



Role of Family Environment in Self-Esteem and Social Anxiety in Adolescents

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Abstract

The family environment incorporates the conditions and social environment circumstances inside families. Families where guardians are extremely strict and do not offer the youngsters opportunity to express, as a result their kids demonstrate low self-regard and poor association with society. In this manner, the present investigation was directed with a specific end goal to look at the relationship between family environment, self-esteem and social anxiety among adolescents. A sample comprised of 270 adolescents 110 boys and 160 girls of 9th and 10th grade were selected through convenient sampling technique. Family Environment Scale, Rosenberg Self-esteem Scale and Social Anxiety Scale for Children and Adolescents were used to assess study variables. Results revealed system maintenance negatively predicted social anxiety. Moreover, family relationships and system maintenance positively predicted self-esteem. Self-esteem did not mediate the relation between family relationships, personal growth, and system maintenance with social anxiety in adolescents. This study is important for adolescents counselling.

Keywords: Family Environment, Self-esteem, Social Anxiety

1. Introduction

As a child grows up and steps towards the boundary of adolescence age they feel more independent. They want to live independent life and they cannot tolerate any interruption from their parents. This is a growing age on which adolescents learn and understand others. Parental behaviours have an enormous impact on the outcome of children's lives. It affects their psychological well-being and their personality during childhood and adulthood (Riggs, 2019). If the family environment of the adolescents is not healthy, it can affect the social relations with others and adjustment in society as well (Park, 2011). Families where parents are very strict and beat the children not giving freedom to give opinion, their children show low self-esteem and poor social interaction with society (Jaskiewicz, Combs, Shanine, & Kacmar, 2017). Family environment classified into three main categories: family relationship, personal growth and system maintenance. Family Relationships is a primary social group consisting of parents and their offspring, the principal function of which is stipulation for its members. All persons in the family live together in one household (St Clair, 2011). The family relationship used to describe the union of two individuals. A union is defined as the combination of two adult individuals joined for the purpose of creating a family unit. This union may be strong, such as marriage or non-existent (Uppalapati, Gilfoil, Foote, Randall, & Kim, 2017). Shukla (2015) a healthy family relationship promotes the transmission of good habits from the parents to their children.

Wasik and Van (2012) defines the family relations as "a cluster of people which possesses and implements an irrational promise to the well-being of others. Personal growth is a way to deal with concentrating on families, which is useful in clearing up examples, the dynamic way of the family and how variety happens in the family life cycle (Whiteman, McHale & Soli, 2011). Personal development involves mental, physical, social, emotional, and spiritual growth that allows a person to live a productive and satisfying life within the customs and regulations of their society (Delle, Massimini & Bassi, 2011). This is achieved through the development of life skills. These life skills are necessary for living a productive and satisfying life, generally fall into one of several categories: feeling about self, intimacy, family, friends, community, job, leisure, and spirituality. They include being able to recognize and describe one's feelings, giving and receiving feedback, recognizing assumptions, setting realistic and attainable goals, and employing problem-solving strategies (Aggarwal & Ahammed, 2005). System maintenance is an activity required or undertaken to conserve as nearly, and as long, as possible the original condition of an asset or resource while compensating for normal wear and tear (Hidayah, 2015). Family framework support is a measure of the control and authoritative uniqueness of the family environment (Griffith & Grolnick, 2014). Various studies have established the dimensions of family environment. These dimensions are: Family attachment, Family expressiveness and Family struggle. Family attachment alludes to the level of help, responsibility, and backing that relatives give to each other (Noller & Callan, 2015). Family expressiveness is the extent to which relatives are urged to act straightforwardly and to specifically express their sentiments, either emphatically or adversely (Stadler, 2019). Family struggle is the measure of straightforwardly communicated annoyance, animosity, and strife among relatives (Komane, 2013).

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2. Literature Review

Family environment conceptualized that family, like an automatic system, is made up of various parts that are reciprocally dependent. When one part does not function well, all other parts are impacted which lead to person self esteem and self identity. Further, Family is part of other systems in the community, so changes in one family will create inequality and direct to changes in other systems that encircle that family. And it also supports the present.

