59.21</td>
<td>17.92</td>
<td>0.697</td>
<td>P&gt;0.05</td>
</tr>
</tbody>
</table>

(DF= 200 +200-2 = 398)

In the above table no - T. IV 8, mean and standard deviation values are given, satisfaction with the living conditions of the male and female students, studying in teacher education. The mean values of the satisfaction with the living conditions of the male and female participants will be 60.48, & 59.21 and standard deviation are 18.52, 17.92.

The calculated C. R. Value of life satisfaction of both groups is 0.697. The table of C. R. Values at the level of the importance 0.01 & 0.05 for the degrees of freedom 398 are 2.56 and 1.96, which is greater than the calculated value at both levels of importance (d. h. 0.01 &0.05 ).This view shows that the null hypothesis is accepted and the similarities between the satisfaction with the living conditions of male and female students, the courses at universities of education in relation to gender.
Graph-G.IV 8

Details of the graph shows mean and standard deviation) of the life satisfaction between male and female students studying in higher education colleges.

Hypothesis 2: - there is no significant difference in emotional maturity between rural and
urban students, studying in teacher education.

**Hypothesis 2.1 (a):** There is no significant difference of the emotional maturity of the dimension, emotional instability between rural and urban students, studying in teacher education.

**Table no. -T.9 IV.**

Details of the data of the emotional maturity of the Dimension-Emotional instability between rural and urban students, studying in teacher education

<table>
<thead>
<tr>
<th>Type of Groups</th>
<th>(N)</th>
<th>[Mean]</th>
<th>SD</th>
<th>(CR-value)</th>
<th>Level of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students from rural areas</td>
<td>200</td>
<td>18.03</td>
<td>6.33</td>
<td>1.163</td>
<td>P&gt;0.05</td>
</tr>
<tr>
<td>Urban Students</td>
<td>200</td>
<td>18.75</td>
<td>5.95</td>
<td>1.163</td>
<td>P&gt;0.05</td>
</tr>
</tbody>
</table>

In the above table no - T. IV. 9, mean and standard deviation values are given, emotional instability dimensions of the emotional maturity of the rural and urban students, studying in teacher education. The mean values of the emotional instability of the rural and urban students are 18.03, & 18.75 and standard deviation are 6.33, 5.95. The calculated C. R. Dimensions of the value of the emotional instability emotional maturity of the two groups is 1.163.

The table of C. R. Values at the level of the importance 0.01 & 0.05 for the degrees of freedom 398 are 2.56 and 1.96, which is greater than the calculated value at both levels of
importance (d. h. 0.01 &0.05 ). This view shows that the null hypothesis is accepted and the similarities between the emotional instability dimension of affective maturity of the rural and urban students, and studied at universities of education in relation to your location.

**Graph-G.IV 9**

Details of the graph shows mean and standard deviation) of the emotional maturity of the dimension, emotional instability between rural and urban students, studying in teacher education.

![Graph-G.IV.9](image-url)
Hypothesis-2.1 (B): -There is no significant difference of the emotional maturity of the dimension, emotional regression between rural and urban students, studying in teacher education.

Table no. -T.10 IV.

Details of the data of the emotional maturity of the dimension-emotional regression between rural and urban students, studying in teacher education

<table>
<thead>
<tr>
<th>Type of Groups</th>
<th>(N)</th>
<th>[Mean]</th>
<th>SD</th>
<th>(CR-value)</th>
<th>Level of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students from rural areas</td>
<td>200</td>
<td>18.72</td>
<td>6.33</td>
<td>0.186</td>
<td>P&gt;0.05</td>
</tr>
<tr>
<td>Urban Students</td>
<td>200</td>
<td>18.61</td>
<td>5.48</td>
<td>0.186</td>
<td>P&gt;0.05</td>
</tr>
</tbody>
</table>

In the above table no - T. IV 10, mean and standard deviation values are given, emotional Regression dimensions of the emotional maturity of the rural and urban students, studying in teacher education. The mean values of the emotional regression of rural and urban students are 18.72, 18.61 and standard deviation are 6.33, 5.48.

