

**EFFECTIVENESS OF THE SFRM MODULE ON MITIGATING STRESS, SOCIAL ANXIETY, AGGRESSION AND ENHANCEMENT OF EMOTIONAL MATURITY FOR SECONDARY SCHOOL STUDENTS**

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**INTRODUCTION:**

Education plays a pivotal role in one's life. It emboldens the individuals to grapple with any odds of life. Everyone covets for peaceful and stress-free life but in today's arena life is riddled with anxiety, mental strain and woes. (Valeriu, 2015)

All such negative elements inhibit the personality growth of individuals in general and adolescents in particular. The age of adolescence is a very crucial juncture as they suffer from peer pressure and psychological, and emotional challenges. It affects their life as well as that of their family members (Levy & Khoury-Kassabri, 2022). Adolescents who reel under stress and anxiety begin to degenerate their personalities as they need to tackle stressful situations.

Stress is termed as a negative emotional, cognitive, behavioural and physiological process that surfaces because a person tries to cope with stressors. Social anxiety disorder. It is noticed that normal anxiety and fear follow a developmental sequence. For instance, nursery children experience reluctance to leave their mothers or homes and go to school quite common in India. But when these anxieties remain unresolved it hampers the child's routine life and causes distress to the child and parents. (Bai et al., 2015) anxiety disorders affect youngsters both physiologically and psychologically. Emotional maturity primarily involves controlling one's own emotions rather than allowing emotions to control an individual. It brings about the integration of emotions into a judgmental approach. (Stark & Bainbridge, 1985) Tackling & making decisions is an important feature of an Emotionally mature individual. This kind of maturity is significantly important for both intellectual intelligence & relationship intelligence. In the study of human behavior "Aggression" is a familiar term. The term aggression can be used in a variety of acts such as attack, hostility maternal aggression, carnivorous animal seeking prey, a person assaulting another etc. Aggression is generally defined as a being distinguished as Hostile aggression and Instrumental aggression by Psychologists. Instrumental aggression aims to obtain rewards other than suffering and hostile aggression is to inflict injury. (*AGGRESSION AMONG ADOLESCENTS: A STUDY*, 2018)

### **LITERATURE REVIEW:**

Virginia Lemay, et al (2019) carried out research to evaluate the impact of Yoga and Meditation intervention on students' stress and anxiety levels. The students demonstrated a reduction in stress and anxiety levels after the intervention. Maria Komaria, et al (2023) studied how mindfulness breathing meditation can affect the levels of depression, anxiety and stress among university students. The study showed that mindfulness breathing meditation provides a reduction in the scores of stress, depression and anxiety among university students in Indonesia. Rashmi Choudhary et al (2020) studied the effect of yoga on emotional regulation, self-esteem and feelings of adolescents. The findings indicated that the yoga-practicing adolescents have witnessed an elevation in self-esteem, emotional regulation and positive feelings. David DeSteno et al (2017) studied how meditation inhibits aggressive responses to provocations. Results showed that 3 weeks of daily meditation practice substantially reduced aggressive behaviour even in the absence of any enhanced executive control capabilities. These results suggest that meditation attenuates aggression through direct reductions in motives to cause harm to others.

Madhur Rai, Judith L. Rai Sandeep 2012 studied how SYM affects the mental well-being of an individual and controls blood pressure. Meditation treatment significantly improved and brought perspicuous mitigation in anxiety levels and controlled blood pressure. Speca, M. Kamala, D. Patel, and Linda 2004 studied how stress can be reduced by performing mindfulness meditation. It also helps in pacifying the mood, reducing symptoms of stress and leading a holistic life. Kudesia RS 2013 et al explained how the Yoga program was helpful for students Results validated that students discerned and concurred that Yoga practice benefited them in self-regulation, gaining self-esteem, enhancing physical conditioning, augmenting academic performance, and grappling with burgeoning stress. Raghuram. N. et al 2008 studied on RCT to study how yoga affects in reduction of verbal aggressiveness. The module had been used for performing yoga to study the positive effects to mitigate aggression. Muchhal1 studied about Emotional Maturity and its effect on B Ed. Students with Meditation as one of its important variables. Results in the study indicated and vindicated that Yoga helps in developing Emotional maturity. Singh B "A Study the Effect of Meditation on Emotional Stability" Studies indicated Meditation can have a significant impact on people over diverse levels, with each person benefiting accordingly. In a nutshell, all individuals are benefited from Meditation.

### **OBJECTIVES OF THE STUDY:**

1. To compare the pre- test scores of control group and experimental group w.r.t

- a. Stress b) Aggression c) Social Anxiety d) Emotional maturity
2. To compare the pre-test scores of boys & girls of control group w.r.t
  - a. Stress b) Aggression c) Social Anxiety d) Emotional maturity
3. To compare the pre-test scores of boys & girls of experimental group w.r.t
  - a. Stress b) Aggression c) Social Anxiety d) Emotional maturity
4. To compare the pre-test and post-test scores of control group w. r. t.
  - a. Stress b) Aggression c) Social Anxiety d) Emotional maturity
5. To compare the pre-test and post-test scores of experimental group w. r. t.
  - a. Stress b) Aggression c) Social Anxiety d) Emotional maturity
6. To compare the post-test scores of control & experimental group w. r. t.
  - a. Stress b) Aggression c) Social Anxiety d) Emotional maturity
7. To compare the post-test scores of boys & girls of control group w.r.t
  - a. Stress b) Aggression c) Social Anxiety d) Emotional maturity
8. To compare the post-test scores of boys & girls of experimental group w.r.t
  - a. Stress b) Aggression c) Social Anxiety d) Emotional maturity

### **POPULATION & SAMPLE:**

The population of the study is Secondary school students of Grades 9th and 10th from three private English medium schools of Navi Mumbai affiliated to the SSC board of Maharashtra. The sample selected for the study comprised 385 students studying in Std IX and Std X of three private English medium schools of Navi Mumbai affiliated to the SSC board of Maharashtra. Participants were adolescents between 14 to 16 years of age willing to participate and belonged to middle-class families. The study was conducted between March- August 2022. The research project was explained to willing participants, and any questions were answered before signing any informed consent. Two groups of students were formed namely, Control and Experimental groups. There was no incorporation of SFRM Module intervention on the control group whereas the experimental group was subjected to the incorporation of SFRM Module. A total of 150 students were in the control group. On the other hand, the experimental group was composed of 235 students. Out of the 150 students in control group, 66 were boys and 84 were girls. Experimental group comprised of 118 boys and 117 girls.

**METHOD:** A convenience sampling method will be used for the study. The intervention will involve a long period spread over 6 months and hence convenience was chosen as a sampling method.