Coetzee (2011) defines self-esteem as the “judgement one makes about their self-concept. Self-concept refers to the attributes one has, Coetzee (2011) defines self-esteem as the attitude one holds toward them as an object. Self-regard is a generally utilized idea both as a part of mainstream dialect and in brain research. It alludes to an individual's feeling of his or her worth or hugeness, or the extent to which a man moral, supports of, acknowledges, prizes, or likes him or herself (Landau, Meier & Keefer, 2010). There are three measurements of self: Identity, mental self portrait and self-regard. Character alludes to the individual's area in social life. Mental self view alludes to the qualities and properties that the individual sees in or claims for him or her. Self-regard alludes to the constructive or antagonistic supposition that individuals join to themselves as a result of their encounters in social life (Rubin, Barstead, Smith & Bowker, 2018). Low self esteem has generally settled emotions about absence of certainty, are exceptionally protected, reluctant, have poor recommendations, keep away from differences, and involvement with a great deal of uneasiness and wretchedness (Harris, 2011). Persons with high self esteem regularly feel predominant about them, are interested in new difficulties, feel recognized, and are charming to be around (Steinem, 2012). Individuals make up for their absence of worth by misrepresenting the significance of their triumphs (Sayer, 2011). Inflated self-esteem the individual adores themselves more than others and misrepresents their qualities (Buckland, 2014).

Finished up to the above speculations self-esteem is a critical piece of individual life furthermore is an individual surveying of how well person is breathing up to their social qualities. Like social qualities and cultural values, self-esteem acts to save from harm against some terrible situations. However, it functions to afford one's private life with meaning.

The final area of study is social anxiety. Social nervousness is the apprehension of cooperation with other individuals that brings on hesitance, sentiments of being adversely judged and assessed, and, accordingly, prompts evasion (Tamrat Massebo, 2019). Social tension is the apprehension of being judged and assessed adversely by other individuals, prompting sentiments of insufficiency, mediocrity, shame, mortification, and sadness. Mowday & Richard (2013) Social fear, a stand-out amongst the most well-known uneasiness issue in young people, is pondered one percent of children's. It is conceivable that the rate is higher than one percent since kids' manifestations may inaccurately be credited to a bashful identity as opposed to a treatable condition. The inclination to create social fear includes both hereditary and ecological variables (Mealey, 2013).

Some studies describe the symptoms of social anxiety are: Behavioural and emotional symptoms. Etkin and Wager (2007) Having extreme uneasiness or fits of anxiety when in the dreaded circumstance and non participation from doing certain things or conversing with individuals due to an apprehension of humiliation the individual stresses too much over being in circumstances where he/she might be judged. At the point when in a circumstance that causes tension the sufferer's psyche may go unfilled (Etkin, 2007). Physical signs and symptoms. Solomon (2012) an inclination that the heart is in addition thumping too hard or vacillating (palpitations) stomach torment and/or tummy upset. Kids with social uneasiness may sob, have fits, stick to guardians, or close themselves out and have moist and cool hands. Individuals have perplexity in their ways of life and choices. People crying if singular face some social circumstance that individual can't perform well and great. Inconvenience in talk; this may incorporate a trembling voice, dry mouth, dry throat, intemperate sweating, and muscle pressure, retching, shuddering and trembling. In extreme or long haul instances of social uneasiness the individual may develop other mental conditions, for example, melancholy. According to Kobasa (2013) Individuals with social nervousness issue realize that their tension is unreasonable and does not make head i.e., psychological sense. Types of social anxiety are: Neurotic anxiety is the sentiment masochist nervousness lives in the self image, yet it initially originates from driving forces in the id (Williams, 2016).