The calculated C. R. Value Regression emotional dimensions of the emotional maturity of the two groups is 0.186. The table of C. R. Values at the level of the importance 0.01 & 0.05 for the degrees of freedom 398 are 2.56 and 1.96, which is greater than the calculated value at both levels of importance (d. h. 0.01 &0.05 ).This view shows that the null hypothesis is accepted and the similarities between the emotional Regression dimension of affective maturity of the rural
and urban students, and studied at universities of education in relation to your location.

**Graph-G.IV. 10**

Details of the graph shows mean and standard deviation) of the emotional maturity of the dimension, emotional regression between rural and urban students, studying in teacher education.

![Bar chart showing average and P. D. for rural and urban students.](image)

**Hypothesis-2.1 (c):** There is no significant difference of the emotional maturity of the dimension-social descent between rural and urban students, studying in teacher education.
Table no. -T.11 IV.
Details of the data of the emotional maturity the dimension of social descent between rural and urban students, studying in teacher education

<table>
<thead>
<tr>
<th>Type of Groups</th>
<th>(N)</th>
<th>[Mean]</th>
<th>SD</th>
<th>(CR-value)</th>
<th>Level of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students from rural areas</td>
<td>200</td>
<td>16.30</td>
<td>5.49</td>
<td>2.807</td>
<td>P&lt;0.05</td>
</tr>
<tr>
<td>Urban Students</td>
<td>200</td>
<td>17.95</td>
<td>6.31</td>
<td>2.807</td>
<td>P&lt;0.01</td>
</tr>
</tbody>
</table>

In the above table no - T. IV 11, mean and standard deviation values are given, social descent dimensions of the emotional maturity of the rural and urban students, studying in teacher education. The average values of the social decline of rural and urban students are 16.30 & 17.95 and standard deviation are 5.49, 6.31.

The calculated C. R. Value of the social decline dimensions of the emotional maturity of the two groups is 2.807. The table of C. R. Values at the level of the importance 0.01 & 0.05 for the degrees of freedom 398 are 2.56 and 1.96, which is more than the calculated value at both levels of importance (d. h. 0.05, 0.01). This view shows that the null hypothesis has been rejected and illustrates the differences between the social descent dimension of affective maturity of the rural and urban students, and studied at universities of education in relation to your location. Rural students are socially adjusted and urban students, studying in teacher education.
Graph-G.IV. 11

Details of the graph shows mean and standard deviation) of the emotional maturity of the dimension-social descent between rural and urban students, studying in teacher education.

**Hypothesis-2.1 (d):** - There is no significant difference of the emotional maturity of personality disintegration between rural and urban students, studying in teacher education.
Table no. -T.12 IV.

Details of the data of the emotional maturity to dimension of the personality disintegration between rural and urban students, studying in Colleges

<table>
<thead>
<tr>
<th>Type of Groups</th>
<th>(N)</th>
<th>[Mean]</th>
<th>SD</th>
<th>(CR-value)</th>
<th>Level of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students from rural areas</td>
<td>200</td>
<td>14.03</td>
<td>4.18</td>
<td>2.615</td>
<td>P&lt;0.05</td>
</tr>
<tr>
<td>Urban Students</td>
<td>200</td>
<td>15.26</td>
<td>5.17</td>
<td>2.615</td>
<td>P&lt;0.01</td>
</tr>
</tbody>
</table>

In the above table no - T. IV 12, mean and standard deviation values are on personality resolution dimensions of the emotional maturity of the rural and urban students, studying in teacher education. The mean values of the personality disintegration of the rural and urban students are 14.03, & 15.26 and standard deviation are 4.18, 5.17.

The calculated C. R. Value of personality disintegration dimensions of the emotional maturity of the two groups is 2.615. The table of C. R. Values at the level of the importance 0.01 & 0.05 for
the degrees of freedom 398 are 2.56 and 1.96, which is less than the calculated value at both levels of importance (d. h. 0.01 & 0.05). This view shows that the null hypothesis has been rejected and illustrates the differences between the personality disintegration dimension of affective maturity of the rural and urban students, and studied at universities of education in relation to your location. Students from rural areas are personality resolution less than urban students, studying in teacher education.