### **Tools for Data Collection**

The DASS (Depression Anxiety and Stress Scale)-42 scale devised by Lovibond & Lovibond (1995) was used to measure stress levels in the students. DASS-42 is a 42-item self-report scale designed to measure the negative emotional states of depression, anxiety and stress. The principal value of the DASS-42 in a clinical setting is to clarify the locus of emotional disturbance, as part of the broader task of clinical assessment. The level of Social Anxiety is measured using the Liebowitz Social Anxiety Scale. The Liebowitz Social Anxiety Scale (LSAS; Liebowitz, 1987) is a 24-item measure designed to assess both fear and avoidance of social (e.g., going to a party, meeting strangers) and performance situations (e.g., taking a test, giving a report to a group). Each of the items is rated from 0-4, with high scores representing more fear and/or avoidance.

The level of Aggression in the students can be measured using the Buss Perry Aggression Questionnaire containing 29 items. In this questionnaire, participants rank certain statements along a 5-point continuum from "extremely uncharacteristic of me" to "extremely characteristic of me". The scores are normalized on a scale of 0 to 1, with 1 being the highest level of aggression. Emotional Maturity Scale of Dr. Yashvir Singh and Dr. Mahesh Bhargava (1990). This scale consists of 48 questions in the Questionnaire. The Emotional Maturity Scale is typically administered as a self-report questionnaire with individuals responding to each item on a Likert scale ranging from 0 (strongly disagree) to 3 (strongly agree).

**INFERENCE ANALYSIS:**

**Comparison of the pre-test scores of the control group and experimental group**

**w.r.t a)Stress b) Aggression c) Social Anxiety d) Emotional maturity**

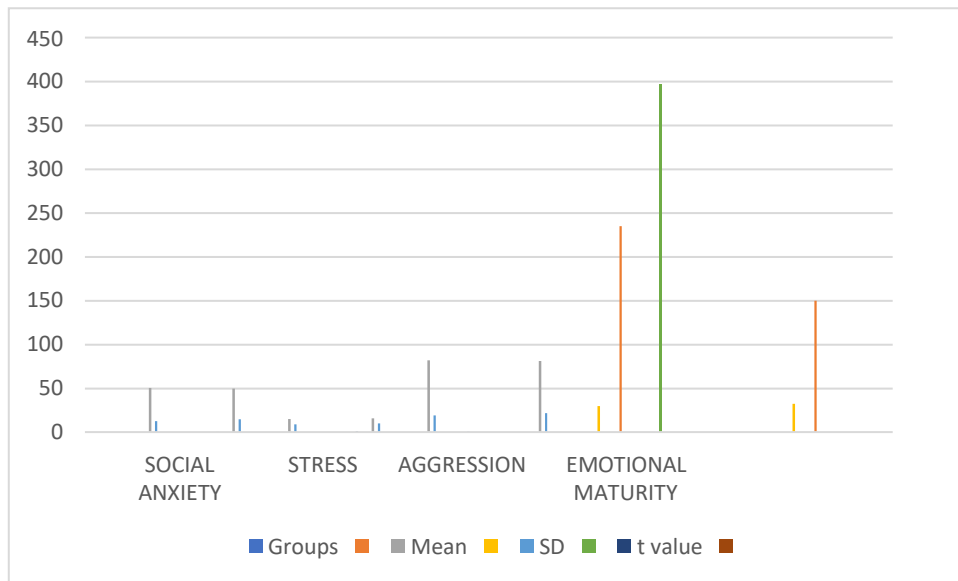
**TABLE 1**

**t-STATISTICS OF COMPARISON OF PRE-TEST SCORES OF CONTROL & EXPERIMENTAL GROUPS FOR ALL VARIABLES. (ALL STUDENTS)**

Variables	Groups	N	Mean	SD	df	Table value (0.05)	Table Value (0.01)	t value	LOS
<b>SOCIAL ANXIETY</b>	<b>EXPERIMENTAL</b>	235	50.68	12.75	397	1.96	2.58	0.07	N.S
	<b>CONTROL</b>	150	49.99	14.94					
<b>STRESS</b>	<b>EXPERIMENTAL</b>	235	15.04	9.11	397	1.96	2.58	1.09	N.S
	<b>CONTROL</b>	150	15.94	10.19					
<b>AGGRESSION</b>	<b>EXPERIMENTAL</b>	235	81.89	19.33	397	1.96	2.58	0.52	N.S
	<b>CONTROL</b>	150	81.18	21.58					
<b>EMOTIONAL MATURITY</b>	<b>EXPERIMENTAL</b>	235	109.17	29.63	397	1.96	2.58	0.78	NS
	<b>CONTROL</b>	150	110.45	32.45					

**Fig.1**

**GRAPH SHOWING COMPARISON OF PRE-TEST SCORES OF CONTROL & EXPERIMENTAL GROUP FOR ALL VARIABLES. (ALL STUDENTS)**



Comparison of pre-test scores of boys & girls of the control group w.r.t

a) Stress b) Aggression c) Social Anxiety d) Emotional maturity

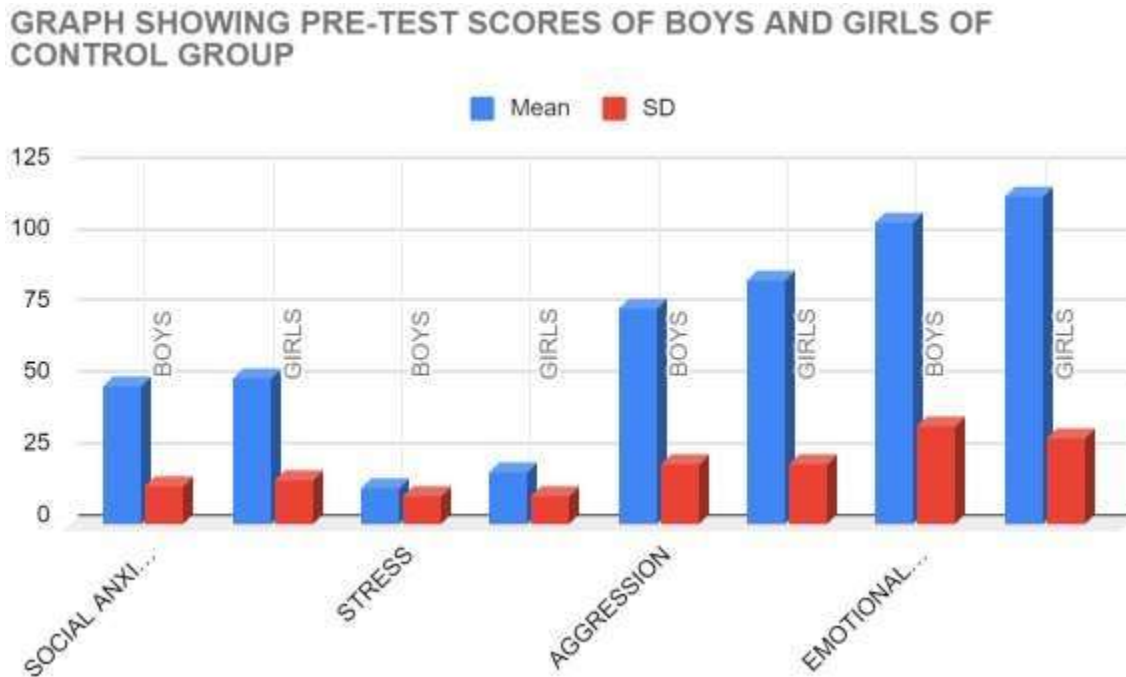
**Table 2 t- STATISTICS OF PRE-TEST SCORES OF BOYS AND GIRLS OF CONTROL GROUP**

