Predictors Of Social Anxiety Among Tribal And Non-Tribal Students

T. Soundarya[1] , Dr. K. Govind[2]

[1]*PhD Research Scholar, Department of Psychology, Annamalai University, Annamalai Nagar, Chidambaram, Tamil Nadu, India Pincode: 608002 E-mail:* *soundaryamsd@gmail.com*
[2]*Associate Professor, Department of Psychology, Annamalai University, Annamalai Nagar, Chidambaram, Tamil Nadu, India Pincode: 608002 E-mail: giriamalan@gmail.com*

ABSTRACT

Introduction: Educational institutions play a major role in a person's social and personal development. An average of 20 years has been spent in educational institutions. This act as a major platform to learn, discipline oneself, develop skills, maintain relationships and obtain one's goal in life. During the learning process, many obstacles such as low self-esteem, disadvantaged family and neighbourhood, stress, anxiety, poor socioeconomic background and health may interfere with the education. **Objectives:** The major objective of the present study is to assess and compare the impact of self-esteem and emotional maturity on social anxiety among tribal and non-tribal students. **Methods:** The study adopted a descriptive research design. A total of 101 male school students were 47 from the tribal community and 54 from non-tribal communities selected for the study. The purposive sampling method was used to determine the sample population. The Rosenberg self-esteem scale, Emotional maturity scale and social interaction anxiety scale were used to obtain data from the samples. **Results:** Statistical techniques such as mean, standard deviation, t-test, Pearson's correlation, and regression analysis were used to analyse the data. There are no significant differences found between the level of self-esteem, emotional maturity and social anxiety among tribal and non-tribal students. The finding revealed a significant and negative relationship between self-esteem, emotional maturity and social anxiety among school students. **Conclusion:** The independent variables such as self-esteem and emotional maturity predicted the dependent variable such as social anxiety.

Keywords: Self-esteem, emotional maturity, social anxiety, self-awareness, school students

I. Introduction

Education is an important part of providing identity and stability to improve an individual's life. It helps to shape the individual's character, attitude and behaviour of the person. About a quarter part of a human's life is spent on education and learning and it's vital. But there are many obstacles which may lead to getting poor education or a learning environment. There are individual as well as social factors that play a role in accessing education to people. Personal factors such as lack of interest, learning disabilities, low capacity, potentials and social factors such as poor access to educational institutions, economic conditions, peer pressure, discrimination and social disadvantages make it highly impossible of educating a person. Though the education and theories teach a student not to discriminate against one another based

on race, colour and ethnicity, the educational institutions as well as society are biased in these concerns.

The tribal community is the indigenous group of people who adapt their own customs and culture and living condition. In India, most tribal groups depend on agriculture, forest work, and daily wages for their living. Even though the government is providing subsidiaries and facilities to improve their status of living, not everything reaches their hands. They are not getting equal status, respect, wages, education, and hospitality rather they are being discriminated against everywhere.

Some factors may impact the education and learning process of the students, including health, low confidence, stress, anxiety, behaviour and emotional problems. The present study seeks to identify the risk factors of low academic performance.

1.1 Self-esteem:

"Self-esteem is the judgment or opinion we hold about ourselves. It's the extent to which we perceive ourselves to be worthwhile and capable human beings." - Coopersmith, 1967.

Self-esteem refers to the evaluation of oneself which means one's opinion about their abilities and limitations. A person's self-esteem defines the perception about one's worth, belief about their abilities, knowledge and skills. Self-esteem is considered one of the needs that a person has to hold on to achieve goals in life.

Importance of Self-esteem:

➢ Self-esteem refers to the means of evaluating one's worth and value. Self-esteem is important to determine one's strengths and weaknesses. It influences people's choices and decision-making ability. In other words, it helps the person to act as a motivator to take care of themselves and explore their potential. People with high self-esteem have high confidence and work efficiently to achieve their personal and life goals. People with low self-esteem perceive themselves as unworthy and happen to exhibit less stimulation with their work.