Graph-G.IV. 12

Details of the graph shows mean and standard deviation) of the emotional maturity of personality disintegration between rural and urban students, studying in teacher education.
Hypothesis-2.1 (e): There is no significant difference of the emotional maturity of the level-lack of independence between rural and urban students, studying in teacher education.

Table no. -T.13 IV.

Details of the data of the emotional maturity of the Dimension-Mangel of independence between rural and urban students, studying in teacher education.

Graph-G.IV.12
<table>
<thead>
<tr>
<th>Type of Groups</th>
<th>(N)</th>
<th>[Mean]</th>
<th>SD</th>
<th>(CR-value)</th>
<th>Level of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students from rural areas</td>
<td>200</td>
<td>13.68</td>
<td>4.89</td>
<td>3.522</td>
<td>P&lt;0.05</td>
</tr>
<tr>
<td>Urban Students</td>
<td>200</td>
<td>15.54</td>
<td>5.61</td>
<td>3.522</td>
<td>P&lt;0.01</td>
</tr>
</tbody>
</table>

In the above table no - T. IV 13, mean and standard deviation values are given, lack of independence dimensions of the emotional maturity of the rural and urban students, studying in teacher education. The mean values of the lack of independence of the rural and urban students are 14.31, & 14.91 and the standard deviation are 4.94, 5.71.

The calculated C. R. Value of the missing independence dimensions of the emotional maturity of the two groups is 1.114. The table of C. R. Values at the level of the importance 0.01 & 0.05 for the degrees of freedom 398 are 2.56 and 1.96, which is less than the calculated value at both levels of importance (d. h. 0.01 & 0.05). This view shows that the null hypothesis has been rejected and the difference between the dimension of affective maturity lack of independence of the rural and urban students, studying at universities of education in relation to your location. Students from rural areas have less than the lack of independence urban students, studying in teacher education.

**Graph-G.IV. 13**

**Details of the graph shows mean and standard deviation) of the emotional maturity of the level- lack of independence between rural and urban students, studying in teacher education**
Hypothesis-2.1 (f): - There is no significant difference in emotional maturity the sum of all dimensions between rural and urban students, studying in teacher education.

Table no. -T.14 IV.

Details of the data the sum of all dimensions of the emotional maturity between rural and urban students, studying in teacher education
<table>
<thead>
<tr>
<th>Type of Groups</th>
<th>(N)</th>
<th>[Mean]</th>
<th>SD</th>
<th>(CR-value)</th>
<th>Level of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students from rural areas</td>
<td>200</td>
<td>80.75</td>
<td>18.75</td>
<td>2.746</td>
<td>P&lt;0.05</td>
</tr>
<tr>
<td>Urban Students</td>
<td>200</td>
<td>86.01</td>
<td>19.70</td>
<td>2.746</td>
<td>P&lt;0.01</td>
</tr>
</tbody>
</table>

In the above table no - T. IV 14, mean and standard deviation values are given, sum of all dimensions of the emotional maturity of the rural and urban students, studying in teacher education. The mean value of the sum of all dimensions of rural and urban students are 80.75, 86.01 and standard deviation are 18.75, 19.70.

The calculated C. R. Value of the sum of all dimensions of the emotional maturity of the two groups is 2.746. The table of C. R. Values at the level of the importance 0.01 & 0.05 for the degrees of freedom 398 are 2.56 and 1.96, which is less than the calculated value at both levels of importance (d. h. 0.01 &0.05 ). This view shows that the null hypothesis has been rejected and is the difference between the emotional maturity of the rural and urban students, and studied at universities of education in relation to your location. Students from rural areas more emotional maturity and urban students, studying in teacher education.

**Graph-G.IV. 14**

Details of the graph shows mean and standard deviation) of the emotional maturity the sum of all dimensions of between rural and urban students, studying in teacher education
Hypothesis-2.2: There is no significant difference in life satisfaction between rural and urban students, studying in teacher education.

Table no. -T.15 IV.

Details of the data of the satisfaction with the living conditions between rural and urban students, studying in teacher education

Graph-G.IV.14
In the above table no - T. IV 15, mean and standard deviation values are given, satisfaction with the living conditions of the rural and urban students, studying in teacher education. The mean values of the satisfaction with the living conditions of the rural and urban students are 59.23, 60.45 and the standard deviation is 17.68, 18.75.

