Introduction:

Education leaves a lasting impression on every Human being. Every age bring forth it own value. With the development in technology and corresponding evolution of the objectives of education, the Aims of Education also undergo changes. Education of human child is similar all over the world. System of education Administration is a latest development. Here Systems of education in different countries are examined. The purpose and assimilate good points of education from other countries in order to improve teaching and learning process.

Ideologically, this line of research is rooted in 18th century Enlightenment thinking. From this perspective, the purpose of existence is life itself, rather than the service of King or God. Self-actualisation and happiness become central values. Society itself is seen as a means for providing citizens with the necessities for a good life. In the 19th century, this conviction manifested itself in the Utilitarian Creed that the best society is one which provides ‘the greatest happiness for the greatest number’. In the 20th century it has inspired large scale attempts at social reform and influenced the development of the Welfare State. Efforts towards the creation of a better society manifested themselves in attacks on the evils of ignorance, illness and poverty. Consequently, progress was measured by literacy, control of epidemic disease and the elimination of hunger. Social statistics were developed to record the extent to which progress in these areas had been achieved. Advances in the combat of these social ills were followed by efforts to create welfare-states that ensure a good life for everybody, in particular a good material standard of living. The extent of progress in that area was expressed in terms of monetary gains, security of income and the degree of income-inequality. This gave rise to an abundance of social research on poverty and social-inequality, which today is still a major research tradition. In the 1960s, by which time most Western Nations had extensive Welfare-States, the new theme of ‘limits to economic growth’ appeared on the political agenda, and values came to shift to ‘post-materialism’. This called for a broader conceptualization of the good life and its measurement. As a result, the term ‘quality of life’ was introduced. The initial use of the concept was polemical; serving to denote that there is more to human existence than material welfare.
Emotions are the foundation of each relationship in our lives, and the power of those emotions cannot be overlooked. Emotions often override our thoughts and profoundly influence our behavior—often without our awareness and whether we like it or not. Most people seek relationship advice to find answers to problems they believe are responsible for their conflicts without realizing there are more fundamental issues at the root of those problems. They are attempting to heal the surface symptoms of their dysfunctional relationships, without examining the real emotional issues that are simmering.¹

Our behavior and thought processes as adults are directly influenced by the experiences and environment of our early developmental years. There are always adults around children that give positive and/or negative influence. A child is like a sponge and will unconsciously absorb behaviors, attitudes, and emotions. If that influence is negative and consistent, the child will most certainly evolve into an adult with emotional and relationship issues.

When a child is born, he/she is born with a body/mind that was tender and limited, which needed to be developed into a fully grown individual. Without much effort a child grows physically into an adult. All that is needed to develop a child is food, clothes, shelter, safety, and basic love. Growing into an adult does not mean just growing physically. We need to grow mentally and emotionally as well, to be regarded as a mature human being.

Our school/college education has certainly expanded our mental capacities to learn about the world, to learn some knowledge/skills to get a job and make a living. However, how many of us can honestly say that we have grown in our emotional maturity and mental capacities to lead a fulfilled and satisfied life? Though we may be an adult, the “inner child” within us may be still driving our behavior and responses to the world and we may be still behaving in childish ways.²

One thing I love about mature couples is their knack for side-stepping resentment and focusing on the good. Plus their capacity to accept, forgive and understand each other’s differences. Emotional maturity is an essential part of a relationship.

The measurement of student satisfaction can be useful to post-secondary institutions, to help them to pinpoint their strengths and identify areas for improvement. Satisfaction ratings go beyond teaching assessments, which have a narrow focus, to include broader aspects of the student learning experience. To grasp the complexity of that learning experience, it is not enough to know the degree to which students are satisfied, it is important to understand the factors that contribute to student satisfaction.¹

The purpose of this study is to identify aspects of the educational experience that are associated with former students’ overall expression of satisfaction. Determining which features of the student experience are most closely related to satisfaction may provide information about actions that can be taken to maintain high levels of satisfaction and improve student learning. The BC College and Institute Student Outcomes Survey ask former students to make an overall statement about their satisfaction with their studies. As well, survey respondents rate many aspects of their educational experience, from skill development and personal growth to quality of curriculum and instruction.

