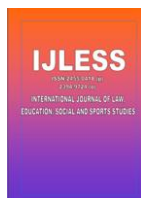## Exploring the Role of Social Maturity in Enhancing Holistic Education Practices among High School Teachers in Mysuru District in the Digital Era

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ABSTRACT

The digital era has significantly transformed the educational landscape, making it essential to integrate holistic education practices for the overall development of students. This study explores the role of social maturity in enhancing holistic education practices among high school teachers in Mysuru District. Social maturity, encompassing emotional stability, interpersonal skills, and adaptability, is crucial for teachers to address the challenges of the digital age effectively. The study focuses on a sample of 68 high school teachers from various schools in Mysuru District. Data were collected exclusively through a standardized questionnaire consisting of 45 items, designed to assess the teachers' social maturity and their implementation of holistic education practices. The questionnaire examines teachers' perspectives on balancing academic, emotional, and social needs of students in a technology-driven environment. The findings highlight that teacher with higher levels of social maturity are better equipped to foster student engagement, empathy, and collaborative learning, ensuring a more holistic approach to education. This study underscores the importance of professional development programs aimed at enhancing social maturity among teachers to meet the demands of the evolving educational context and effectively implement holistic education in the digital era.

Keywords: Social maturity, holistic education, high school teachers, digital era, Mysuru District

Introduction

The digital era has brought about rapid changes in the educational landscape, offering both challenges and opportunities for educators. As technology reshapes teaching and learning, educators are tasked with adapting to new tools and methods to ensure that students not only acquire academic knowledge but also develop the necessary emotional, social, and cognitive skills. In this context, holistic education has emerged as a critical framework, emphasizing the need to address the overall development of students—cognitively, emotionally, socially, and physically. Holistic education aims to prepare students for life beyond the classroom, fostering skills such as critical thinking, empathy, collaboration, and adaptability.The role of the teacher is pivotal in realizing these educational objectives. Teachers

who possess social maturity, defined as emotional stability, interpersonal skills, and adaptability, are better equipped to navigate the challenges posed by the digital transformation in education. Socially mature teachers can create a positive learning environment where students feel supported, engaged, and motivated to explore their potential. Moreover, such teachers are more adept at managing the balance between traditional teaching methods and the integration of modern digital tools.

Review of Literature

- Social Maturity in Teaching Research by Havighurst (1953) defined social maturity as the ability to behave appropriately and responsibly in interpersonal relationships, a key trait for teachers. Later studies, such as those by Goleman (1995) on emotional intelligence, emphasized that socially mature teachers are better equipped to handle classroom challenges, foster positive relationships with students, and create a supportive learning environment.

- Holistic Education Practices Miller (2000) highlighted the significance of holistic education, which aims to nurture the intellectual, emotional, social, and physical development of students. Holistic education requires teachers to address not just academic performance but also students' personal growth, emphasizing collaboration, empathy, and critical thinking. The need for socially mature teachers in implementing these practices is increasingly recognized in recent studies.

- Impact of Social maturity on Teacher Effectiveness A study by Bhargava and Pathy (2011) found that teachers with higher social maturity exhibited better classroom management skills, emotional resilience, and student engagement. Social maturity was also linked to higher adaptability in diverse classroom settings, enabling teachers to implement holistic approaches effectively.

- Digital era and Teaching practices The integration of technology into education has brought both opportunities and challenges. According to Mishra and Koehler (2006), the Technological Pedagogical Content Knowledge (TPACK) framework highlights the importance of adaptability in using technology effectively. Teachers with high social maturity can better balance the cognitive and emotional needs of students while incorporating digital tools into their teaching.

- Holistic Education in the Digital Era A study by Kukreja and Bhardwaj (2020) explored how digital tools can support holistic education by offering personalized learning opportunities. However, the study also emphasized the importance of teacher guidance in ensuring that digital education addresses emotional and social aspects, a task requiring high social maturity.

- Social maturity and Holistic Education: Indian Context Research by Singh and Kaur (2014) examined the role of social maturity among Indian teachers and its impact on student outcomes. The study found that socially mature teachers were more effective in balancing traditional teaching methods with emerging trends, such as digital education, while fostering a holistic development approach.

Objectives

1. To examine the level of social maturity among high school teachers in Mysuru District.

2. To analyze the extent to which social maturity influences holistic education practices in the digital era.

3. To explore the relationship between teachers' interpersonal skills (a component of social maturity) and their ability to foster student engagement in holistic education.

4. To assess the role of emotional stability in helping teachers adapt to the challenges of the digital era in education.

5. To identify the key dimensions of social maturity that contribute most significantly to enhancing holistic education practices.

6. To investigate the challenges faced by high school teachers in integrating holistic education practices in Mysuru District, considering their social maturity levels.

7. To evaluate the impact of professional development programs on improving the social maturity of teachers and its subsequent effect on holistic education.

8. To provide recommendations for strengthening the role of social maturity in improving holistic education practices in a technology-driven teaching environment.

Hypothesis

- There is no significant relationship between the social maturity of high school teachers, including male and female teachers, and their ability to implement holistic education

practices in Mysuru District in the digital era

- Social maturity does not significantly influence the effectiveness of high school teachers, including rural and urban teachers, in addressing students' academic, emotional, and social needs in Mysuru District.

- There is no significant difference in the holistic education practices of high school teachers, including science and arts teachers, in Mysuru District based on their levels

of social maturity.

- There is no significant difference in the holistic education practices of high school teachers, including teachers from government and private schools, in Mysuru District based on their levels of social maturity.