The calculated C. R. Value of life satisfaction of both groups is 0.670. The table of C. R. Values at the level of the importance 0.01 & 0.05 for the degrees of freedom 398 are 2.56 and 1.96, which is greater than the calculated value at both levels of importance (d. h. 0.01 &0.05 ). This view shows that the null hypothesis is accepted and the similarities between the satisfaction with the living conditions of the rural and urban students, studying at universities of education in relation to your location.

**Graph-G.IV. 15**

*Details of the graph shows mean and standard deviation) of the life satisfaction between rural and urban students, studying in teacher education*
Hypothesis-2.3: - there is no significant link between emotional maturity and overall satisfaction with the living conditions of the male students, studying in teacher education.

Table-T.16 IV.

Details of Data Sets class interval, frequency and the correlation between emotional maturity and overall satisfaction with the living conditions of the male students, studying in teacher education.

<table>
<thead>
<tr>
<th>LIFE SATISFACTION</th>
<th>EMOTIONAL MATURITY</th>
<th>CORRELATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>59.23</td>
<td>60.45</td>
<td>17.86</td>
</tr>
</tbody>
</table>
In the above table no - T. IV 16, the frequency of emotional maturity with class distance and overall satisfaction with the living conditions of the male students, studying in teacher education. Calculated correlations with Karl Pearson product moments method is used to calculate the correlation.

There are links between emotional maturity and overall satisfaction with the living conditions of the male students, studying in pedagogical universities can be found positive 0.26. The table of equivalents on the level of meaning 0.01 & 0.05 for the degrees of freedom 198 0.138 & 0.181. This is less than the calculated value at both levels of importance (d. h. 0.01 &0.05 ). This view shows that the hypothesis has been rejected and that it below the average positive correlation between the emotional maturity and overall satisfaction with the living conditions of the male students, studying in Colleges.
Graph-G.IV. 16

Details of the graph shows the frequency between emotional maturity and overall satisfaction with the living conditions of the male students, studying in teacher education.
Hypothesis-2.4: there is no significant link between emotional maturity and overall satisfaction with the living conditions of the female students, studying in teacher education.

Table-T.17 IV.
Details of Data Sets class interval, frequency and the correlation between emotional maturity and overall satisfaction with the living conditions of the female students, studying in teacher education.
### Table

<table>
<thead>
<tr>
<th>CI</th>
<th>FREQUENCY</th>
<th>CI</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-29</td>
<td>9</td>
<td>40-49</td>
<td>2</td>
</tr>
<tr>
<td>30-39</td>
<td>26</td>
<td>50-59</td>
<td>14</td>
</tr>
<tr>
<td>40-49</td>
<td>27</td>
<td>60-69</td>
<td>26</td>
</tr>
<tr>
<td>50-59</td>
<td>46</td>
<td>70-79</td>
<td>31</td>
</tr>
<tr>
<td>60-69</td>
<td>36</td>
<td>80-89</td>
<td>40</td>
</tr>
<tr>
<td>70-79</td>
<td>28</td>
<td>90-99</td>
<td>34</td>
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<td>80-89</td>
<td>19</td>
<td>100-109</td>
<td>32</td>
</tr>
<tr>
<td>90-99</td>
<td>9</td>
<td>110-119</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>120-129</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>200</td>
<td>TOTAL</td>
<td>200</td>
</tr>
</tbody>
</table>

In the above table no - T. IV 17, the frequency of emotional maturity with class distance and overall satisfaction with the living conditions of women studying in teacher education. Calculated correlations with Karl Pearson product moments method is used to calculate the correlation.

There are links between emotional maturity and overall satisfaction with the living conditions of the female students, studying in pedagogical universities positive 0.015. The table of equivalents on the level of meaning 0.01 & 0.05 for the degrees of freedom 198 0.138 & 0.181 amounts is greater than the calculated value at both levels of importance (d. h. 0.01 &0.05 ).This view shows that the hypothesis has been accepted that there is no significant correlation between the emotional maturity and overall satisfaction with the living conditions of the female students, studying in teacher education.