Review of Related Literature:
Farah, Mushtag & K. Bharati Kumari (2003)- "A study of parental encouragement, academic anxiety and emotional stability of school going Adolescents."² at Ph.D. level studied and got concluded that The correlation values between parental encouragement and academic anxiety are very low. Academic anxiety is negatively correlated with parental encouragement and positively correlated with emotional stability in girls. The correlation values between parental encouragement and academic anxiety is positive in Hindu boys and negatives in Muslim boys. The correlation between academic anxiety and emotional stability is positive and significant in Muslim boys and negative in Hindu boys.

Upadhyay, S.K. and Upadhyay, Vikrant. (2003)- “A Study of Emotional Stability and Academic Achievement of Boys and Girls at Secondary level.”¹ at Ph.D. level studied and got concluded that the main finding are:- 1. Boys are significantly emotionally stable than girls. 2. There is no significant difference between boys and girls in academic achievement. 3. There is no significant relationship between emotional stability and academic achievement of the students.

Prakash, G.N. & Sri Vastava (2004)- “From Emotional Interlacement to Emotional Literacy”² at Ph.D. level studied and got concluded that People who maintain long term relationships actually live longer them those who are alone understanding and managing emotional resources states understanding and using effective communications skills and the ability to respond to our emotional lives but also to the quality of our physical lives reframing consciousness greater sensory acuity managing emotional resource states an choiring communication skills as well as other relaxation techniques for monitoring the inner emotional life and for maintain a relationship with our as liver are all the strategies we must the emotionally literate to balance the forces as change in the world.

Vikrant Upadhyay & S.K. Upadgyay (2004)- “A study of emotional stability and academic achievement of boys and girls at secondary level”.³ at Ph.D. level studied and got concluded that The main findings are :- 1. Boys are significantly emotionally stable than girls, 2.There is no significant difference between boys and girls in academic achievement. 3. There is no significant relationship between emotional stability and academic achievement of the students.

Ruchi Dubey (2007)– “Relationship between Emotional Intelligence and Academic achievement of undergraduate students.”⁴ Ph.D. work, The major findings of the study were:- It was found that there is not relationship between emotional Intelligence and academic achievement of undergraduate students of Arts and science stream. The only exception is the mathe group where there was significant positive relationship between Emotional Intelligence score and total aggregate marks.

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² Indian Journal of Education Research Vol 23, No. 1, Jan-June 2004
³ Indian journal of education research vol 23, No.2, July- December 2004 Page - 41
⁴ Researches and studies- Education Department University of Allahabad. Vol-58 2007
Sharma, Kanak,(2007)-”A study of emotional intelligence among adolescents in relation to adjustment and Defense mechanism”¹ at Ph.D. level studied and got finding of the present study is likely to prove of immense importance to educational thinkers teachers and psychologists and others. For leading a happy and contented and life a balance between Emotional intelligence and adjustment and defense Mechanism is refused. Teachers Parents and society may provide such guidance and training for the development of these propensities by which adolescents shall be able to lead a happy and contented life and may be successful in professional life too.

Emotionally intelligent person are well adjusted as they can perceive and assimilate emotions of self and others and tune in them according to the situations. Emotionality has no relation with defense to the mechanism as emotional Intelligence teaches one to face reality boldly. Whereas defense mechanism is a means to run away from the real life situation in orders to relieve from stress.

Srivastava, Nidhi. (2007)- “A study of emotional intelligence in relation to advisements in environmental studies.”² at Ph.D. level studied and got concluded that it is evident that T-ratio is significant at as level. This means there is significant difference in emotional intelligence of high and low achievement in environment studies, low achievers in this subject exhibited less emotional intelligence. Emotionally intelligent students may be more emotionally stable and sensitive to this environmental issues than their less emotionally counter parts, this can facilitates their learning about the environment. this finding draws indent support from the views of golden (1996) that 80% of persons success in life depends on emotional intelligence. there fore, the curriculum makers should prepare the content of EVS in such a may that students use their emotional intelligence.