Moral anxiety is a moral uneasiness comes to a great extent from the contention between the personality and the superego. It is spoken to by a contention of real needs and what the superego directs (Guntrip, 2018). Realistic anxiety, it is an unsavoury feeling that could include a genuine conceivable risk. This sort of uneasiness is like trepidation (Feist & Feist, 2009). Causes of social anxiety are: Biological factors are the distinctions in our regular peculiarity the way people are conceived. Individuals vary in their rate of 'reactivity', and a more noteworthy reactivity rate implies you see physiological changes, for example, expanded heart rate, sooner. This resembles a sort of affect-ability, and might be seen as an inclination to over-respond to circumstances. Individuals realize that uneasiness can keep running in families, and this proposes there is likewise a quality assuming a part (Butler, 2016). Environmental factors are the

primary connections singular make are at home. In our families individual learn essential social direction about what conduct is adequate or unsatisfactory, about feeling cherished and to feel disliked, about being acknowledged or dismisses. These encounters give the foundation to our convictions and suppositions about what other individuals consider us (Ainsworth, Blehar, Waters & Wall, 2015).

Bad or traumatic experiences irritating encounters cause great distress at the time that it does happen, and it does likewise leave their imprint. Anything that singles one out as various or odd in the judgement of others can make you defenceless to social uneasiness (Center for Substance Abuse Treatment, 2014). Khodabandeh, Khalilzadeh and Hemati (2018) self-esteem of men is more strongly affected by parental behaviour and the individuals who experience abuse will have lower self-esteem.

Flittner (2012) there was no relationship between maternal supportive parenting in early adolescence and obesity in late adolescence. But there was a relationship between maternal supportive parenting and self-esteem; however there was no relationship between self-esteem and obesity. Singh and Bhatia (2012) relationship between self-esteem of school children and their family environment are positive. Saad and Emam (2014) Family function of relations was a strong causative feature of self-esteem in kids without and with LD. McLaughlin (2015) family relationship status of participants positively affects one's level of self esteem and their overall grade average. Andy and Emmanuel (2015) there was a negative significant relationship among self-esteem and social phobia. Nielsen (2009) persons with social anxiety experience problems communicating with close to others; the participants wrote about problems being expressing and assertive their needs. Nasrin and Esmaeel (2012) there was a significant relation within life quality structures and social anxiety with personal growth.

Ogundele (2018) the developmental aspects of physical, social, emotional, approaches to learning, thinking, communication and language significantly influence on child behavior and develops social anxiety in their behavior. Donald (2013) there was no difference between the social anxiety, self-esteem and body shape. Al Khatib (2012) social self-efficacy has been demonstrated to have positive relationship with self-esteem, a negative relationship with depressive symptomatology and a negative relationship with loneliness. Bano, Ahmad and Khanam(2013) there was a negative relationship between self-esteem and social anxiety. In the light of the international researches concluded that family environment positively predicts the relationship with self esteem and negatively predict correlation with social anxiety. It is also concluded that self esteem as a mediator between family environment and social anxiety. The supporting data in this study, therefore, needs a more detailed scrutiny through ensuing researcher in family environment, self esteem and social anxiety with larger sample size, to ascertain the validity of this assertion. The future research in this area may involve cohort studies, so that the exact contours along with complexities of social anxiety could be ascertained for better prognosis.

3. Method

3.1. Participants

For the purpose of this study convenient sampling technique was used. A combined sample of around 270 participants 110 boys and 160 girls of 9th and 10th grade was drawn from the private schools according to the criteria: studying in Co-education and participants whose parents were both living together also ruling out participants with any sever physical disability. Table 1 shows the demographic characteristics of the present study.

Table 1: Descriptive statistics of Demographic Variables

Characteristics	<i>f</i> (%)	<i>M</i> (<i>SD</i>)
Age (in years)		15.36(1.11)
Gender		
Males	110(40.7)	
Females	160(59.3)	
Family System		
Nuclear	160(59.3)	
Joint	110(40.7)	
Education		10.00(.00)
Previous marks percentage		68.71(12.68)

3.2. Measures

3.2.1. Family Environment Scale (FES)

Family Environment Scale was urbanized by Bhatia & Chadha (1993) a 69-item scales that measures family relationship, personal growth and system maintenance by measuring both positive and negative aspects of family environment and eight different dimensions. The dimensions are family expressiveness, family cohesion, family conflict, family acceptance & family independence, family caring, family organization, family active recreational orientation and family control. All items are answered using a 5-point Likert scale set-up ranging from strongly agrees to strongly disagree. Scoring items are combining

both positive and negative. Positive score 0 to 4 and negative is reverse scoring 4 to 0. Sum scores for all sub scales items (Bhatia & Chadha, 1993). The reliability of the test is 0.84.