**Graph-G.IV. 17**

Details of the graph shows the frequency between emotional maturity and overall satisfaction with the living conditions of the female students, studying in teacher education.
Hypothesis 3: - there is no significant link between emotional maturity and overall satisfaction with the living conditions of the rural students studying in teacher education.

Table-T.18 IV.

Details of Data Sets class interval, frequency and the correlation between emotional maturity and overall satisfaction with the living conditions of the rural students, studying in teacher education.
In the above table no - T. IV 18, the frequency of emotional maturity with class distance and overall satisfaction with the living conditions of the urban students, studying in teacher education. Calculated correlations with Karl Pearson product moments method is used to calculate the correlation.

There are links between emotional maturity and overall satisfaction with the living conditions of the urban students, studying in colleges are positive 0.196. The table of equivalents on the level of meaning 0.01 & 0.05 for the degrees of freedom 198 0.138 & 0.181. This is less than the calculated value at both levels of importance (d. h. 0.01 &0.05 ).This view shows that the hypothesis has been rejected and that the average correlation between the emotional maturity and overall satisfaction with the living conditions of the urban students, studying in teacher education.
Graph-G.IV. 18

Details of the graph shows the frequency between emotional maturity and overall satisfaction with the living conditions of the rural students studying in teacher education.
Hypothesis 4: There is no significant link between emotional maturity and overall satisfaction with the living conditions of the urban students, studying in teacher education.

Table-T IV 19.

Details of Data Sets class interval, frequency and the correlation between emotional maturity and overall satisfaction with the living conditions of the urban students, studying in teacher education.
In the above table no - T. IV 19, the frequency of emotional maturity with class distance and overall satisfaction with the living conditions of the rural students studying in teacher education. Calculated correlations with Karl Pearson product moments method is used to calculate the correlation.

There are links between emotional maturity and overall satisfaction with the living conditions of the rural students, studying in pedagogical universities can be found positive 0.12. The table of equivalents on the level of meaning 0.01 & 0.05 for the degrees of freedom 198 0.138 & 0.181 amounts is greater than the calculated value at both levels of importance (d. h. 0.01 &0.05 ).This view shows that the hypothesis has been accepted that there is no significant correlation between the emotional maturity and overall satisfaction with the living conditions of the rural students studying in colleges.

Graph-G.IV 19.

Details of the graph shows the frequency between emotional maturity and overall satisfaction with the living conditions of the urban students, studying in teacher education.
Hypothesis-5.1: -
There is no significant difference in emotional maturity between married and unmarried students, studying in teacher education.

**Hypothesis 5.1 (a):**- There is no significant difference of the emotional maturity of the dimension, emotional instability between married and unmarried students, studying in teacher education.

**Table no. -T.20 IV.**
Details of the data of the emotional maturity of the Dimension-Emotionale instability between married and unmarried students, studying in teacher education.
In the above table no - T. IV 20, mean and standard deviation values are given, emotional instability dimensions of the emotional maturity of married and unmarried students, studying in teacher education. The mean values of the emotional instability of married and unmarried students are 18.59, 18.19 and the standard deviation is 6.15, 6.16, from.

The calculated C. R. Dimensions of the value of the emotional instability emotional maturity of the two groups is 0.658. The table of C. R. Values at the level of the importance 0.01 & 0.05 for the degrees of freedom 398 are 2.56 and 1.96, which is greater than the calculated value at both levels of importance (d. h. 0.01 &0.05 ).This view shows that the null hypothesis is accepted and the similarities between the emotional instability dimension of affective maturity of married and unmarried students, studying at universities of education in relation to their marital status.

**Graph-G.IV. 20**

*Details of the graph shows mean and standard deviation) of the emotional maturity the emotional instability between married and unmarried students, studying in teacher education*
Hypothesis-5.1 (b): -There is no significant difference of the emotional maturity of the degree, emotional regression between married and unmarried students, studying in teacher education.

Table no. -T.21 IV.