Kasinath, H.M. (2008)-”motivational correlates of emotional intelligence off secondary teacher’s trainees”³ at studied and got concluded that recent finding have identified as the single most facts predicating and happening in life. It is the capacity to create positive

¹ Journal if research and Exploration in teacher Eduvol.1-R.P.31-35
² Journal of educational studies association for educational studies Vol-5 no.1. 2007 Page 7-9
³ Aysses vol.7no.1 January- June 2008.pp.58-71
outcome in your relationship with others and with yourself. Positive outcomes include joy optimism and success in work school and life.

Minakshi, (2008)- “Emotional intelligence: The latest aid”¹ In the term of emotional intelligence the adjective and the nouns go ill together. It is only the poetic pragmatic to coin phrase like ‘cold ‘white blood’ Pragmatic idealism or democratic dictatorship .it is very much like president mushraf’s kargil victory or N.D.A.’s shining India for which these are no bases.

The new concept of emotional intelligence does not have acceptance with any world level psychologist since it has no sound theory behind it .it deserves to be discarded. It is only an emotional break of wild imagination and nothing more then. Emotional behavior cannot be understood with traditional and pure intelligence which should monitors the role of emotions of life.

Surinderjit Kaur & Harjit Kaur (2008)- “Effectiveness of training of emotional intelligence on adolescent student: A pilot study”² at Ph.D. level studied and got concluded that the study found that on the contrary, the value of t=762 for irritability/urban hosting and t=16.36 for emotional exhaustion which were significant at P<.01 level showed that training of EI on the subjects was significant at p<.01 level showed that training of EI on the subject was effective in reducing the irritability and emotional exhaustion means score of the subjects in the post training session. The potential of training was obvious in effective management irritability and emotional exhaustion of the subject science these are hetro traits of EI.Mishra, Anindya Jayanta (2009)- Life Satisfaction of Old Age Home Residents in India: A Study of Orissa³ studied at Ph.D. level and concluded that the feeling of satisfaction of the old age home residents forms an important dimension of study of elderly. The paper examines the lives of the residents of six old age homes in Orissa (a state in India) and probes the issue of life satisfaction of the residents. The study also attempts to understand the lives of the residents within the framework of two major theories in social gerontology, namely the

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¹ journal of teacher education and research vol-3 no 2 Dec 2008 page 86-90
² MERI journal of education Volume III Number II oct.2008 Management study and research institute New delhi-110088
disengagement theory and the activity theory. While disengagement theory deals with disengagement from societal and family roles, activity theory contends that engagement in various roles facilitates the elderly to adjust to the later years of their life. The study found that the residents were quite satisfied with the prevailing arrangement at the old age homes. Since a majority of them were very poor and had very low expectations, they were happy and satisfied with whatever they had got.

(Banasthali University Banasthali)

The statistical evaluation of various hypotheses has revealed the presence of: 1. Insignificant difference in anxiety of adolescence boys coming from coeducation and unisex education school. 2. Insignificant difference in anxiety of adolescent girls coming from coeducation and unisex education school. 3. Insignificant difference in anxiety of adolescence Boys and Girls coming from coeducation and unisex education school. 4. Insignificant difference in Emotional maturity of adolescence Girls of coeducation and unisex education school. Insignificant difference in Security - Insecurity of Boys and Girls coming from coeducation and unisex education school. Thus there is no significant difference in Anxiety, Emotional maturity and security - Insecurity of Boys and Girls coming from coeducation and unisex education school.

**Manoharan, R. John Louis and I. Christie Doss (2007)** - “Emotional Maturity of Post-Graduate Students in Pondicherry Region” at Ph.D. level studied and concluded that the study was undertaken with the objective of identifying the level of emotional maturity of Post Graduate students in Pondicherry region. Hence they are moderately sound in their personality integration and independence. The emotional maturity of P.G. students is influenced by sex, class and group. The level of emotional maturity of female students is higher than that of the male students. It is also to be noted that students of the second year are more mature than those of the first year. It is also found from the table that there is significant positive relationship between the group chosen for study and level of

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1 http://www.indianmba.com/Faculty_Column/FC773/fc773.html
2 EXPERIMENTS IN EDUCATION, Vol.35 No.8 august2007
emotional maturity: Arts group students have higher numerical score than the science students --which means science students have greater emotional maturity.

