



Nurturing Emotional Maturity: Onus of the Teachers

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ABSTRACT

Emotional maturity, the ability to control one's emotions, is a state of balanced feeling and self-control. In education not only the cognitive aspect, the affective aspects also have to be well concentrated. Unfortunately, wards are often not equipped with social and emotional competence. This brings distress and failure in their life. A hallmark of emotional maturity is maintaining self-control during the time of distress, adversity and perceived failure. An emotionally matured person is open-minded, confident, courageous, caring and resilient. This article deliberates the means of cultivating emotional maturity among the students of higher education to lead a triumphant life.

KEYWORDS : Emotional maturity, self-control, higher education

Every individual experiences variety of emotions. Some emotions are of a positive type like joy, pleasure, thrill, etc. which make life enjoyable. On the other hand, negative emotions like anger, jealousy and hatred, generally make life unpleasant and tense. Emotions vary in quality, content and intensity (Parameswaran & Beena, 2007).

Emotions – Motivating Force

Emotions really give colour and meaning to our lives and experiences. Emotions not only impel us to action but often serve as goals of action. Literary and artistic creations and other aesthetic forms of human achievement, to a large extent, are associated with emotional experiences (Asaph & Raja, 2014a). Emotions are great motivating forces throughout the span of human life; affecting aspirations, actions and thoughts of an individual (Pастey & Aminbhavi, 2006). Emotions, therefore, play a quite significant role in guiding and directing the human behaviour and life.

Emotional Maturity - Connotations

Emotional maturity is the prime concern to education (Bhave, 2012). According to Walter and Smitson (1974), emotional maturity refers to a process in which the personality is continually striving for greater sense of emotional health, both intra-psychically and intra-personally (Talukdar & Das, 2013). It means behaving in most socially accepted manner without inhibiting the emotions. Jersild (1963) says that emotional maturity means the degree to which the person has realized his potential for richness of living and has developed his/her capacity to enjoy things, to relate himself/herself to others, to love and to laugh, his/her capacity for whole hearted sorrow when an occasion for grief arises, his/her capacity to experience anger when faced with thwarting that is capable of raising the temper of any reasonably tolerant or sensible person and his/her capacity to show fear when there is occasion to be frightened without feeling a need to use a false mask of coverage, such as must be assumed by persons afraid to admit that they are afraid (Puar, 2014).

Emotional Maturity – Identities

According to Crow and Crow (1962), the emotionally mature or stable individual regardless of his/her age, is the one who has the ability to overcome tension to disregard certain emotion stimulators that effect the young and view himself/herself objectively, as he/she evaluates his assets and liabilities and strive towards an improved integration of his thought, his/her emotional attitude and his/her overt behaviour (shodhganga.inflibnet.ac.in). Emotional maturity is a state of balanced feelings and self-control. Person is said to be emotionally mature who has in his/her possession almost all kinds of emotions and is able to express them justly, skillfully and timely in different situations of life (Puar, 2014).

Emotional Maturity – Traits

Almost all the emotions can be distinctly seen in a refined and socially desirable way in an emotionally matured individual. One has the ability to check his/her emotional tide. His/her cognitive abilities like thinking, reasoning, problem solving and decision making are properly exercised. He/she possesses adequate self-concept and self-respect. He/she is resilient. When he/she stumbles and falls, he/she picks himself/herself up and starts again. In his/her mindset, there are no failures, just learning experiences. The emotionally matured being has guts to exercise his/her emotions at a proper time and at a proper place. If an innocent person is attacked, he/she can rise to the occasion by exercising his emotions of anger. But if he/she is at fault, he/she is able to check his/her emotions of anger when rebuked. He/she is consequently involved in a struggle to lead a matured, balanced and a healthy emotional life. A well matured person establishes a harmonious, stable and satisfying relationship with the environment from the viewpoint of his own welfare and that of others. The emotionally matured individual is stable in his emotional responses (Galozzi, 2012; Balakrishnan, 2013; Asaph & Raja, 2015).

Recommendations

To the teachers

The teachers has to develop and foster emotional maturity in every student by following the ways given hereunder

- Learning to communicate one's needs and desires ambiguously
- Try to solve problems through discussion, so structured that solving the issue is primary and evaluation of the discussants minimal.
- Self-discipline has to be practiced in the students by making them to do one thing each day and not to feel like doing. This exercise build one's self-discipline and eventually become a habit
- Awareness of the process of relating to strangers and the environment every day will build confidence, expose to new ideas and opportunities, and empower them, for people are the source of power
- Humility has to be practised in each student. Let the praise or the criticism from others affects them personally
- The mindset of a winner has to be adopted in each student
- Positive attitude should be developed in the students in the time of failure or in critical situations in their lives (Johnson & Seagull, 1973; Galozzi, 2012; Asaph & Raja, 2014b).

To the students

The emotional and behavioural skills must be learnt by a child to be an effective individual. The student has to make others feel better resolve each day by offering an acknowledging smile, a kind word and an encouraging remark. Being compassionate to be volunteer has to be practiced. The student must devote one hour to help a neighbor,

colleague or a stranger they meet. The student should try to flush blame or excuses out of their lives. The student should not become a prisoner of fear. Remember that one's success and happiness are important than fear. The student must not be discouraged when friction develops in a relationship. Rather than harbor feelings of resentment, vengeance, and anger, and should welcome this opportunity to practice forgiveness, compassion, and understanding. Every student must foster cooperative spirit in their relationship and leave competitive spirit. Each student has to train to acknowledge their feelings honestly and must honour their importance and should not blame others. Being assertive is better than showing aggressiveness. Understanding that one have formidable inner resources that are sufficient to tackle every problem that comes in their lives is the prime factor for every student (Whiteside & Aronoff, 1993).

Summing Up...

From the time of Socrates to contemporary, concerns about the need for an educated citizenry and quality work-force, the ability to think critically, reason well and to balance in emotions has been regarded as an important and necessary outcome of education (Reed, 1998). One's emotional maturity plays a significant part determining whether one's ventures are successful or not. The change of attitude from a state of taking to a state of giving and sharing is emotional maturity which comes through spiritual knowledge, critical thinking, right decisions and strong self-discipline. According to Fredrickson, (2001), a capacity for having positive emotions is a basic human strength, and cultivating good feelings is a part of emotional maturity (Coon & Mitterer, 2007). Emotional maturity varies from child to child and culture to culture. Neglect of the emotional lives of children impacts on their intellectual lives and achievements as emotions are critical to the learning process and to the full development of the individual and to society.

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