Variables	Groups	N	Mean	SD	df	Tablev alue (0.05)	Table Value (0.01)	t value	LOS
SOCIAL ANXIETY	BOYS	66	48.53	13.19	148	1.96	2.58	1.64	N.S.
	GIRLS	84	51.14	15.69					
STRESS	BOYS	66	13.03	10.22	148	1.96	2.58	4.51	SIG
	GIRLS	84	18.23	9.62					
AGGRESSION	BOYS	66	75.59	20.87	148	1.96	2.58	2.09	SIG
	GIRLS	84	85.71	21.23					
EMOTIONAL MATURITY	BOYS	66	105.33	34.47	148	1.96	2.58	1.89	N.S

	<b>GIRLS</b>	84	114.47	30.39					
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Fig.2

**GRAPH SHOWING PRE-TEST SCORES OF BOYS AND GIRLS OF CONTROL GROUP**



Comparison of pre-test scores of boys and girls of experimental group w.r.t. a) Stress b) Aggression c) Social Anxiety d) Emotional Maturity

**Table 3 t-STATISTICS OF COMPARISON OF PRE-TEST SCORES OF BOYS & GIRLS OF EXPERIMENTAL GROUP FOR ALL VARIABLES**

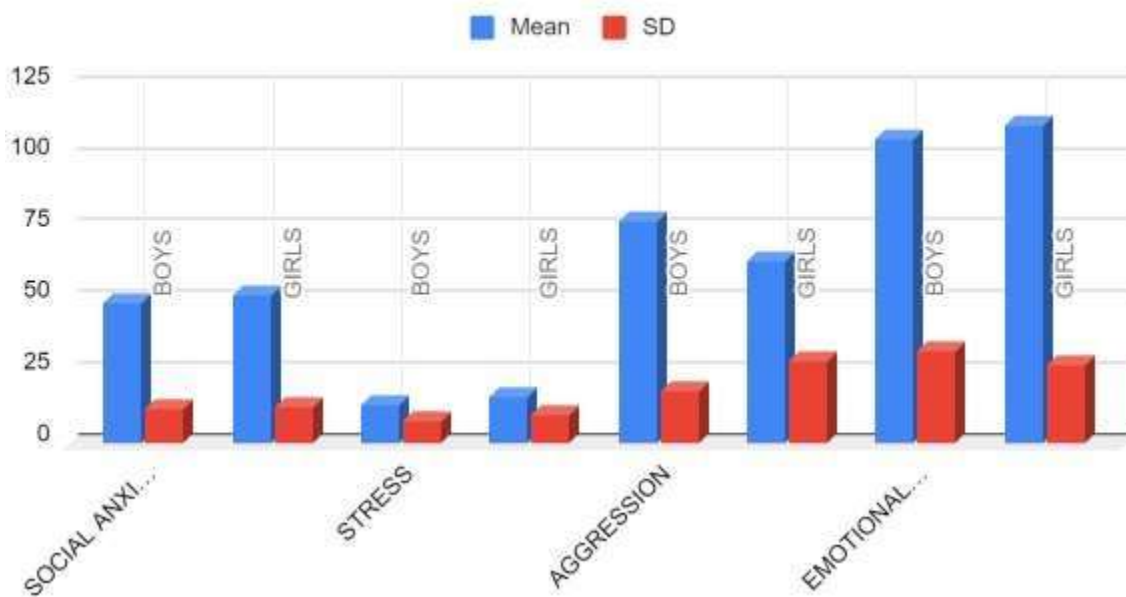
Variables	Groups	N	Mean	SD	df	Table value (0.05)	Table Value (0.01)	t value	LOS
SOCIAL ANXIETY	BOYS	118	48.92	12.33	247	1.96	2.58	2.03	SIG
	GIRLS	117	52.10	12.96					
STRESS	BOYS	118	13.45	8.00	246	1.96	2.58	2.43	SIG
	GIRLS	117	16.31	9.76					

<b>AGGRESSION</b>	<b>BOYS</b>	118	77.61	18.48	247	1.96	2.58	3.29	SIG
	<b>GIRLS</b>	117	63.72	28.94					
<b>EMOTIONAL MATURITY</b>	<b>BOYS</b>	118	106.18	32.25	247	1.96	2.58	1.62	N.S
	<b>GIRLS</b>	117	111.57	27.23					

**Fig. 3**

**GRAPH SHOWING COMPARISON OF PRE-TEST SCORES OF BOYS & GIRLS OF EXPERIMENTAL GROUP FOR ALL VARIABLES**

*GRAPH SHOWING COMPARISON OF PRE-TEST SCORES OF BOYS & GIRLS OF EXPERIMENTAL GROUP FOR ALL VARIABLES*



Comparison of pre-test and post-test scores of control group w.r.t. a) Stress b) Aggression c) Social Anxiety d) Emotional Maturity

**Table 4 t STATISTICS OF COMPARISON OF PRE-TEST AND POST-TEST SCORES OF CONTROL GROUPS FOR ALL VARIABLES. (ALL STUDENTS)**