➢ Self-esteem is an abstract concept; self-esteem is more than understanding oneself, it's about what you are capable of, and what you are proud of.

Types of Self-esteem:

High Self-esteem: High self-esteem refers to a person's positive belief about themselves. A person with high self-esteem believes in their values and principles and can make decisions and judgement critically, secure and defensive.

Low Self-esteem: Low self-esteem refers to a person lacking confidence in oneself and their abilities. The person with low self-esteem is dissatisfied with oneself, self-critic, pessimistic and low esteem can lead to a feeling of inadequacy, anxiety, depression and other psychological issues.

1.2 Emotional Maturity:

The attitude of seeing the environment has been an important part of understanding, one's ability to understand the environment and parental upbringing. Emotional maturity comes with age, some mature very quickly and some take time.

A high and appropriate level of emotional control and expression. – American Psychological Association.

Importance of emotional maturity in academic settings: Emotional maturity is the tendency of understanding and manages one's emotions when faced with situations that elicit an emotional reaction. Emotional reactions are the brain's way of keeping us safe from danger and socially connected. Emotional maturity helps to manage the demands of the learning environment. An educational setting is where a child learns to form a relationship with peers, and playmates are educationally competent and search for skills and talents. Emotional maturity helps to balance stress, form relationship with peers, recover from failure and build resilience. Students who find it difficult to manage emotions will struggle to control anger and frustration, which can lead to problems and aggressive behaviours. Children who felt sad or worried tend to be more anxious and depressed. It is essential for every school teacher, parent and community should help the students to bring awareness and develop emotional maturity levels. (Majumdar & Das, 2019)

Establishing realization of emotional intelligence and emotional maturity will help the students to develop enriched students' abilities. Introducing programs as such will guide the mentors of the educational institutions where they can help their students develop emotional abilities. A study found that there is a significant association between emotional intelligence and the academic achievement of students. The findings enumerate the importance of developing apprehension about emotional intelligence and maturity and its implications in real-life situations. (Bhagat et al., 2017)

The students of working mothers show a high level of emotional maturity than the students who have non-working mothers. The emotional maturity is considerable between working and non-working mothers. (Sunilima, 2018)

1.3 Social anxiety:

"Fear of social situations in which embarrassment may occur (e.g., making conversation, meeting strangers, dating) or there is a risk of being negatively evaluated by others (e.g., seen as stupid, weak, or anxious). Social anxiety involves apprehensiveness about one's social status, role, and behaviour." – APA Dictionary of Psychology.

Social anxiety or social phobia is a disorder where a person has an overwhelming fear of a social situation. Social anxiety is a common problem in teenagers which can be distressing and can impact life.

Symptoms of social anxiety:

The following symptoms are the characteristics of a person with social anxiety:

- ➢ Worrying about day-to-day activities, such as talking with strangers, people in a higher position, or talking over the phone.
- ➢ Do not participate in social events, group discussions and eating with other people.
- ➢ Constant bothersome about embarrassment, criticism and avoiding eye contact.
- ➢ Appearing incompetent, and difficulty in doing tasks under supervision due to judgement.
- ➢ Often have symptoms like feeling sick, trembling, and pounding heartbeat.
- ➢ Have low self-esteem, and panic attacks where one has overwhelming fear and anxiety. (Crown, 2020) [1]

Prevalence of social anxiety among adolescents:

Social anxiety is a common anxiety disorder present globally despite age, culture and race. About 50-80% of adolescents and the general population with a lifetime prevalence of 12-16% are affected (Stein and Stein, 2008, Ruscio et al., 2008, Stein et al., 1994, Wacker et al., 1992). Several studies have shown that majority of individuals with social phobia report onset before 18 years, with a mean age of onset of 10-13years. Onset appears to be especially early for the more severe (generalized) subtype [5] (Rapee. R.M., 2004). Indian data from WMHS 2005 estimated the 12-month prevalence of ADs to be 3.41%. [6]

The prevalence of Social Anxiety has not been given importance in India. One previous study was conducted in a high school and the results found that 12.8% of children had SAD, with comorbid major depression and impaired academic functioning (Mehtalia and Vankar, 2004). [7]

Relationship of Self-esteem and Social anxiety:

➢ Self-esteem plays a pivotal role in social anxiety disorder and Generalized Anxiety Disorder. Though there is no direct link between low self-esteem and the disorder, it influences person's fears about themselves and social situations.

