Chapter-V

FINDING, CONCLUSIONS AND SUGGESTIONS

Introduction:-

This chapter gives an idea about whole research work carried out by the researcher and results obtained by the researcher to have precise information to the reader about the work done. Overview of all five chapters is included in this chapter in the form of findings and conclusions and limitations. The researcher has also shown that the direction of research and future trends. A good scientific work must be with the assessment of the hypothesis after the start of the study. For the evaluation of the hypothesis, it must be in the light of the results. Each hypothesis of the study was one after the other in the light of the results, so that generation could be derived.

Findings:

The researcher has some observations and some conclusions derived in the implementation of the research. These observations are summarized below in the form of findings, conclusions and recommendations.

Hypothesis 1: - there is no significant link between emotional maturity and overall satisfaction with the living conditions of the students, the study in teacher education.

There are links between emotional maturity and overall satisfaction with the living conditions of the students, the study in pedagogical universities positive 0.140. This view shows that the hypotheses have been rejected on 0.05 Significance level and that it is 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 hypotheses have been
accepted is 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.

**Hypothesis 1.1: there is no significant difference in emotional maturity between male and female students, studying in teacher education.**

a. 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.

b. The calculated C. R. Value Regression emotional 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.

c. 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 at both levels of importance (d. h. 0.05 ). This view shows that the null hypothesis has been rejected. But the null hypothesis was accepted at 0.01 degrees of the significant.

d. The calculated C. R. Resolution value of the personality 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.

e. The calculated C. R. Value of the lake of 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.

f. 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.

**Hypothesis-1.2: -**

There are no substantial differences between the satisfaction with the living conditions
between male and female students, studying in teacher education.

The calculated C. R. Value of life satisfaction of both groups is 0.697. The table of C. R. Values
at the level of 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 was accepted and represents that there no significant
difference in life satisfaction between male and female students, studying in teacher education.

**Hypothesis-1.3: - there is no significant link between emotional maturity and overall
satisfaction with the living conditions of the male students, studying in teacher education.**

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 the average positive correlation between the
emotional maturity and overall satisfaction with the living conditions of the male students,
studying in teacher education.

**Hypothesis-1.4: - there is no significant link between emotional maturity and overall
satisfaction with the living conditions of the female students, studying in teacher education.**

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 between the emotional maturity and overall satisfaction with the living conditions of the female students, studying in teacher education.

**Hypothesis-2.1: -there is no significant difference in emotional maturity between rural and urban students, studying in teacher education.**

a. 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.

b. 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 significance (d. h. 0.01 &0.05 ).This view shows that the null hypothesis is accepted.

c. 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.

d. 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.
e. The calculated C. R. Value of the lake of 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.

f. 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.

Hypothesis-2.2: -there are no substantial differences between the satisfaction with the living conditions between rural and urban students, studying in teacher education.

The calculated C. R. Value of life satisfaction of both groups is 0.670. The table of C. R. Values at the level of 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.

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.
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 is that it is below average between the emotional maturity and overall satisfaction with the living conditions of the urban 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.**

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 between the emotional maturity and overall satisfaction with the living conditions of the rural 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.**

A. 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.

B. 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.

C. 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.

D. 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.

E. The calculated C. R. Value of the lack of 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.

F. 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.

**Hypothesis-5.2: there are no substantial differences between the satisfaction with the living conditions between married and unmarried students, studying in teacher education.**

The calculated C. R. Value of life satisfaction of both groups is 3.080. The table of C. R. Values
at the level of 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.

Hypothesis-6.1: - there is no significant link between emotional maturity and overall satisfaction with the living conditions of married students who study in teacher education.

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.

Hypothesis-6.2: - there is no significant link between emotional maturity and overall satisfaction with the living conditions of non-married students, studying in teacher education.

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.

**Conclusions:**

Objectives of the research work are pre-planned with the help of which, the auditor complete your goal. It is very important for a research project, which, it is given a final form with the help of facts on the basis of the result of the calculation and analysis and final conclusions are derived. Conclusions are general in nature, so that a common person can understand and the reliability, validity increases. In a training research such conclusions are very important.

1. There is only a very small amount of material positive correlation between emotional maturity with 0.01 and overall satisfaction with the living conditions of the students, the study in the field of teacher training. But there is no significant correlation of 0.01 between the emotional maturity of the main and overall satisfaction with the living conditions of the students, the study in the field of teacher training.

2. There is no significant difference of the emotional maturity of the Dimension-Emotional instability, emotional regression, social decline, personality disintegration, the lack of independence, and the sum of the measurements between male and female students, the study in the field of teacher training.