Variables	Groups	N	Mean	SD	df	Table value (0.05)	Table Value (0.01)	t value	LOS

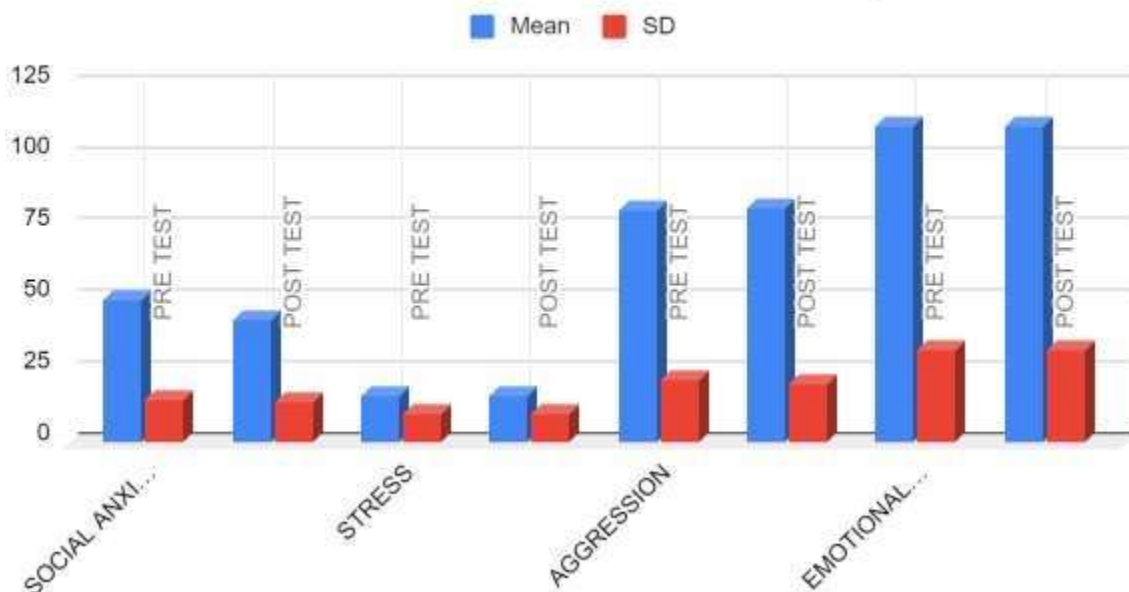


<b>SOCIAL ANXIETY</b>	<b>PRE-TEST</b>	<b>150</b>	49.99	14.94	298	1.96	2.58	1.8	N.S
	<b>POST-TEST</b>	<b>150</b>	42.62	13.99					
<b>STRESS</b>	<b>PRE-TEST</b>	<b>150</b>	15.94	10.19	296	1.96	2.58	0.95	N.S
	<b>POST-TEST</b>	<b>150</b>	16.21	9.92					
<b>AGGRESSION</b>	<b>PRE-TEST</b>	<b>150</b>	81.18	21.58	298	1.96	2.58	0.42	N.S
	<b>POST-TEST</b>	<b>150</b>	81.96	20.65					
<b>EMOTIONAL MATURITY</b>	<b>PRE-TEST</b>	<b>150</b>	110.45	32.45	298	1.96	2.58	0.27	N.S
	<b>POST TEST</b>	<b>150</b>	110.66	32.47					

**Fig.4**

**GRAPH SHOWING COMPARISON OF PRE-TEST AND POST-TEST SCORES OF CONTROL GROUPS FOR ALL VARIABLES. (ALL STUDENTS)**

**GRAPH SHOWING COMPARISON OF PRE-TEST AND POST-TEST SCORES OF CONTROL GROUPS FOR ALL VARIABLES. (ALL STUDENTS)**

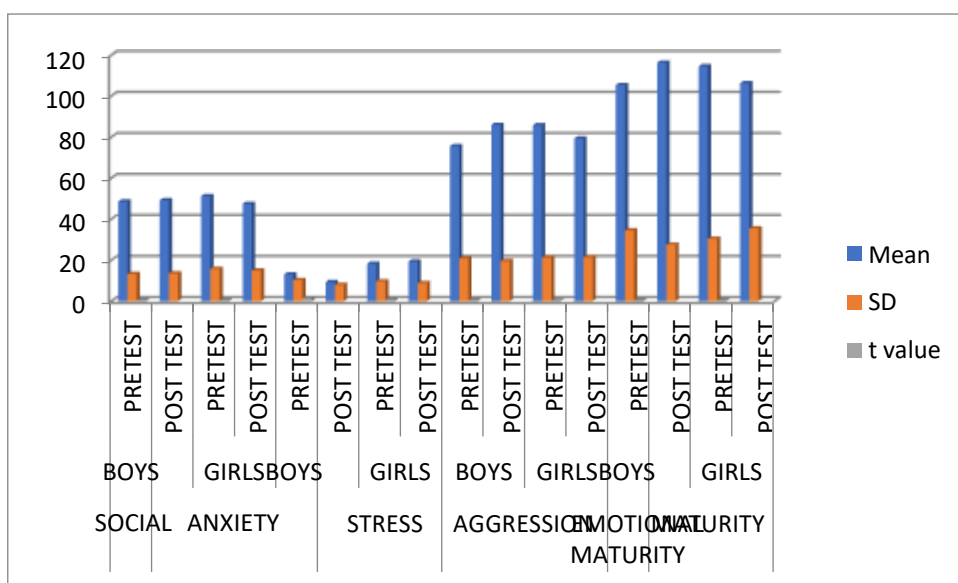


**Table 5t STATISTICS OF COMPARISON OF PRE-TEST AND POST-TEST SCORES OF BOYS AND GIRLS OF CONTROL GROUPFOR ALL VARIABLES**

Variable	Gender	Groups	N	Mean	SD	df	Tableval ue (0.05)	Table Value (0.01)	t value	LOS
<b>SOCIAL ANXIETY</b>	<b>BOYS</b>	<b>PRETEST</b>	66	48.53	13.19	130	1.96	2.58	0.26	N.S
		<b>POST TEST</b>	66	49.15	13.44					
	<b>GIRLS</b>	<b>PRE TEST</b>	84	51.14	15.69	130	1.96	2.58	0.29	
		<b>POST TEST</b>	<b>84</b>	47.35	14.88					
<b>STRESS</b>	<b>BOYS</b>	<b>PRETEST</b>	66	13.03	10.22	145	1.96	2.58	1.29	N.S
		<b>POST TEST</b>	66	9.1818	7.903					
	<b>GIRLS</b>	<b>PRE TEST</b>	84	18.23	9.62	<b>166</b>	1.96	2.58	0.7	
		<b>POST TEST</b>	<b>84</b>	19.34	8.73					
<b>AGGRESSION</b>	<b>BOYS</b>	<b>PRETEST</b>	66	75.59	20.87	130	1.96	2.58	0.29	N.S
		<b>POST TEST</b>	66	85.89	19.52					
	<b>GIRLS</b>	<b>PRE TEST</b>	84	85.71	21.23	166	1.96	2.58	0.17	
		<b>POST TEST</b>	<b>84</b>	79.30	21.33					
	<b>BOYS</b>	<b>PRETEST</b>	66	105.33	34.47	130	1.96	2.58	0.21	N.S
		<b>POST TEST</b>	66	116.2576	27.50					