P.K.Nanda and Asha Chawla (2009)- “Impact of age and family type on emotional maturity of urban adolescent girls”\(^1\) at Ph.D. level studied and concluded that the results it is very clear that type of family definite has impact on emotional maturity. Joint family system has a positive impact on emotionality because maximum percentage of girls was found to be stable and no girl was found to be externally unstable in the joint family.

Suneetha Hangal and Vijayalaxmi A. Aminabhavi (2007)- “Self- Concept, Emotional Maturity and Achievement Motivation of the Adolescent Children of Employed Mothers and Homemakers”\(^2\) (Karnatak University, Dharwad) at Project level studied and concluded that The present study assessed the impact of maternal employment on the self concept, emotional maturity and achievement motivation of adolescents. The results revealed that the adolescent children of homemakers have significantly higher self concept. It was also noticed that children of employed mothers have high emotional maturity and female children of employed mothers are highly achievement oriented.

Joshi, Rajesh (2009)-“Goal direction and effectiveness, emotional maturity, and nuclear family functioning.”\(^3\) at Ph.D. level studied and concluded that Differentiation of self, a cornerstone concept in Bowen theory, has a profound influence over time on the functioning of the individual and his or her family unit. This 5-year longitudinal study tested this hypothesis with 50 developing nuclear families. The dimensions of differentiation of self that were examined were goal direction and effectiveness and emotional maturity. A qualitative analysis of participants' goals demonstrated that couples with higher functioning developing nuclear families, when compared with couples with lower functioning families, placed more emphasis on family goals, had more balance between family and personal goals, and pursued more goals over the 5 years. The quantitative analysis supported the hypothesis that goal effectiveness and emotional maturity influenced variation in nuclear family functioning. In addition, couple goal effectiveness and emotional maturity were associated with nuclear family

\(^1\) Impact of Age and Family Type on Emotional Maturity of Urban Adolescent Girls, 2009.
\(^3\) Goal direction and effectiveness, emotional maturity, and nuclear family functioning, 2009.
functioning more strongly than individual goal effectiveness and emotional maturity were associated with individual functioning.

**Almegta Nadiakashed, (1996)**—“Relationship of self efficacy, causal attribution, and emotions to female college students academic self evaluation,”¹ at Ph.D. level And concluded and indicated significant correlations between the variables analysis of variance revealed no difference between teacher evaluation of students and students, evaluation of their only academic performance is the past however significant differences were found, between teacher evaluation of student and students evaluation of academic performance in the present and future also significant difference were found between low moderate and high self defecators students is self evaluation ability and their evaluation of assignment and predicted final grade for the cereuses. se vanity strategies of academic self evaluation were reported is the interview. The consistency of students feeling about their academic self revelation is discussed implications for self efficacy; self evaluation casual attribution and emotion are discussed.

**Arti Bakhshi, Kuldeep Kumar, Shallu Sharma and Ambica Sharma (2002)**— Satisfaction as predictor of Life Satisfaction: A study on Lecturers in Govt. & Private Colleges in Jammu. ² studied at Project level and concluded that the present study aims to find out the job-satisfaction and life satisfaction of the government and private lecturers of Jammu district. A total of 60 lecturers (30 male and 30 female) were selected using random sampling technique. The data was obtained through questionnaires which were administered personally. Results indicated a significant difference in the job- satisfaction of government and private college lecturers with government college lecturers having higher job-satisfaction. Government and private college lecturers do not differ significantly on life-satisfaction scores. A significant positive correlation between job-satisfaction and life-satisfaction of overall sample was found. Positive correlation between these two variables has important implications for managers and supervisors.