Details of the data of the emotional maturity of the dimension-emotional regression between married and unmarried students, studying in Colleges
<table>
<thead>
<tr>
<th>Type of Groups</th>
<th>(N)</th>
<th>[Mean]</th>
<th>SD</th>
<th>(CR-value)</th>
<th>Level of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married Students</td>
<td>200</td>
<td>18.48</td>
<td>5.88</td>
<td>0.625</td>
<td>P&gt;0.05</td>
</tr>
<tr>
<td>Unmarried Students</td>
<td>200</td>
<td>18.85</td>
<td>5.96</td>
<td>0.625</td>
<td>P&gt;0.05</td>
</tr>
</tbody>
</table>

In the above table no - T. IV 21, mean and standard deviation values are given, emotional Regression dimensions of the emotional maturity of married and unmarried students, studying in teacher education. The mean values of the emotional regression of married and unmarried students are 18.48, 18.85 and standard deviation are 5.88, 5.96.

The calculated C. R. Value Regression emotional dimensions of the emotional maturity of the two groups is 0.625. The table of C. R. Values at the level of the importance 0.01 & 0.05 for the degrees of freedom 398 are 2.56 and 1.96, which is greater than the calculated value at both levels of importance (d. h. 0.01 &0.05 ).This view shows that the null hypothesis is accepted and the similarities between the emotional Regression dimension of affective maturity of married and unmarried students, studying at universities of education in relation to marital status

Graph-G.IV 21.

**Details of the graph shows mean and standard deviation) of the emotional maturity of the emotional regression between married and unmarried students,studying in Colleges**
Hypothesis-5.1 (c): -There is no significant difference of the emotional maturity of the dimension-social descent between married and unmarried students, studying in teacher education.

Table no. -T IV 22.

Details of the data of the emotional maturity the dimension of social descent between married and unmarried students, studying in Colleges
<table>
<thead>
<tr>
<th>Type of Groups</th>
<th>(N)</th>
<th>[Mean]</th>
<th>SD</th>
<th>(CR-value)</th>
<th>Level of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married Students</td>
<td>200</td>
<td>17.03</td>
<td>6.04</td>
<td>0.312</td>
<td>P&gt;0.05</td>
</tr>
<tr>
<td>Unmarried Students</td>
<td>200</td>
<td>17.22</td>
<td>5.90</td>
<td>0.312</td>
<td>P&gt;0.05</td>
</tr>
</tbody>
</table>

In the above table no - T. IV 22, mean and standard deviation values are given, social descent dimensions of the emotional maturity of married and unmarried students, studying in teacher education. The average values of the social decline of married and unmarried students are 16.30 & 17.95 and the standard deviation are 5.49, 6.31.

The calculated C. R. Value of the social decline dimensions of the emotional maturity of the two groups is 2.807. The table of C. R. Values at the level of the importance 0.01 & 0.05 for the degrees of freedom 398 are 2.56 and 1.96, which is more than the calculated value at both levels of importance (d. h. 0.05, 0.01 ).This view shows that the null hypothesis has been rejected and illustrates the differences between the social descent dimension of affective maturity of married and unmarried students, studying at universities of education in relation to their marital status. Married students married students who are not social setting then, studying in teacher education.

Graph-G.IV 22.

*Details of the graph shows mean and standard deviation) of the emotional maturity of the social decline between married and unmarried students, studying in teacher education*
Hypothesis-5.1 (d): -0
There is no significant difference in emotional maturity of the dimension personality disintegration between married and unmarried students, studying in teacher education.

Table no. -T IV 23.

Details of the data to the dimension of the personality of the emotional maturity gap between married and unmarried students, studying in teacher education.
<table>
<thead>
<tr>
<th>Type of Groups</th>
<th>(N)</th>
<th>[Mean]</th>
<th>SD</th>
<th>(CR-value)</th>
<th>Level of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married Students</td>
<td>200</td>
<td>14.48</td>
<td>4.75</td>
<td>0.696</td>
<td>P&gt;0.05</td>
</tr>
<tr>
<td>Unmarried Students</td>
<td>200</td>
<td>14.81</td>
<td>4.74</td>
<td>0.696</td>
<td>P&gt;0.05</td>
</tr>
</tbody>
</table>

In the above table no - T. IV 23, the mean and standard deviation values of personality disintegration dimensions are the emotional maturity of married and unmarried students, studying in teacher education. The average values of the Persa personality disintegration of married and unmarried students are 14.48, 14.81 and the standard deviation are 4.75, 4.74.