3.2.2. Rosenberg Self-Esteem Scale

Rosenberg Self-Esteem Scale was urbanized by Rosenberg, (1965) a 10-item scales that dealing with global self-worth by measuring both positive and negative emotions about the self identity. The scale is supposed to be uni-dimensional. All items are answered using a 4-point Likert scale set-up ranging from strongly agrees to strongly disagree. Items 2, 5, 6, 8, 9 are reverse scored.. Sum scores for all ten items. Keep scores on an incessant scale. Higher scores point out higher self-esteem. Scores lower than 30 indicate the lack of clinically significant troubles with self-esteem. (Vispoel, Boo & Bleiler, 2001). The reliability of the test is 0.70. Criterion validity is 0.5. Construct validity correlated with anxiety (- 0.64), depression (- 0.54), and anomie (- 0.43).

3.2.3. Social Anxiety Scale for Children and Adolescents

Social Anxiety Scale for Children and Adolescents was developed by Matrix, (2012). This scale is consisted of 20 items rating 0-3. Give “not a problem” 0 point, “mild” 1 point, “moderate” 2 points, “sever” 3 points in a rating. Social anxiety was calculated by summing all the scores on 20 items. High scores reflect greater social anxiety (Mattic & Clarke, 1998). The reliability of the test is 0.50. Criterion validity is 0.91. Construct validity is .89.

3.3. Procedure

The participants were approached through several schools. Sample was recruited from private schools of Lahore. For this purpose visited many schools for data collection. In school A, 200 copies of questionnaires were administered but 20 of the participants refused to fill the questionnaire and 10 were not returned back. Each set questionnaires required around 20-25 minutes administering owing to the pass. After data collection from one school, the researcher conveyed thanks to the participants. The data was also collected in the same way from next school B. Researcher gave 100 copies to the 100 students but 10 of them refused me to fill the questionnaire and 5 were not returned back. For school C 70 copies were given to participants but 15 of refused me to fill questionnaires and 55 were not returned back. A total of 270 students filled the questionnaires completely. The response rate was 85% and after collection of data, the results were analysed.

4. Results

Present research was conducted to investigate family environment (relationship, personal growth and system maintenance) self-esteem and social anxiety among adolescents. Descriptive statistics of variables are shown in Table 2.

Table 2: Descriptive statistics of variables used in the present study (N =270).

Scales	M	SD
Family Environment Scale		
Family Relationship	146.4	22.17
Personal growth	54.50	10.23
System maintenance	19.43	4.71
Rosenberg Self-Esteem Scale	19.05	6.84
Social Anxiety Scale	26.48	6.17

Pearson Product Moment correlation was used to evaluate the relationships between demographic and study variables as shown in Table 3.

Table 3: Correlations among Perceived relationship, personal growth, system maintenance, self-esteem and social anxiety in adolescents (N=270).

Variables	1	2	3	4	5	6	7	8
1 Gender		.02	.21**	.27	.22**	.29**	.09	-.06
2 Family-system			-.03	.10	-.02	.04	.18**	-.05
3 Family income				.07	.08	-.02	.06	-.08*
4 Relationship					.51**	.20**	.16**	-.2
5 Personal-growth						.13**	.17**	-.02
6 System maintenance							.12*	-.13*
7 Self esteem								-.03
8 Social anxiety								

Note. * $p < .05$, ** $p > .01$, *** $p < .001$.

As shown in Table 3 gender had positive relationship with family income personal growth and system maintenance. Moreover family system had positive relationship with self esteem which means that families who lived in joint system had more self esteem as compared to those who lived in nuclear system. Moreover family income had negative relationship with social anxiety. Furthermore, family relationship had positive relationship with personal growth, system maintenance, and self esteem and

had no relationship with social anxiety. Also, personal growth had positive relationship with system maintenance and self esteem and had no relationship with social anxiety. Furthermore, system maintenance had positive relationship with self esteem and had negative correlate with social anxiety. Also self esteem had showed no correlation with social anxiety.