➢ While facing difficulties people try to bounce back, but when someone with low self-esteem it's difficult to cope with a situation. They will stagnate in a situation and would depend on other people for assistance.

Origin of low self-esteem:

a. Negative experience during childhood
b. Physical, emotional, or sexual abuse
c. Neglect or being ignored
d. Bullying or teasing and ridicule by peers
e. Unrealistic expectations or impossibly high standards of others

➢ Results from a study revealed that there is a positive and significant connection between self-esteem and social connectedness, whereas self-esteem negatively predicted social anxiety. Social anxiety was found to be higher in men than women. [2] (Fatima. M., 2018)

➢ In another correlational study, the findings indicated that self-esteem is negatively significant with social anxiety in adolescent students. [3] (Seema, G. B., 2017)

➢ Other study findings revealed that there is a negative significant correlation between self-esteem and social anxiety among cyberbullied girls. The findings also revealed that the non-cyberbullied adolescents had significantly higher self-esteem than the cyberbullied adolescents, and the cyberbullied adolescents had significantly higher levels of social interaction anxiety than the non-cyberbullied adolescents. Furthermore, the study reported that the cyberbullied boys had significantly higher self-esteem than the cyberbullied girls. [4] (Fernandes et al., 2015)

The problem of the study: The major reason for approaching the study is to know the factors which may influence the social

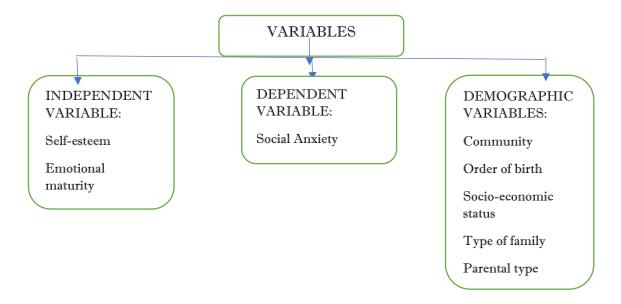anxiety of the students and to compare it between different ethnic groups.

II. Methodology:

Objectives:

- To find out the level of self-esteem among tribal and non-tribal students.
- To find out the level of emotional maturity among tribal and non-tribal students
- To measure the status of social anxiety among tribal and non-tribal students
- To analyse the association between self-esteem, emotional maturity and social anxiety among the students.
- To explore the role of demographic variables on predictor variables and social anxiety.

Hypothesis:

- There is no significant difference found in self-esteem between tribal and non-tribal students
- There is no significant difference found in emotional maturity between tribal and non-tribal students
- There is no significant difference found in social anxiety between tribal and non-tribal students
- There will be a significant difference exists between self-esteem and social anxiety.
- There will be a significant difference exists between emotional maturity and social anxiety of the students
- Self-esteem and emotional maturity predict social anxiety among school students.
- There will be an interaction effect of a demographic variable on social anxiety.

The present study adopted a descriptive research design which means the research seeks to systematically describe a phenomenon, situation or population. This design answers the "what", "why" and "how" factors of the situation. The present study was conducted in two high schools in Karur District, Tamil Nadu. The purposive sampling method was used to select the sample population. The study consists of 101

high school students with the age range of 14-17 between grades IX and XII. There were 47 tribal and 54 non-tribal students who participated in the study with their consent.

Inclusion Criteria:

    a. Students between grades IX and XII
    b. Students from government and aided schools

Exclusion Criteria:

    a. Students from other than IX and XII grades
    b. Students from private institutions

The researcher prepared the semi-structured interview schedule to obtain personal and demographic information.