The calculated C. R. Value of personality disintegration dimensions of the emotional maturity of the two groups is 0.696. The table of C. R. Values at the level of the importance 0.01 & 0.05 for the degrees of freedom 398 are 2.56 and 1.96, which is greater than the calculated value at both levels of importance (d. h. 0.01 &0.05 ).This view shows that the null hypothesis is accepted and the similarities between the personality disintegration dimension of affective maturity of the married and unmarried students, studying at universities of education in relation to their marital status.

Graph-G.IV 23.

Details of the graph shows mean and standard deviation) of the emotional maturity of personality disintegration between married and unmarried students, studying in teacher education.
Hypothesis-5.1 (e): There is no significant difference of the emotional maturity of the level-lack of independence between married and unmarried students, studying in teacher education.

Table no. -T.24 IV.

Details of the data of the emotional maturity of the dimension-lack of independence between married and unmarried students, studying in Colleges
<table>
<thead>
<tr>
<th>Type of Groups</th>
<th>(N)</th>
<th>[Mean]</th>
<th>SD</th>
<th>(CR-value)</th>
<th>Level of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married Students</td>
<td>200</td>
<td>14.79</td>
<td>5.62</td>
<td>0.664</td>
<td>P&gt;0.05</td>
</tr>
<tr>
<td>Unmarried Students</td>
<td>200</td>
<td>14.43</td>
<td>5.06</td>
<td>0.664</td>
<td>P&gt;0.05</td>
</tr>
</tbody>
</table>

In the above table no - T. IV 24, mean and standard deviation values are given, lack of independence dimensions of the emotional maturity of married and unmarried students, studying in teacher education. The mean values of the lack of independence of married and unmarried students are 14.79, 14.43 and standard deviation are 5.62, 5.06.

The calculated C. R. Value of the missing independence dimensions of the emotional maturity of the two groups is 0.664. The table of C. R. Values at the level of the importance 0.01 & 0.05 for the degrees of freedom 398 are 2.56 and 1.96, which is greater than the calculated value at both levels of importance (d. h. 0.01 &0.05 ).This view shows that the null hypothesis is accepted and the similarities between the lack of independence of affective maturity dimension of married and unmarried students, and studied at universities of education in relation to their marital status.

Graph-G.IV. 24

Details of the graph shows mean and standard deviation) of the emotional maturity the lack of independence between married and unmarried students, studying in teacher education
Hypothesis-5.1 (f): - There is no significant difference in emotional maturity the sum of all dimensions between married and unmarried students, studying in teacher education.

Table no. - T.25 IV.

Details of the data the sum of all dimensions of the emotional maturity between married and unmarried students, studying in teacher education.
In the above table no - T. IV 25, the mean and standard deviation values are the sum of all dimensions of the emotional maturity of married and unmarried students, studying in teacher education. The mean value of the sum of all dimensions of married and unmarried students are 84.74, 83.40 and standard deviation are 20.66, 17.03.

The calculated C. R. Value of the sum of all dimensions of the emotional maturity of the two groups is 0.705. The table of C. R. Values at the level of the importance 0.01 & 0.05 for the degrees of freedom 398 are 2.56 and 1.96, which is greater than the calculated value at both levels of importance (d. h. 0.01 &0.05 ).This view shows that the null hypothesis is accepted and the similarities between the emotional maturity of married and unmarried students, studying at universities of education in relation to their marital status.

**Graph-G.IV. 25**

Details of the graph shows mean and standard deviation) of the emotional maturity'ssum all dimensions between married and unmarried students, studying in teacher education.
Hypothesis-5.2 : - There is no significant difference in life satisfaction between married and unmarried students, studying in teacher education.

Table no. -T IV 26.

Details of the data of the satisfaction with the living conditions between married and unmarried students, studying in Colleges
In the above table no - T. IV 26, mean and standard deviation values are given, satisfaction with the living conditions of married and unmarried students, studying in teacher education. The mean values of the satisfaction with the living conditions of married and unmarried students are 57.03, 62.62, 17.80 and 18.23 are the standard deviation.