EMOTIONAL MATURITY	GIRLS	PRE TEST	84	114.47	30.39	166	1.96	2.58	0.18	N.S
		POST TEST	84	106.26	35.44					

Fig. 5 GRAPH SHOWING COMPARISON OF PRE-TEST AND POST-TEST SCORES OF BOYS AND GIRLS OF CONTROL GROUP FOR ALL VARIABLES



Comparison of pretest and posttest scores of experimental group w. r. t. a) Stress b) Aggression c) Social Anxiety d) Emotional maturity

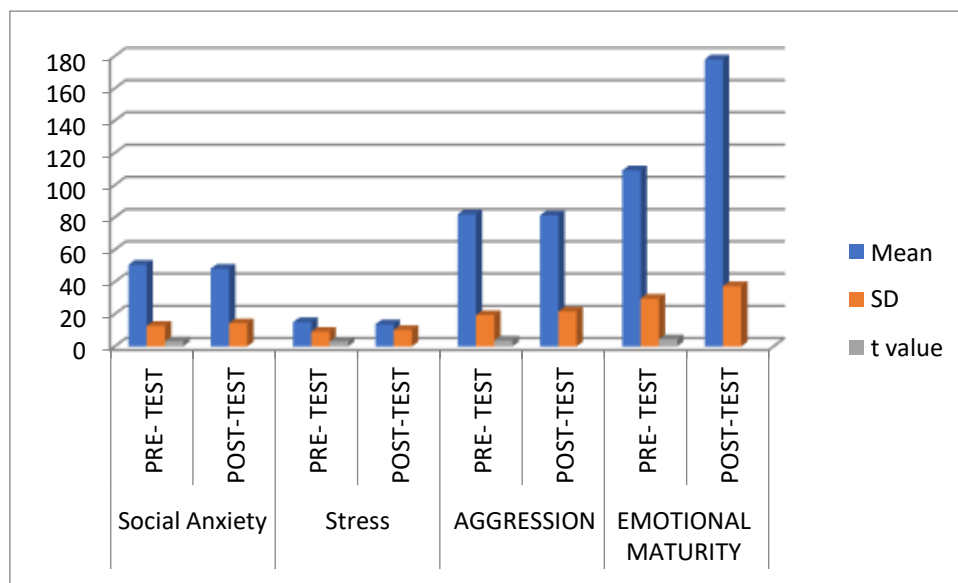
Table 6t STATISTICS OF COMPARISON OF PRE-TEST AND POST-TEST SCORES OF EXPERIMENTAL GROUPS FOR ALL VARIABLES. (ALL STUDENTS)

Variables EXPERIMENTAL	Groups	N	Mean	SD	df	Table value (0.05)	Table Value (0.01)	t value	LOS
IAL ANXIETY	PRE- TEST	235	50.68	12.75	425	1.96	2.58	3.19	SIG
	POST-TEST	178	48.20	14.36					
STRESS	PRE-TEST	235	15.04	9.11	422	1.96	2.58		

								3.06	SIG
	<b>POST-TEST</b>	178	13.72	10.18					
<b>AGGRESSION</b>	<b>PRE-TEST</b>	235	81.89	19.33	425	1.96	2.58	3.68	SIG
	<b>POST-TEST</b>	178	81.18	21.58					
<b>EMOTIONAL MATURITY</b>	<b>PRE-TEST</b>	235	109.17	29.63	427	1.96	2.58	4.47	SIG
	<b>POST-TEST</b>	178	178.01	37.37					

**Fig. 6**

**GRAPH SHOWING COMPARISON OF PRE-TEST AND POST-TEST SCORES OF EXPERIMENTAL GROUPS FOR ALL VARIABLES. (ALL STUDENTS)**



Comparison of pre-test scores & post-test scores of boys & girls of the experimental group w.r.t a) Stress b) Aggression c) Social Anxiety d) Emotional maturity

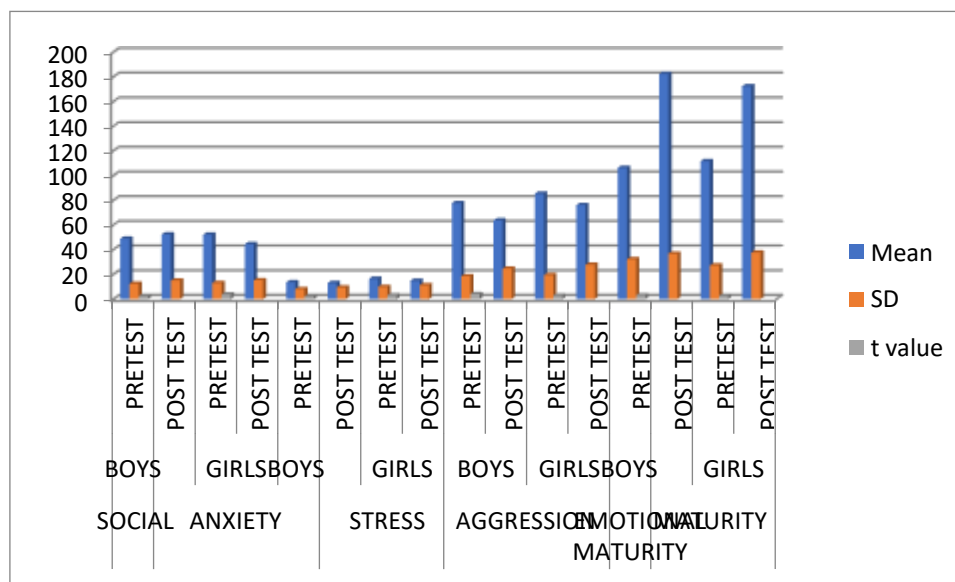
**Table7 t STATISTICS OF COMPARISON OF BOYS AND GIRLS OF PRE-TEST AND POST-TEST SCORES OF EXPERIMENTAL GROUPS FOR ALL VARIABLES**