➢ The Rosenberg Self-Esteem Scale was developed by Sociologist Morris Rosenberg on 1965 and consists of 10 items.
➢ The Social Interaction Anxiety Scale (SIAS) was developed by Mattick and Clarke (1998) and consists of 20 statements.
➢ The Emotional Maturity Scale was developed by Rashmi, Imtiaz, and Ansari (2018) by opting for the same procedure that was taken in the development of the previous scale. This scale is based on 4-dimensions, consisting of 15 items. The 4-dimensions of the scale are Self Awareness, Emotional Stability, Emotional Competency, and Self Control.

Statistical technique:

➢ Mean, standard deviation
➢ T-test
➢ Pearson correlation
➢ ANOVA
➢ Linear regression analysis

III. Results and Discussion:

The interpretation part reveals the importance of the data analysed with various statistical techniques and this chapter helps to test the hypothesis.

Table 1: Table 1 shows the level of self-esteem between tribal and non-tribal students.

Independent Sample t-test

Self-esteem	Levene's test for equality of variances		t-test for equality of means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean difference	Standard error difference	95% confidence interval of the difference	
								Lower	Upper
Equal variances assumed	.869	.353	-.371	99	711	-.460	1.239	-2.918	1.998

			t	df					
Equal variances not assumed			-.372	97.813	711	-.460	1.236	-2.914	1.993

Table 1 shows the difference between tribal and non-tribal students in the level of anxiety. There is no significant difference was found in self-esteem between tribal and non-tribal students. Hence, the null hypothesis is accepted.

Independent Sample t-test

	Levene's test for equality of variances		t-test for equality of means						
Emotional maturity	F	Sig.	t	df	Sig. (2-tailed)	Mean difference	Standard error difference	95% confidence interval of the difference	
								Lower	Upper
Equal variances assumed	1.261	.264	-.708	99	.480	-2.149	3.034	-8.170	3.871
Equal variances not assumed			-.711	98.140	.479	-2.149	3.024	-8.151	3.852

Table 2:

Table 2 shows the level of emotional maturity between tribal and non-tribal students.

Table 2 shows the difference between tribal and non-tribal students in the level of emotional maturity. The f-value is 1.261 and the p-value is .264 which is non-significant. Therefore, no significant difference was found in emotional maturity between tribal and non-tribal students. Hence, the null hypothesis is accepted.

Table 3: shows the significant difference in the dimensions of emotional maturity between tribal and non-tribal students.

Independent Sample t-test

	Levene's test for equality of variances	t-test for equality of means

	F	Sig.	t	df	Sig. (2-tailed)	Mean difference	Standard error difference	95% confidence interval of the difference	
								Lower	Upper
Self-Awareness Equal variances assumed	3.337	.041	-2.751	99	.007	-2.277	.828	-3.920	-.635
Emotional Stability Equal variances assumed	11.199	.001	1.260	99	.211	.842	.669	-.484	2.169
Emotional Competency Equal variances assumed	912	.342	-.541	99	.589	-.513	.947	-2.393	1.367
Self-control Equal variances assumed	.250	.618	-.208	99	.836	-.201	.968	-2.122	1.719

Table 3 shows the significant difference in the dimensions of self-esteem among the students. The f-value is found to be 3.337, 11.199, .912 and .250 for self-awareness, emotional stability, emotional competency and self-control respectively. The data revealed that there is a significant difference was found with a p-value of 0.41 and .001 in self-awareness and emotional stability between the tribal and non-tribal students. Hence the null hypothesis is partially rejected.