It was hypothesized that self-esteem is likely to mediate the relationship between family relationships, personal growth, and system maintenance with social anxiety. To test the hypothesis, Baron and Kenny (1986) assumptions were followed with a series of regression analysis.

They describe four steps to infer mediation. The 4 steps involve as in first step assumed if (IV predicts DV, so guesstimate path c) which means that the first variable is being interrelated with the product variable. In second step assumed if (IV predicts mediator, so estimate path a) which means that the initial variable is being correlated with the mediator. Moreover in third step assumed if (mediator predicts DV, whereas controlling for IV) (so guesstimate path b) which means that the initial variable must be controlled while establishing the correlation between the two other variables. In fourth and final step assumed if (IV doesn't predict DV, whereas controlling for mediator) (so guesstimate path c') which means that the affect of the first variable over the product variable can be achieved only after controlling for the mediator variable is zero(Beckley, 2013).

Firstly it was hypothesized that family relationship, personal growth and system maintenance are likely to negatively predict social anxiety among adolescents and secondly, it was hypothesized that family relationships, personal growth and system maintenance are likely to be positively predicted self-esteem among adolescents. Simple linear regression was run to assess family relationship, personal growth and system maintenance as predictors of social anxiety and self esteem as shown in Table 4.

Table 4: Simple Regression Analysis predicting social anxiety from perceived relationship, personal growth and system maintenance (N=270)

	Social Anxiety	Self Esteem
Predictors	<i>B</i>	β
Family Relationship	.00	.09 *
Personal -growth	.00	.12
System-maintenance	-.13*	.09 *
<i>R</i> ²	.01*	.00**

Note. * $p < .05$, ** $p > .01$, *** $p < .001$.

According to the Table 4, family relationships and personal growth did negatively predicted social anxiety but system maintenance negatively predicted social anxiety among adolescents. Hypothesis was approved in case of system maintenance only. Furthermore family relationships, and system maintenance positively predicted self-esteem but personal growth did not predict self esteem. Hence hypothesis was approved in the case of family relationships, and system maintenance.

Finally, it was hypothesized that self-esteem is likely to be a positive predictor of social anxiety among adolescents. Furthermore self-esteem is likely to mediate the relation between family relationships, personal growth, and system maintenance with social anxiety in adolescents. For this purpose hierarchal regression was run to identify the predictors of social anxiety from family relationships, personal growth and system maintenance and self esteem as shown in Table 5. In first block self esteem was entered and in the second block family relationships, personal growth and system maintenance was entered and social anxiety was entered as dependent variable.

Table 5: Hierarchical Multiple Regression (Mediation) Analysis social anxiety from family relationship, personal growth, system maintenance and self esteem (N=270)

Predictor	Social Anxiety	
	ΔR^2	β
Step 1:	.04	
Self esteem		.02
Step 2:	.01	
Family relationship		-.00
Personal growth		-.00
System Maintenance		-.02*
Total <i>R</i> ²	0.05	
<i>N</i>	270	

Note.* $p < .05$.** $p < .01$.*** $p < .001$.

Hierarchal regression was run to identify predictors of social anxiety from Relationships, personal growth, and system maintenance and self esteem. The overall model explained 4% variance in social

anxiety $F(4, 267) = 5.83$, $p = .08$. When self esteem was added in block 1, model 1 explained variance 1% F change $(1, 266) = 0.39$, $p = .52$. In this step self esteem was not predictor of social anxiety. Relationships, personal growth, and system maintenance was added in block 2 model 2 explained variance 2% F change $(3, 263) = 1.15$, $p = .24$ family relationships, personal growth were not predictors of social anxiety only system maintenance was predicted social anxiety. Hence hypothesis was not approved in this case. By following the mediation assumptions it can be stated that only two assumptions were fulfilled, so there was no mediation.