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¹ DAI. Vol 58 Number 1, July 1997 page-78  

In summary the lack of differences group suggest that older siblings of children with a hearing impairment appear to experience a similar spectrum of positive and negative feelings as older siblings of no disabled children. More light needs to be shed on others within group factors and mediating variables that may influence the well being of older.

Frankie Marry (1997)- “Effective brattices for students labeled with significant identifiable emotional disability.”2 Phillips Jacqueline sue Ed. D. Unit of northern Colorado Date from student interviews were coded qualitatively as themes emerged. The students stated how they perceived their involvement in Disciplinary incidents and identified what they thought helped them manage their behavior effective teacher practices as perceived by students included (a) sense of humor (b) being nice and (c) teacher responsiveness effective classroom practices in clouded (a) Relevance (b) active burning and (c) Socialization.

Patrica A Jenning and Mark T. Green (2008) “The pro social classroom : teacher social and emotional competence in relation to students and class room outcome” at Ph.D. level And concluded the research has demonstrated that many teachers deal with highly stressful emotion situation in ways that compromise their ability to develop and sustain healthy relationship with their students effectively managed their class room and support students learning.

Kenneth N. Wexley, Janet L. McLaughlin and Harvey L. Sterns (2004)- “A study of perceived need fulfillment and life satisfaction before and after retirement”4 studied at Project level and concluded that this study examines the perceived need satisfaction, need importance, and overall life satisfaction of managerial and non managerial individuals as

1 DAI VOl-58 No-06 Dec-1997 Page 2090
2 DAI Vol - 58, Number - 2 ,August 1997 , page - 1246
3 American Educational Research Associations vol.79 , no 1 march 2009 page 491-515
4 Journal of Vocational Behavior Volume 7, Issue 1, August 1975, Pages 81-87
a function of four periods of proximity to retirement: Pre retirees and retirees completed a modified Porter need satisfaction questionnaire and a Life Satisfaction Index. Significant differences were found among proximity to retirement groups in security satisfaction, being-in-the-know satisfaction, self-actualization importance, and autonomy importance.

Alexander C. Pacek, and Benjamin Radcliff (2011)- “Life Satisfaction and State Intervention Go Hand in Hand” studied at Project level and concluded that the findings of the study contrast with the views of economists who are critical of government intervention and the welfare state in particular, arguing it can lead to inefficiency and wastefulness that will hurt employment, wages and economic growth.

Nansook Park and E. Scott Huebner (2009)- “A Cross-Cultural Study of the Levels and Correlates of Life Satisfaction among Adolescents” studied at Project level and concluded that Although satisfaction with family, self, and living environment contributed significant and unique variance to the global life satisfaction of adolescents in both cultures, satisfaction with school contributed significantly to global life satisfaction only for Korean adolescents. Level of satisfaction with self was a stronger correlate of global life satisfaction for U.S. adolescents than it was for Korean adolescents.

Digdem Müge Siyez and Alim Kaya (2007)- “Validity and Reliability of the Brief Multidimensional Students’ Life Satisfaction Scale With Turkish Children” studied at Project level and concluded that The results revealed acceptable internal consistency reliability, criterion-related validity, and construct validity for the BMSLSS. The BMSLSS scores had acceptable test-retest reliability (r = .82) and internal consistency (r = .89). Item-total correlations varied from .64 to .78. The BMSLSS had a significant correlation with the Children’s Depression Inventory and the Piers Haris Self-Concept Scale.

Brillhart B. (2005)- “A study of spirituality and life satisfaction among persons with spinal cord injury” studied at Project level and concluded that data analysis also

1 http://www.sciencedaily.com/releases/2011/05/110505163753.htm
2 http://jcc.sagepub.com/content/36/4/444.abstract
3 http://jpa.sagepub.com/content/26/2/139.abstract
indicated that there was a significant positive correlation between life satisfaction and psychological/spiritual factors of the QLI instrument.