Methodology

Method and Procedure

This study adopts a descriptive research method to analyze the relationship between social maturity and the implementation of holistic education practices among high school teachers in Mysuru District. The study employs a survey approach and utilizes a questionnaire developed by the researcher, Yogesha K A, and Prof. N Lakshmi. The questionnaire consists of 45 items designed to assess various dimensions of social maturity and holistic education practices.

The data collection involved a sample of 68 high school teachers from diverse schools across Mysuru District. The teachers were selected through a simple random sampling technique to ensure a representative sample. The questionnaire was administered to the participants to gather their responses on their social maturity levels and their adoption of holistic education practices in the classroom.

Sample

A total of 68 High school teachers were selected for the study, with the sample evenly distributed across various demographics to ensure a comprehensive representation. The demographic distribution includes:

- 34 male teachers and 34 female teachers

- 34 rural teachers and 34 urban teachers

- 34 science teachers and 34 arts teachers

- 34 teachers from government schools and 34 teachers from private schools

Tools for data collection

The Social Maturity and Holistic Education Practices Scale, developed by Yogesha K A and Prof. N. Lakshmi, was used as the primary tool for data collection. This scale was designed to measure the social maturity of teachers and their ability to implement holistic education practices. The scale was administered to a randomly selected sample of 68 B.Ed. teachers in Mysuru District to assess these factors.

Statistical Techniques

Mean, standard deviation (SD), and t-test were utilized for data analysis.

Results and Discussion

The present paper follows the descriptive method of educational analysis. In this section, the findings related to the role of social maturity in enhancing holistic education practices among high school teachers in Mysuru District are discussed. The Social Maturity and Holistic Education Practices Scale was applied to the sample teachers, and t-values were computed to assess their ability in relation to gender, location, area, and type of institution. The analysis was conducted in accordance with the stated hypotheses.

Hypothesis 1:

There is no significant relationship between social maturity and the ability of male and female high school teachers to implement holistic education practices in Mysuru District.

Table No. 1: Gender Comparison of Social Maturity and Holistic Education Practices

Gender	N	Mean	S.D	t-value	Level of Significance
Gents	34	252.08	33.88	0.889	Not significant at 0.01 & 0.05 level
Ladies	34	244.07	36.87		

Interpretation: The computed t-value (0.889) is less than the table value (2.58) at the 0.01 level and (1.96) at the 0.05 level of significance. This indicates that the social maturity and ability to implement holistic education practices do not significantly differ between male and female high school teachers in Mysuru District. Thus, the null hypothesis is accepted.

Hypothesis 2:

There is no significant relationship between social maturity and the ability of high school teachers in government and private schools in Mysuru District to implement holistic education practices.

Table No. 2: Comparison of Government vs Private School Teachers

Type	N	Mean	S.D	t-value	Level of Significance
Government	34	242.03	35.87	0.884	Not significant at 0.01 & 0.05 level
Private	34	234.05	39.51		

Interpretation: The computed t-value (0.884) is less than the table value (2.58) at the 0.01 level and (1.96) at the 0.05 level of significance. This suggests that the social maturity and ability of high school teachers in government and private institutions do not significantly differ. Thus, the null hypothesis is accepted.

Hypothesis 3:

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There is no significant relationship between social maturity and the ability of high school teachers from urban and rural areas to implement holistic education practices.

Table No. 3: Comparison of Urban vs Rural Teachers

Location	N	Mean	S.D	t-value	Level of Significance
Urban	34	248.03	36.87	3.748	Significant at 0.01 & 0.05 level
Rural	34	216.05	34.51		

Interpretation: The computed t-value (3.748) is higher than the table value (2.58) at the 0.01 level and (1.96) at the 0.05 level of significance. This indicates a significant difference in the social maturity and ability of urban and rural teachers in Mysuru District to implement holistic education practices. Therefore, the null hypothesis is rejected.

Hypothesis 4:

There is no significant relationship between social maturity and the ability of science and arts teachers to implement holistic education practices in Mysuru District.

Table No. 4: Comparison of Science vs Arts Teachers

Discipline	N	Mean	S.D	t-value	Level of Significance
Science	34	238.52	31.09	0.785	Not significant at 0.01 & 0.05 level
Arts	34	241.93	33.86		

Interpretation: The computed t-value (0.785) is less than the table value (2.58) at the 0.01 level and (1.96) at the 0.05 level of significance. This indicates that the social maturity and ability of science and arts teachers do not significantly differ in their ability to implement holistic education practices. Thus, the null hypothesis is accepted.

Summary of Findings

1. Gender: No significant difference between male and female high school teachers in social maturity and their ability to implement holistic education practices.

2. Institution Type: No significant difference between government and private school teachers in their ability to implement holistic education practices based on social maturity.

3. Location (Urban vs Rural): Significant difference found between urban and rural teachers, with urban teachers showing higher levels of social maturity and ability to implement holistic education practices.

4. Discipline (Science vs Arts): No significant difference between science and arts teachers in their ability to implement holistic education practices based on social maturity.

Conclusion

This study explored the role of social maturity in enhancing holistic education practices among high school teachers in Mysuru District in the digital era. The findings revealed that urban teachers exhibit significantly higher social maturity compared to rural teachers, which influences their ability to implement holistic education practices. However, no significant differences were observed based on gender, institution type, or discipline. The results emphasize the need for targeted professional development programs for rural teachers to improve their social maturity and ability to adapt to emerging educational trends. The study underscores the importance of fostering social maturity in all teachers to enhance their effectiveness in the digital era.

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