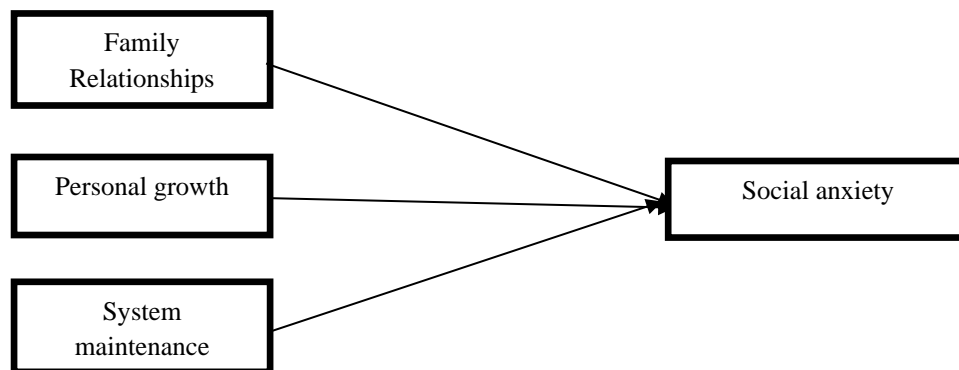


Figure 1: Basic Research Model

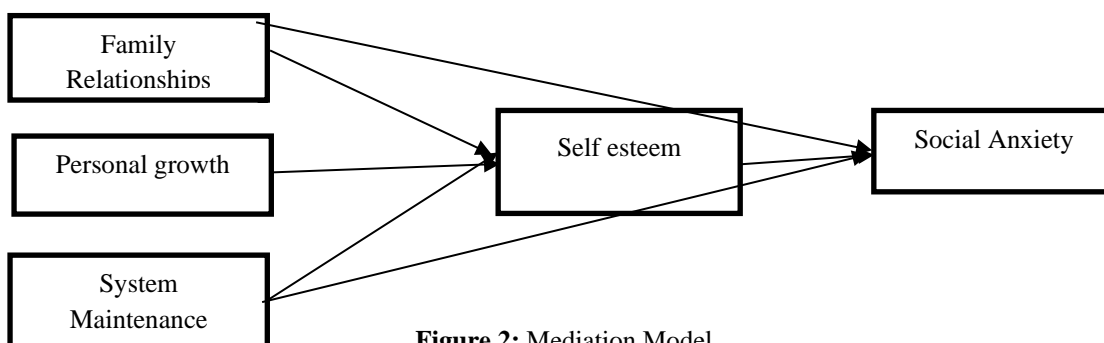


Figure 2: Mediation Model

5. Discussion

The purpose of the present study was to provide a recent review of risk and vulnerability factors that potentially evolve from the family environment, self esteem and social anxiety among adolescents. The assertion that the family is the basic foundation for overall child development needs little substantiation. The present study was particularly interested in examining the possible correlation between adolescent perception of the family environment as indicated by self esteem and social anxiety. A number of previous studies have highlighted the importance of family environment, self esteem and social anxiety during adolescence. Findings of the study are discussed in the light of previous literature. The hypothesis of the present study was that family relationships, personal growth and system maintenance are likely to negatively predict social anxiety in adolescents. Result of the present study revealed that family relationship and personal growth did not predict social anxiety only system maintenance predicted social anxiety it, means that hypothesis is rejected. As Nielsen (2009) examined social anxiety and close relationships. Results assured that persons with social anxiety experience problems communicating with close up to others; the research participants wrote about problems being expressing and assertive their needs.

Also Nasrin and Esmaeel (2012) examined the correlation within social anxiety and problem in personal growth of emotional alteration with students' life value. Result showed that there was a significant relation within life quality structures and social anxiety with personal growth.

A finding of the previous research does not support the findings of present research. Inconsistency in findings might be due to cultural differences. As most of the literature based on western culture research but our culture is totally different from western culture. In Pakistani culture most of the families lived joint include grandfather or grandmother also. All the family members depended on one person who is called owner of the house but in western culture children were lived alone and earn for ourselves after the age of 16.

In the light of literature, Kashdan and Breen (2007) examined the social anxiety, passionate relationships and the benefits and expenses of negative emotion appearance are context reliant which

support our findings. Results suggested that the expenditure and benefits of sentiment phrase of family emotional relationship are predisposed by a person's amount of social anxiety but not necessarily. Findings of the previous research somehow are consistent with the findings of current study.