Variable	Gender	Groups	N	Mean	SD	df	Tableval ue (0.05)	Table Value (0.01)	t value	LOS
<b>SOCIAL ANXIETY</b>	<b>BOYS</b>	<b>PRE-TEST</b>	118	48.92	12.33	210	1.96	2.58	2.31	SIG
		<b>POST-TEST</b>	101	52.31	15.04					
	<b>GIRLS</b>	<b>PRE-TEST</b>	117	52.10	12.96	213	1.96	2.58	3.73	SIG
		<b>POST-TEST</b>	78	44.44	15.26					
<b>STRESS</b>	<b>BOYS</b>	<b>PRETEST</b>	<b>118</b>	13.54	8	192	1.96	2.58	2.05	SIG
		<b>POST-TEST</b>	<b>101</b>	12.92	9.33					
	<b>GIRLS</b>	<b>PRE-TEST</b>	117	16.31	9.76	<b>196</b>	1.96	2.58	3.01	SIG
		<b>POST-TEST</b>	78	14.77	11.17					
<b>AGGRESSION</b>	<b>BOYS</b>	<b>PRE-TEST</b>	118	77.61	18.48	186	1.96	2.58	4.01	SIG
		<b>POST-TEST</b>	<b>101</b>	63.72	24.70					
	<b>GIRLS</b>	<b>PRE-TEST</b>	117	85.34	19.37	213	1.96	2.58	2.84	SIG
		<b>POST-TEST</b>	78	76.14	27.83					
	<b>BOYS</b>	<b>PRE-TEST</b>	118	106.18	32.25	210	1.96	2.58	3.01	SIG
		<b>POST-TEST</b>	<b>101</b>	182.35	36.71					

EMOTIONAL MATURITY	GIRLS	PRE TEST	117	111.57	27.23	214	1.96	2.58	2.58	SIG
		POST TEST	78	172.31	37.69					

Fig. 7

GRAPH SHOWING COMPARISON OF PRE-TEST AND POST-TEST SCORES OF BOYS AND GIRLS OF EXPERIMENTAL GROUPS FOR ALL VARIABLES



Comparison of post test scores of control & experimental group w. r. t. a) Stress b) Aggression c) Social Anxiety d) Emotional maturity

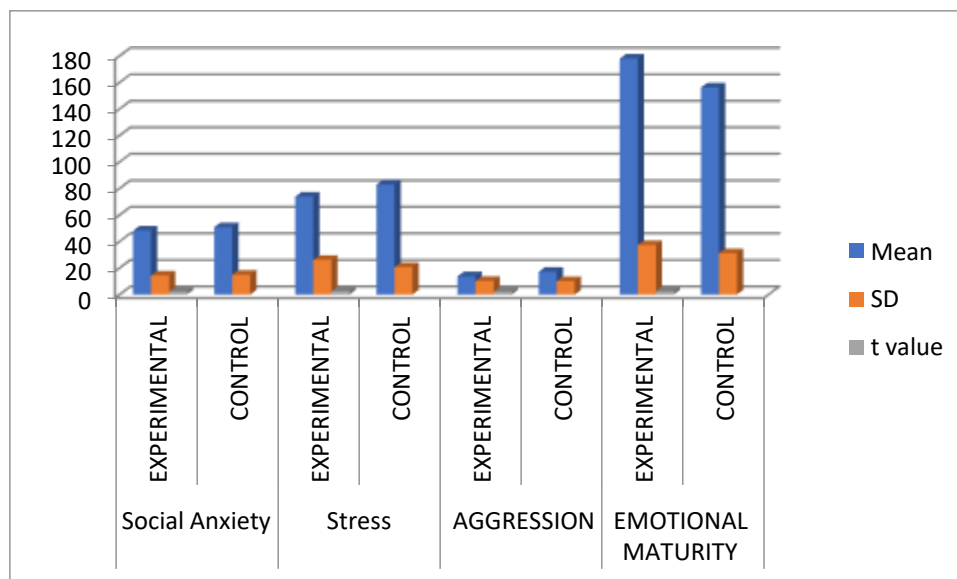
Table 8: t STATISTICS OF COMPARISON OF POST-TEST SCORES OF CONTROL GROUP AND EXPERIMENTAL GROUP FOR ALL VARIABLES. (ALL STUDENTS)

VARIABLES	Groups	N	Mean	SD	df	Table value (0.05)	Table Value (0.01)	t value	LOS
	EXPERIMENTAL	179	48.20	14.36	259.87	1.96	2.58	2.07	SIG

<b>SOCIAL ANXIETY</b>	<b>CONTROL</b>	150	50.78	14.97					
<b>AGGRESSION</b>	<b>EXPERIMENTAL</b>	179	73.81	26.11	198	1.96	2.58	2.45	SIG
	<b>CONTROL</b>	150	82.96	20.65					
<b>STRESS</b>	<b>EXPERIMENTAL</b>	179	13.72	10.18	154	1.96	2.58	1.98	SIG
	<b>CONTROL</b>	150	17.1	10.11					
<b>EMOTIONAL MATURITY</b>	<b>EXPERIMENTAL</b>	179	178.01	37.37	428	1.96	2.58	2.29	SIG
	<b>CONTROL</b>	150	156.24	31.17					

**Fig.8**

**GRAPH SHOWING COMPARISON OF POST-TEST SCORES OF CONTROL GROUP AND EXPERIMENTAL GROUP FOR ALL VARIABLES. (ALL STUDENTS)**



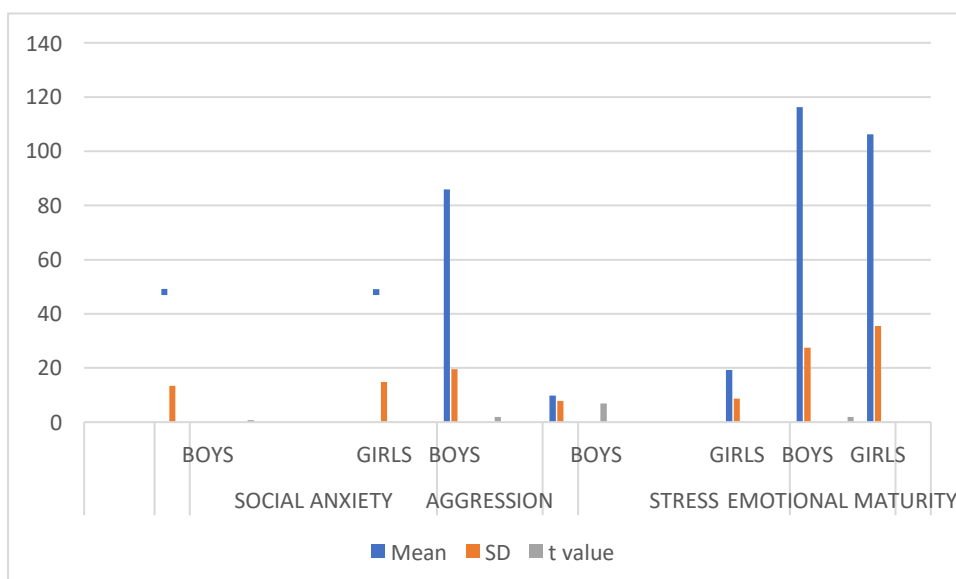
Comparison of post-test scores of boys & girls of the control group on a) Stress b) Aggression c) Social Anxiety d) Emotional maturity