3. There is no significant difference between the level of satisfaction with living conditions between male and female students, the study in the field of teacher training. The null hypothesis is accepted and the similarities between the satisfaction with the living conditions of male and female students at universities of education in relation to gender.

4. There is no significant correlation between emotional maturity and overall satisfaction with the living conditions of the male students, the study in the field of teacher training. The hypothesis has been rejected and represents that there is below the average positive correlation between the emotional maturity and overall satisfaction with the living conditions of the male
students, the study in the field of teacher training.

5. The hypothesis has been accepted and represents that it is not a significant between the emotional maturity and overall satisfaction with the living conditions of the female students, the study in the field of teacher training.

6. There is no significant difference of the emotional maturity of the Dimension-Emotional instability, emotional regression between rural and urban students, studies in the field of teacher training. But the differences between the personality disintegration dimension of the emotional maturity of the rural and urban students studying at universities of education in relation to your location. Students from rural areas, are personality resolution less than the students in the city, the study in the field of teacher training. And the difference between the lake of independence dimension of affective maturity of the rural and urban students, and studied at the universities of education in relation to your location. Students from rural areas on the lake of independence in the framework of urban students, studies in the field of teacher training. The difference between the sum of the emotional maturity of the rural and urban students, studying at the universities of education in relation to your location. Rural students more emotional maturity and urban students, studies in the field of teacher training.

7. There is no significant difference between the satisfaction with the living conditions of the rural and urban students studying at universities of education in relation to your location.

8. The hypothesis has been rejected and the certainty that it below the average correlation between the emotional maturity and overall satisfaction with the living conditions of the urban students, studying in Teacher Education.

9. The hypothesis was assumed that there is no significant correlation between the emotional maturity and overall satisfaction with the living conditions of the rural students studying in the field of teacher training.

10. The null hypothesis is accepted and the similarities between the emotional instability, emotional regression, social decline, personality disintegration, the lake of independence, and the sum of the dimensions of the emotional maturity of married and unmarried students, studying at
11. There are significant differences between the level of satisfaction with the living conditions of married and unmarried students, studying at the universities of education in relation to their marital status. Non-married students married students who are then more life study on customer satisfaction in the field of teacher training.

12. There is only a very small positive correlation between the emotional maturity and overall satisfaction with the living conditions of married students who are studying in the field of teacher training.

13. There is no between the emotional maturity and overall satisfaction with the living conditions of non-married students, studies in the field of teacher training.

14. Gender differences were also found; in particular, the students a higher satisfaction than men in relation to their friends, the institution, and itself.

**Discussion:**

In the present investigation it was established that only a very small positive correlation between the emotional maturity level of 0.01 and overall satisfaction with the living conditions of the students, the study in the field of teacher training. But there is no significant correlation of 0.01 between the emotional maturity of the main and overall satisfaction with the living conditions of the students, the study in the field of teacher training. (Vikrant Upadhyay & P. K. Upadgyay, 2004) find no significant relationship between emotional stability and academic achievement. (Bahman Kord Tamini and Farhad Kahrazei, 2010) was of the opinion that there is a significant negative correlation between physical symptoms, anxiety, social dysfunction Depression subscales and total score of GHQ and overall satisfaction with the living conditions. (Kurtz, M. E.; Provost, D. B. 1991) Found that the sample of the population showed relatively high levels of perceived leisure. Perceived leisure control positively correlated with life satisfaction. In the present investigation, it was found that there is no significant difference in the emotional maturity of the degree, emotional instability, emotional regression, social decline, personality disintegration, the lake of independence, and the sum of the measurements between male and female students, the study in the field of teacher training. For the support of this diagnostics (also
with plans, 2008) - thus there is no significant difference in anxiety, emotional maturity and security - Uncertainty of boys and girls, the coeducation and unisex education institution. (P. K. Nanda and Asha Chawla, 2009) - emotional maturity is affected by age, such as young people in the age is there is more stability in their emotions. Levels of instability and extremely unstable situation decrease with age. Joint family system plays an important role in emotional maturity and stability of adolescent girls. In the present investigation, it was found that there are substantial differences between the level of satisfaction with the living conditions of married and unmarried students, studying at the universities of education in relation to marital status. Non-married students married students who are then more life study on customer satisfaction in the field of teacher training. (Keith J. Züllig and Rebecca J. White, 2007) - physical activity and sports participation is associated with improved satisfaction with the living conditions and SRH for center institution students. In the other, even if some gender differences were observed, consistent results for the participation in the Sport Sport participation can propose numerous social, psychological and physical benefits for the youth. (Kenneth N. Wexley, Janet L. McLaughlin and Harvey L. Stern, 2004) - noted that significant differences between the groups in proximity to retirement security satisfaction, is-in-the-know satisfaction, full of self-importance and independence important achievement. In the study, it is clear that only a very small positive correlation between emotional maturity and overall satisfaction with the living conditions of married students who are studying in the field of teacher training. (Arti Bakhshi, Kuldeep Kumar Sharma and Comreg specified Ambica Steels Sharma, 2002) found that a significant positive correlation between satisfaction and the entire sample Lebens-Zufriedenheit was found. Positive Correlation between these two variables has important implications for managers and supervisors.