Same as previous research Saraladevi and Velmurugan (2015) investigated the personal development and attribute anxiety between school students which also support our findings. Result revealed that personal growth and attribute anxiety are negatively associated with each other and sexual category has an impact on personal development and attribute anxiety between school students. Female feel more anxiety than men. Therefore there are no relations between personal development with attribute anxiety. Secondly, it was hypothesized that family relationships, personal growth and system maintenance are likely to positively predict self-esteem in adolescents. Findings of the present study revealed that family relationships and system maintenance positively predicted self esteem but personal growth was not predictor of self esteem. As Saad and Emam (2014) examined the family function of relations predictors of self-esteem and self-identity in kids by danger for learning disabilities, Prohibiting of Parent and Sex Donation. Results showed that Family function of relations was a strong causative feature of self-esteem in kids without and with LD.

Similarly McLaughlin (2015) examined the consequences of family Relationship Status on Academic Performance and Self-Esteem. Results showed that the family relationship status of participants positively affects one's level of self esteem and their overall grade average.

Thirdly, it was hypothesized that there is probably to have negative correlation among self-esteem and social anxiety in adolescents. Result of the present study revealed that self esteem was not predictor of social anxiety. As Andy and Emmanuel (2015) examined how self-esteem influenced social phobia among undergraduate nursing students? Results showed that there was a negative significant relationship among self-esteem and social phobia.

In the light of literature, Bano, Ahmad and Khanam (2013) conducted research that the social anxiety in adolescents, Does Self Esteem Matter? Which support our findings? Results revealed that there was no relationship among social anxiety and self-esteem. Previous research findings support the findings of present study.

Finally, it was hypothesized that Self-esteem is likely to mediate the relation between family relationships, personal growth, and system maintenance with social anxiety among adolescents. Findings of the present research revealed that self esteem is not likely to mediate the relationship between family relationships, personal growth, and system maintenance with social anxiety. As Yousaf (2015) examined the relation between family environment self-esteem, and social anxiety in females. Results indicated that social anxiety has negatively correlated with self-esteem. Additionally, it indicates that low self-esteem would cause social anxiety and restricted family environment would lead towards social anxiety in females. A previous research finding does not support the findings of present study. Inconsistency in findings might be due to sample selection because sample was selected only from the participants who studies in co-education and also Participants whose parents are both living together.

The reason of the present research was to examine the relationship between family environment, self esteem and social anxiety, mediation role of self esteem between family relationship, personal growth, and system maintenance with social anxiety by using quantitative method to generalize the findings to a large population. The study confirms the view that between family relationships, personal growth, system maintenance are positively predicted the self esteem while family relationships, personal growth not significantly predicted social anxiety in the present sample. Furthermore, self esteem did not mediate the relationship between family environment with social anxiety in the present sample.

It can be concluded in present findings of the researches that family environment positively predict the relationship with self esteem and negatively predict correlation with social anxiety. It is also concluded that self esteem as a mediator between family environment and social anxiety. The supporting data in this study, therefore, needs a more detailed scrutiny through ensuing researcher in family environment, self esteem and social anxiety with larger sample size, to ascertain the validity of this assertion. The future research in this area may involve cohort studies, so that the exact contours along with complexities of social anxiety could be ascertained for better prognosis.

5.1. Limitations and Suggestions

- The sample should not be limited. It should be collected from different areas of all over country so that the result is more corrected and useful in future.
- This research project was only design quantitative so insight to their qualitative sensitivity could not be explored. In future qualitative research will be conducted so that result of the study could be explored.
- The participants were selected only who is studying in co-education and participants whose parents are both living together. In future those participants will be included who live with a single parent.

5.2. Implications

The research has strong implications in the educational settings and family home atmosphere for adolescents. The high authorities of the schools can use the results of research to increase student's productivity by controlling their different types of anxieties about school environment and studies. This study will not only be helpful to the students but also a normal person who have no enough education. It should also be imply on teachers, parents and communities of the society. Message could be conveyed to media also who can play a vital position in highlighting the importance of family relationships their personal growth and healthy system maintenance and improve self esteem through dramas, news and films.

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