The calculated C. R. Value of life satisfaction of both groups is 3.080. The table of C. R. Values at the level of the importance 0.01 & 0.05 for the degrees of freedom 398 are 2.56 and 1.96, which is less than the calculated value at both levels of importance (d. h. 0.01 &0.05 ).This view shows that the null hypothesis was rejected and represents the difference between the satisfaction with the living conditions of married and unmarried students, studying at universities of education in relation to their marital status. Non-married students married students are then more life satisfaction study in teacher education.

Graph-G.IV 26.

Details of the graph shows mean and standard deviation) of satisfaction with the living conditions between married and unmarried students, studying in teacher education.
Hypothesis-6.1: There is no significant correlation between emotional maturity and overall satisfaction with the living conditions of married students who study in teacher education.

Table-T IV 27.
Details of Data Sets class interval, frequency and the correlation between emotional maturity and overall satisfaction with the living conditions of married students who study in teacher education.
In the above table no - T. IV 27, the frequency with the class distance of emotional maturity and overall satisfaction with the living conditions of married students who study in teacher education. Calculated correlations with Karl Pearson product moments method is used to calculate the correlation. There are links between emotional maturity and overall satisfaction with the living conditions of married students who study in pedagogical universities be found positive 0.17.

The table of correspondences at the level of the importance 0.05 for the degree of freedom 398 0.138 is in each case, which is less than the calculated value of 0.05 levels of significance. This view shows that the hypothesis has been rejected, that it is only a very low positive correlation between the emotional maturity and overall satisfaction with the living conditions of married students who study in teacher education. But the table of equivalents on the level of the importance 0.01 for the degrees of freedom is 0.181 398 each, which is greater than the calculated value of 0.01 levels of significance. This view shows that the hypothesis has been accepted that there is no significant correlation between the emotional maturity and overall satisfaction with the living conditions of the students, the study in teacher education.
Graph-G.IV 27.

Details of the graph shows the frequency between emotional maturity and overall satisfaction with the living conditions of married students who study in teacher education.

Hypothesis-6.2 : -There is no significant correlation between emotional maturity and overall satisfaction with the living conditions of non-married students, studying in teacher education.
Table-T IV 28.

Details of Data Sets class interval, frequency and the correlation between emotional maturity and overall satisfaction with the living conditions of non-married students, studying in teacher education.

<table>
<thead>
<tr>
<th>CI</th>
<th>FREQUENCY</th>
<th>CI</th>
<th>FREQUENCY</th>
<th>CORRELATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-29</td>
<td>12</td>
<td>40-49</td>
<td>2</td>
<td>r = +0.105</td>
</tr>
<tr>
<td>30-39</td>
<td>27</td>
<td>50-59</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>40-49</td>
<td>31</td>
<td>60-69</td>
<td>25</td>
<td></td>
</tr>
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<td>50-59</td>
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<td>70-79</td>
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<td>130-139</td>
<td>0</td>
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<td></td>
<td></td>
<td>140-149</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>200</td>
<td>TOTAL</td>
<td>200</td>
<td></td>
</tr>
</tbody>
</table>

In the above table no - T. IV 28, the frequency of emotional maturity with class distance and overall satisfaction with the living conditions of non-married students, studying in teacher education. Calculated correlations with Karl Pearson product moments method is used to calculate the correlation.

There are links between emotional maturity and overall satisfaction with the living conditions of non-married students, studying in colleges are positive 0.105. The table of equivalents on the level of meaning 0.01 & 0.05 for the degrees of freedom 198 0.138 & 0.181 amounts is greater than the calculated value at both levels of importance (d. h. 0.01 &0.05 ). This view shows that the hypothesis has been accepted that there is no between the emotional maturity and overall satisfaction with the living conditions of non-married students, studying in teacher education.
Graph-G.IV 28.

Details of the graph shows the frequency between emotional maturity and overall satisfaction with the living conditions of non-married students, studying in teacher education.

Summary of the chapter: -

In the chapter researchers collected data are tabulated and statistical methods is employed as per design. He notes, in connection with curves and data table, which shows the frequency between emotional maturity and overall satisfaction with the living conditions of married and unmarried, male and female students.
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work and inactive mother