Aileen L. Bergström; Gunilla Eriksson; Lena von Koch; Kerstin Tham (2011)- “Combined Life Satisfaction of Persons with Stroke and their Caregivers: Associations with Caregiver Burden and the Impact of Stroke”\(^2\) studied at Project level and concluded that in this cross-sectional study, the life satisfaction of persons and their informal caregivers was measured in 81 dyads one year post stroke. Their global life satisfaction, measured with LiSat-11, was combined to a dyad score and the dyads were then categorized as satisfied, dissatisfied or discordant. The groups were compared and analyzed regarding levels of caregiver burden, measured with the Caregiver Burden scale, and the perceived impact of stroke in everyday life, measured with the Stroke Impact Scale (SIS). The satisfied dyads comprised 40%, dissatisfied 26% and those that were discordant 34%.

Kyo, Takahashi and Nguyen, Thi Minh Thuy (2011)- “Social capital and life satisfaction: a cross-sectional study on persons with musculoskeletal impairments in Hanoi, Vietnam”\(^3\) studied at Project level and concluded that Life satisfaction was measured using the Satisfaction with Life Scale. As possible confounding factors, we measured socio-economic factors and disability-related factors such as activities of daily living. After controlling for confounding effects, group membership remained significantly associated with the level of life satisfaction reported by the persons with musculoskeletal impairments. In particular, being an active member of two or more groups was associated with higher life satisfaction.

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\(^{1}\) http://www.ncbi.nlm.nih.gov/pubmed/15736617
Statement of Problem:-

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

Objectives of the study:-

1. To study the relationship between Emotional Maturity and Life Satisfaction of the students, studying in colleges of Education.

2. To study the relationship between Emotional Maturity and Life Satisfaction of Male students, studying in colleges of Education.

3. To study the relationship between Emotional Maturity and Life Satisfaction of Female students, studying in colleges of Education.

4. To study the relationship between Emotional Maturity and Life Satisfaction of Rural students, studying in colleges of Education.

5. To study the relationship between Emotional Maturity and Life Satisfaction of Urban students, studying in colleges of Education.

6. To study the relationship between Emotional Maturity and Life Satisfaction of Married students, studying in colleges of Education.

7. To study the relationship between Emotional Maturity and Life Satisfaction of Unmarried students, studying in colleges of Education.

Hypothesis:-

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

2. There is no significant difference of Emotional maturity and life satisfaction between Rural and Urban students, studying in colleges of Education.

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

4. There is no significant correlation between Emotional Maturity and Life Satisfaction of Urban students, studying in colleges of Education.
5. There is no significant difference of Emotional maturity and life satisfaction between Married and Unmarried students, studying in colleges of Education.

6. There is no significant correlation between Emotional Maturity and Life Satisfaction of Married students and Unmarried students, studying in colleges of Education.

**Work Plan and Methodology**

**Research Method:**

The survey is a non-experimental, descriptive research method. Surveys can be useful when a researcher wants to collect data on phenomena that cannot be directly observed

**Sampling Method:**

Stratified Random Sampling method used in collection of data.

![Diagram of sampling process]

**Limitation of the study:**

The limitation of the study is a necessary point of research. Because it saves to wastage of time, money, labor and over sources researcher. Therefore, adopted limitation process of the study is given below:

1. The study will be related Sri Ganga Nagar District of Rajasthan.
2. The study will be completed from only Students of Education Colleges.
3. In present study will be included only B.Ed. stream students.
4. The sample selection will be taken 400 students (200 Male+200 Females)
5. The study will be conducted related to only two variables, Emotional Maturity, and Life Satisfaction.
6. The Number of B.Ed. Colleges will be included 10 only.

Name of the Tools:-

1. Emotional Maturity Scales : Dr. Yashvir singh & Dr. Mahesh Bhagava.(agra)
2. Life Satisfaction Inventory : Self made

Statistics Techniques: - Following statistics used to analysis of data.
   (i) Mean
   (ii) Standard Deviation
   (iii) Co-relation
   (iv) C.R. value

Tabulation and analysis of data
   1. Tabulation of data
   2. Analysis and Interpretation

Findings, Conclusion, suggestion.