Table 4: Shows the significant difference in social anxiety between tribal and non-tribal students

Independent Sample t-test

	Levene's test for equality of variances		t-test for equality of means						
Social Anxiety	F	Sig.	t	df	Sig. (2-tailed)	Mean difference	Standard error difference	95% confidence interval of the difference

								Lower	Upper
Equal variances assumed	2.069	.153	1.147	99	.254	3.148	2.744	2.297	8.593
Equal variances not assumed			1.156	98.940	.250	3.148	2.722	2.253	8.549

Table 4 shows the significant difference in social anxiety between tribal and non-tribal groups. The t-value is found to be 1.147 with a p-value of .254 which is not significant.

There is no difference found between tribal and non-tribal students in the level of social anxiety.
Hence, the null hypothesis is accepted.

Table 5: Shows the significant relationship between self-esteem and social anxiety among students.

	Self-esteem	Social anxiety
Self-esteem	1	-.547**
Social anxiety	-.547**	1

**. Correlation is significant at the 0.01 level (2-tailed).

The result from the above table showed that the p-value is -.547** which is significant at the 0.01 level. This proves that there is a significant negative relationship exists between self-esteem and social anxiety among male school students. When self-esteem increases the level of social anxiety will be decreased.

Thus, the alternate hypothesis is accepted.

Table 6: Shows the significant relationship between emotional maturity and social anxiety among school students.

	Emotional maturity	Social anxiety
Emotional maturity	1	-.591**
Social anxiety	-.591**	1

**. Correlation is significant at the 0.01 level (2-tailed).

From table 6, it is revealed that the p-value is -.591** which is significant at the 0.01 level. The data reveals that there is a significant negative relationship exists between emotional maturity and social anxiety among school students. When the emotional maturity of the student is stable or increases the level of social anxiety will be decreased.

Thus, the alternate hypothesis is accepted.

Tables 7.1, 7.2 and 7.3 show the predictor factor of social anxiety among school students

Table 7.1:

Model	R	R Square	Adjusted R Square	Std. The error in the Estimate
1	.632ᵃ	.399	.387	10.786

a. Predictors: (Constant), EMOTIONAL MATURITY, SELF-ESTEEM

From the above tables, it is found that there is a significant prediction of social anxiety by assessing the self-esteem and emotional maturity of the school students. From table 7.1 the R-value is found to be .632 which shows there is a correlation between the independent variable (self-esteem and emotional maturity) and the dependent variable (social anxiety).

Thus, the alternate hypothesis is accepted.

Table 7.2:

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7580.412	2	3790.206	32.580	.000ᵇ
	Residual	11400.895	98	116.336		
	Total	18981.307	100			

a. Dependent Variable: Social anxiety
b. Predictors: (Constant), Emotional maturity, Self-esteem

The p-value is found to be .000 which is significant. The f-value is found to be 32.580 and also significant at a 0.05 level. Based on the data it is revealed that there is a significant prediction found between predictor variables and the dependent variable.

Thus, the alternate hypothesis is accepted.

Table 7.3:

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	64.953	3.152		20.609	.000
	Self-esteem	-.645	.225	-.290	-2.868	.005
	Emotional Maturity	-.370	.092	-.408	-4.040	.000

a.   Dependent Variable: SOCIAL ANXIETY

The t-value of self-esteem and emotional maturity are -2.868 and -4.040, and the significant value is found to be .005 and .000 respectively. The above-mentioned data reveals that self-esteem and emotional maturity predicts social anxiety among school students. When students have high self-esteem and emotional maturity the possibility of experiencing social anxiety will be less.

Thus, the alternate hypothesis is accepted.

Table 8.1:

ANOVA

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7076.713	4	1769.178	14.267	.000[b]
	Residual	11904.594	96	124.006		
	Total	18981.307	100			

A. Dependent Variable: Social Anxiety

B. Predictors: (Constant), Self-Control, Self-awareness, Emotional Stability, Emotional competency

From table 8.1, it is obtained that the f-value is 14.267 which is significant at the .000 level. The data reveals that there is a strong association between the dimensions of emotional maturity and social anxiety.