**Table: 9 t-STATISTICS OF POST-TEST SCORES OF BOYS AND GIRLS OF CONTROL GROUP FOR ALL VARIABLES**

VARIABLES	Groups	N	Mean	SD	df	Table value (0.05)	Table Value (0.01)	t value	LOS
SOCIAL ANXIETY	BOYS	66	49.15	13.44	148	1.96	2.58	0.76	N.S
	GIRLS	84	47.35	14.88					
AGGRESSION	BOYS	66	85.89	19.52	148	1.96	2.58	1.98	SIG.
STRESS	BOYS	66	9.81	7.90	148	1.96	2.58	6.91	SIG
	GIRLS	84	19.34	8.73					
EMOTIONAL MATURITY	BOYS	66	116.25	27.50	148	1.96	2.58	1.89	N.S.
	GIRLS	84	106.26	35.44					

**Fig 9**

**GRAPH SHOWING POST-TEST SCORES OF BOYS AND GIRLS OF CONTROL GROUP FOR ALL VARIABLES**





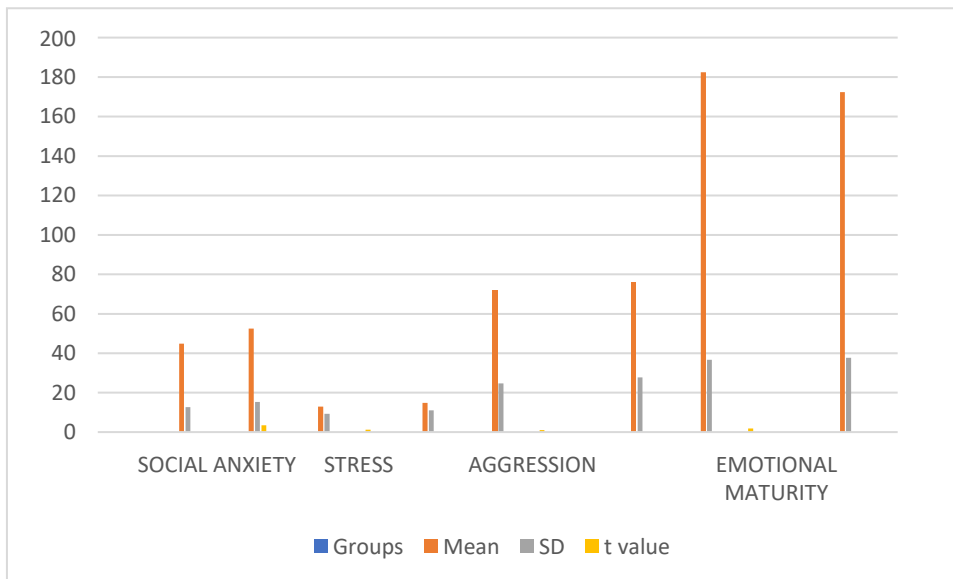
Comparison of post test scores of boys & girls of experimental group w.r.t. a) Stress b) Aggression c) Social Anxiety d) Emotional maturity

**Table: 11 t STATISTICS OF COMPARISON OF POST-TEST SCORES OF BOYS & GIRLS OF EXPERIMENTAL GROUP FOR ALL VARIABLES.**

Variables	Groups	N	Mean	SD	df	Tablev alue (0.05)	Table Value (0.01)	t value	LOS
<b>SOCIAL ANXIETY</b>	<b>BOYS</b>	101	44.93	12.77	147.01	1.96	2.58	3.51	SIG
	<b>GIRLS</b>	77	52.49	15.26					
<b>STRESS</b>	<b>BOYS</b>	101	12.92	9.33	146.75	1.96	2.58	1.18	NS
	<b>GIRLS</b>	77	14.77	11.17					
<b>AGGRESSION</b>	<b>BOYS</b>	101	72.03	24.70	152.83	1.96	2.58	1.02	NS
	<b>GIRLS</b>	77	76.14	27.83					
<b>EMOTIONAL MATURITY</b>	<b>BOYS</b>	101	182.35	36.71	161.51	1.96	2.58	1.79	NS
	<b>GIRLS</b>	77	172.31	37.69					

**Fig.11**

**GRAPH SHOWING COMPARISON OF POST-TEST SCORES OF BOYS & GIRLS OF EXPERIMENTAL GROUP FOR ALL VARIABLES**



**Result:** The comparison of pre-test scores of control and experimental groups showed that there was no significant difference in the levels of all variables (Stress, Social Anxiety, Aggression and Emotional Maturity).

A comparison of pre-test scores of boys and girls in the control group showed no significant difference in Social Anxiety and Emotional Maturity but a significant difference was observed in the levels of Stress and Aggression. Girls in the control group exhibited higher levels of stress and aggression compared to boys. However, no significant differences were observed in Social Anxiety and Emotional Maturity.

A comparison of pre-test scores of boys & girls of the experimental group for all variables revealed that there was a significant difference in levels of Social Anxiety, Stress and Aggression. On the other hand, the difference in emotional maturity levels was non-significant. Girls in the control group exhibited higher levels of Social Anxiety, Stress and Emotional Maturity compared to boys. Boys, on the other hand, exhibited lower levels of aggression compared to girls.

A comparison of the pre-test and post-test scores of the control group showed that there was no significant difference in the levels of all variables.

The comparison of the pre-test and post-test scores of the experimental group showed that there was a significant difference in the levels of all variables.

A comparison of pre-test and post-test scores of boys and girls of the experimental group showed that there was a significant difference in the levels of all variables. The levels of Social Anxiety, Stress and Aggression reduced and that of Emotional Maturity increased in both genders.

A comparison of post-test scores of controls and experimental groups showed that there was a significant difference in the levels of all variables.

Comparison of post-test scores of boys and girls of the control group for all variables showed that there was a non-significant difference in the levels of Social Anxiety and Emotional Maturity, whereas a

A significant difference was seen in the levels of Aggression and Stress. These results were consistent with the pre-test scores of boys and girls of a control group for all variables.

A comparison of post-test scores of boys and girls of the experimental group for all variables suggested that there was a significant difference in levels of Social Anxiety, whereas a non-significant difference was seen in Stress, Aggression and Emotional Maturity. This implies that the intervention had a varying impact on social anxiety among boys and girls, with girls exhibiting higher levels post-intervention.