**Impact:**

Participants have indicated that the need and the desire to make sense of their level of education, and seek you would welcome it if the request from the program. The collegial atmosphere of the educational program can be significantly impacted by each level of a university or university of applied sciences including universities, student affairs generalists, administrators, faculty, and staff, pupils and students the emotions. Clearly, there are institutional factors that can help
students feel supported, connected, and were optimistic about the future
For example, peer support groups, in which the students can ask questions and concerns about how the institution provides space for the other goals and aspirations could be encouraged. These groups also offer the advantage of a relaxed atmosphere in which students gather together and support each other the academic way.
Replies from the students in this study suggested that it would be helpful if faculty recognizes the importance of other dimensions of students' life satisfaction. They could perhaps also a student consulting dialog about how the long-term objectives, to jobs, and the compatibility of family and career.
Some institutions have new scientific advice models, including the specific development of the students. The College of Education Student's path is arduous, but since the correct resources, institution may well be worthwhile and sufficient. It is important for the promotion of dialog in the Institution community about how students can make the most of your academic path while the connection to the other important aspects of your life.
The data suggest that students from rural areas, which are met with on-site are generally also satisfied with other specific unmarried life and the life in general. An emotion is a combination of different emotions about some important persons, objects, ideals and values. These emotions form a permanent psychological disposition. In the first phase, these emotions are centered on family members.
The emotional maturity is important to the behavior of individuals. As the students are the main pillars of the future generations their emotional maturity is of crucial importance. The present study is for the emotional maturity of the pupils.
Later, these members of the Community and are developed based on caste, religion and language. And after they are transformed into abstract ideals of cooperation, the most striking differences (such as the companies honesty, truthfulness, and justice. For example, a person from Bihar is thrilled that another Bihari in Kanyakumari, since they belong to the same status. But the same Behari can be glad, if the Indians in Canada, because they belong to the same nation. The emotions that we in the middle ideal-religious, moral, social aesthetics, patriotic and, finally to a one's self, that is the feeling.
**Proposal for family:**

1. Emotional development is one of the most important aspects of human growth and development. Emotions such as anger, fear, love etc. play a large role in the development of the child's personality. Not only his physical growth and development is connected with his emotional make-up, but his intellectual, social, moral and aesthetic development are also by his emotional behavior and experience. The importance of the emotional experiences in the life of a people it is very important to know what emotions. Emotional development in early childhood. Emotional Development reaches its maximum in adulthood. In this phase, usually reach all employees emotional maturity. For the emotions development family members need to be trained in adulthood and childhood her feelings.

2. As a positive Youth Development directly to the young people" behavior and the evaluation of the life, the available evidence suggests that promoting positive youth development is of vital importance for the satisfaction with life behavior among the students of the Teacher Education and the next generation.

3. Family should teach that you every day of your happiness a priority. Look for the small, everyday things that a smile on your face. Make the most of every moment of the joyful life you deserve today.

**Proposal for College:**

1. College Management Committees The college should be a positive and democratic environment in your College. Since most of the time learning the students in the university.

2. Contracting authorities should, we will try the emotions training training, sport, good games and co-curricular activity.

3. Co-curricular activity must be a part of the training of the teachers, so that the participants
enjoy their life and their satisfaction with the living conditions.

**Suggestions for further research:-**

Researchers in many other research is designed for continuous operation and implemented to suggestions for future research.

1. It is this thesis sample limited to 400 participants in the future, it is expected to research for more students.

2. Future research it more and more. Ed. colleges in the western federal districts of Maharashtra are in samples.

3. In both rural and urban facilities should be included in the research.

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

**The following questions for further research are in this special are:-**

1. Relationship between scientific attitude and emotional maturity.

2. Relationship between life satisfaction and creativity.

3. A comparative study of satisfaction with the living conditions, emotional maturity and Selbst-Konzept of the pre-service teachers.

4. ANNEX RELATIONS AND YOUTH satisfaction with the living conditions: some relations with emotional maturity more girls than boys.

5. The importance of emotions for children & young people about their satisfaction with the living conditions:
Chapter summary:-

In this chapter the summary of the five chapters containing findings, conclusions and limitations. He describes the problems and for further research are recommended.