Table 8.2
Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	62.274	2.998		20.769	.000
	Self-awareness	-1.234	.411	-.384	-3.001	.003
	Emotional Stability	-.629	.563	-.154	-1.119	.266
	Emotional Competency	.078	.440	.027	.177	.860
	Self-Control	-.489	.341	-.171	-1.432	.155

a. Dependent Variable: Social anxiety

From table 8.2, it is identified that the t-value of self-awareness is -3.001 which is significant at a 0.05 level with a value of .003. The t-value of emotional stability, emotional competency and self-control are -1.119, .177, and -1.432 respectively which is not significant at the 0.05 level. From the data, it is realised that there is a significant association found between self-awareness and social anxiety. When a student is aware of him/herself then the social anxiety can be eliminated.

Tables 9.1, 9.2, 9.3, and 9.4 show the role of demographic variables on social anxiety among school students.

Table 9.1: Shows the role of grades on social anxiety among students

Grade	Mean	N	Std. Deviation
1	40.96	45	14.468
2	44.57	14	11.772
3	39.70	23	14.389
4	41.42	19	13.335
Total	41.26	101	13.777

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	214.466	3	71.489	.370	.775
Within Groups	18766.841	97	193.473		

Table 9.1 shows the role of student grades on social anxiety. The f-value is .370 and the significant value is .775 which is not significant at the 0.05 level. The data proves that there is no significant association between the grades of the students and social anxiety.

Table 9.2: Shows the role of order of birth on social anxiety among students

Order of birth	Mean	N	Std. Deviation
1	41.86	42	14.595
2	41.55	31	14.087
3	37.91	23	11.532
4	49.80	5	13.498

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	639.861	3	213.287	1.128	.342
Within Groups	18341.446	97	189.087		

Table 9.2 shows the mean and standard deviation of social anxiety about birth order. The f-value is 1.128 and the significant value is .342 which is not significant at the 0.05 level of the interval. But there is a significant relationship exists between the firstborn and social anxiety among school students.

Table 9.3: Shows the role of Socioeconomic status on social anxiety among students

SES	Mean	N	Std. Deviation
3	45.05	20	16.854
4	36.40	25	11.648
5	42.07	56	13.083
Total	41.26	101	13.777

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	914.643	2	457.321	2.481	.089
Within Groups	18066.664	98	184.354		

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Table 9.3 shows the f-value and significance of social anxiety in relation to SES. The f-value is 2.481 and the significant value is .089 which is not significant at the 0.05 level of the interval. But there is a significant relationship found between the middle level of socio-status and social anxiety among school students.

Table 9.4: Shows the role of family type on social anxiety among students

Family type	Mean	N	Std. Deviation
1	43.57	58	14.450

2	38.14	43	12.297

	N	Correlation	Sig.
Family Type & Social Anxiety	101	-.196	.050

Table 9.4 showed the mean, standard deviation and level of significance of family type and social anxiety. The R-value is -.196 and the significant value is .050 which is significant at the 0.05 level. There is a significant association found between the type of family and social anxiety among students. The students from nuclear family found to have a high level of social anxiety than students from joint families.

IV. Conclusion:

The following findings were observed based on the difference in variables between tribal and non-tribal students in the present study:

1) There is a negative and significant relationship found between self-esteem and social anxiety.
2) There is a negative and significant relationship found between emotional maturity and social anxiety.
3) The self-esteem and emotional maturity predicted the social anxiety of the school students. high self-esteem and emotional maturity help to prevent or decrease social anxiety among school students.
4) Self-awareness is the only factor from the emotional maturity dimension have a significant relationship with social anxiety.
5) There is no significant relationship found between the grades of the student and social anxiety.
6) There is a significant relationship found between demographic variables such as order of birth, socioeconomic status and type of family with social anxiety.

Social anxiety is the major obstacle to learning, communicating and forming relationships. To eliminate social anxiety, one must understand the factors which are influencing it. The self-esteem and emotional maturity predicted the occurrence of social phobia among school students. When self-esteem and emotional maturity increases irrational fear, nervousness, and social anxiety will be decreased.

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