Discussion:

The main objective of the present research was to study the difference in levels of Social Anxiety, Stress Aggression and Emotional Maturity before and after the incorporation of the SFRM module. The data was collected by random selection of students of 9<sup>th</sup> and 10<sup>th</sup> grades of three secondary schools in Navi Mumbai.

Before the conduction of the study, students were divided into two groups namely, the Control group and the Experimental group. A questionnaire was shared to the students of both groups through Google Forms with the consent of School Heads.

The experimental group was subjected to the incorporation of the SFRM module. The module consisted of a session planned for 64 days, 4 days per week and of 3 minutes duration. After the successful incorporation of the SFRM module, a questionnaire was again shared to students of Experimental and Control groups through Google Forms. The data collected during the pre-test and post-test was collected and analyzed using the mean and t-test.

The pre-test scores of the Control and Experimental groups showed non-significant differences in levels of all variables whereas the scores of the post-test of the Control and Experimental group showed significant differences. The pre-test and post-test scores of the Control group did not show any significant differences in the levels of all variables but the pre-test and post-test scores of the Experimental group showed significant differences in the levels of all variables.

This implies that the incorporation of the SFRM module has benefited students of the Experimental group by mitigating Social Anxiety, Stress and Aggression and enhancing Emotional Maturity.

SFRM is a module that, if incorporated, can help in Stress Reduction, Improving Mental Health, Enhancing Focus and Productivity, Resilience Building and Environmental Awareness thus elevating the overall mental and physical health of the individual.

It provides guidance for school teachers, officials and education authorities on how schools can help students mitigate the problems of Stress, Social Anxiety, and Aggression & enhance Emotional Maturity.

significant, meaning that it could have been due to chance. The researchers also measured levels of stress in both groups. The social anxiety group reported higher levels of stress than the control group, but again, the difference was not statistically significant. These results suggest that there may be a link between social anxiety and aggression, but more research is needed to confirm this. It is also important to note that correlation does not equal causation, so just because the social anxiety group reported higher levels of aggression does not mean that social anxiety causes aggression. There could be other factors at play, such as stress or other mental health conditions. (Purwadi et al., 2020)

The table shows the results of a pre-test and post-test of experimental groups for aggression. The boys were more aggressive than the girls, both in the pre-test and the post-test. The average aggression score for boys decreased from 77.61 in the pre-test to 63.72 in the post-test, while the average aggression score for girls decreased from 85.34 in the pre-test to 76.14 in the post-test. The decrease in aggression scores for both boys and girls is statistically significant, meaning that it is likely that the experimental treatment was effective in reducing aggression. However, it is important to note that the experimental treatment is not specified in the table. It is therefore difficult to say what caused the decrease in aggression scores. Here are some possible explanations for the findings:

- The experimental treatment may have taught the participants how to manage their emotions more effectively.
- The experimental treatment may have helped the participants to develop more positive social skills.
- The experimental treatment may have helped the participants to understand the consequences of aggression.

It is also important to note that the study was relatively small and only measured aggression at two points in time. More research is needed to confirm the effectiveness of the experimental treatment and to identify the long-term effects on aggression. Results showed that the universal intervention delivery method had a significant influence on the magnitude of the effect size ( $F(1, 61) = 4.84$ ,  $p = .032$ ).

The table shows the social anxiety scores of boys and girls before and after an intervention. The boys had a higher average score than the girls at both time points. However, the decrease in social anxiety scores for both boys and girls was statistically significant, meaning that the intervention was likely effective in reducing social anxiety.

It is important to note that the table does not specify what the intervention was. It is therefore difficult to say what caused the decrease in social anxiety scores. However, some possible explanations include:

- The intervention may have taught the participants how to manage their anxiety more effectively.
- The intervention may have helped the participants to develop more positive social skills.
- The intervention may have helped the participants to understand the cognitive distortions that contribute to social anxiety.

It is also important to note that the study was relatively small and only measured social anxiety at two points in time. More research is needed to confirm the effectiveness of the intervention and to identify the long-term effects on social anxiety.

Overall, the results of this study suggest that the intervention was effective in reducing social anxiety in both boys and girls. However, more research is needed to understand the mechanisms by which the intervention works and to confirm its long-term effectiveness.

Here are some additional thoughts on the interpretation and discussion of the table:

- It is interesting to note that the boys had a higher average social anxiety score than the girls at both time points. This is consistent with other research that has found that boys are more likely to experience social anxiety than girls.
- The decrease in social anxiety scores for both boys and girls was statistically significant, even though the boys had a higher average score at baseline. This suggests that the intervention was effective in reducing social anxiety, regardless of the severity of the initial symptoms.
- It is also worth noting that the intervention was effective in reducing social anxiety in both boys and girls. This suggests that the intervention is a generalizable treatment for social anxiety, regardless of gender.

The image shows the results of a pre-test and post-test of emotional maturity in an experimental group of boys and girls. The average emotional maturity score for boys increased from 106.18 in the pre-test to 182.35 in the post-test, while the average emotional maturity score for girls increased from 111.57 in the pre-test to 172.31 in the post-test.

The increase in emotional maturity scores for both boys and girls is statistically significant, meaning that it is likely that the experimental treatment was effective in improving emotional maturity. (Kapoor, 2020) However, it is important to note that the experimental treatment is not specified in the image. It is therefore difficult to say what caused the increase in emotional maturity scores.

Here are some possible explanations for the findings:

- The experimental treatment may have taught the participants how to manage their emotions more effectively.
- The experimental treatment may have helped the participants to develop more positive social skills.
- The experimental treatment may have helped the participants to understand themselves and others better.

It is also important to note that the study was relatively small and only measured emotional maturity at two points in time. More research is needed to confirm the effectiveness of the experimental treatment and to identify the long-term effects on emotional maturity.

Overall, the results of this study suggest that the experimental treatment was effective in improving emotional maturity in both boys and girls. However, more research is needed to understand the mechanisms by which the treatment works and to confirm its long-term effectiveness.

In addition to the above, the following observations can be made:

- The boys had a lower average emotional maturity score than the girls in the pre-test, but a higher average emotional maturity score in the post-test. This suggests that the experimental treatment was more effective in improving emotional maturity in boys than in girls.
- The increase in emotional maturity scores for boys was much greater than the increase in emotional maturity scores for girls. This suggests that the experimental treatment may be particularly beneficial for boys who are struggling with emotional maturity.

The data of the pre-test and post-test of the experimental group for stress shows that the mean stress level of the experimental group decreased significantly from the pre-test to the post-test, for both boys and girls. The t-test results show that the differences in mean stress levels between the pre-test and post-test are statistically significant for both boys and girls, as well as for the total group. This suggests that the intervention was effective in reducing stress levels in the experimental group.

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