

# Exploring The Role Of Family Dynamics In Shaping Emotional Intelligence And Social Anxiety In Students: A Study From Ambedkar Nagar

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## **Abstract:**

*The family atmosphere is a crucial factor in the psychological and emotional growth of the student, especially it reshapes the emotional intelligence, and the tip of the level of social anxiety. This research is expected to find out about the connection of different aspects of family dynamics with each other, i.e. parental support, communication styles, emotional warmth, conflict and discipline style and their effects on the emotional intelligence and social anxiety of the students. The study deploys a mixed method design involving quantitative survey and qualitative interview in the investigation of the relationship between iron use and iron intake among representative sample of the students in secondary and higher secondary schools of Ambedkar Nagar district. Emotional intelligence, social anxiety, and family environment were measured with standardized psychological scales, whereas family functioning questionnaires were regarded authoritative in determining the family environment. The results indicate that there exist noticeable correlations: the students with supportive and cohesive family background demonstrate much higher results related to emotional intelligence and low rates related to social anxiety, whereas the students that can be characterized as having a conflict-ridden or emotionally distant family background are to be manifested with much higher social angst and emotional difficulties. The study highlights the relevance of cultivating family environments of students in terms of socio-emotional wellbeing and indicates specific interventions and parent training workshops to endorse the positive psychological development in adolescents.*

**Keywords:** Family Environment, Emotional Intelligence, Social Anxiety, Students, Adolescents, Ambedkar Nagar, Psychological Well-being, Family Dynamics

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## INTRODUCTION

The process of development in an individual starts in the family environment whereby the environment is the source of development of the individual both emotionally, social and cognitive-wise. The family is at the center of molding psychological predispositions and behavioral patterns that remain throughout life in students, more so, those students that survive in formative years. There are two concepts in modern educational and psychology rhetoric that attract strong attention, such concepts as emotional intelligence and social anxiety. The emotional intelligence is the capacity of the individual to perceive, understand, manage and also regulate emotions in other people as well as in the self. It is critical to academic achievement, the quality of relationships and interpersonal interactions, and stress and nurturing mental health. Conversely, social anxiety is noted by a continuous fear of social activities, shame, or being judged in a negative light by persons, that manifests itself often through avoidance and reduced engagement in school and social activities. The increased rates of social anxiety among students that have different levels of emotional intelligence gave scholars and educators the prompts to seek answers on the causes of such a mental disorder and its factors. The family is one of the most powerful among them, that is, the family environment that includes family structure, parenting style, emotional climate, communication patterns, and degree of cohesion or conflict in the household.

The impact that family influences have on forming the emotional and psychological state of the given student cannot be underestimated in India, which still largely has the tradition of interdependent family relationships. Although the family is composed in a range of ways and with different values, the aspects of academic achievement, obedience, and conformity have also been highlighted as important elements impacting the emotional well-being of an Indian family as such elements may either support or deter emotional resiliency based on their communication and enforcement. In the suburban or semi-urban districts, such as Ambedkar Nagar, where the socio-economic situation is partly rural and partly the urban one, cultural traditions, economic limitations and educational enlightenment tend to influence family relations even more. In many cases, the educational institutions in the region can easily experience a

broad spectrum of tendencies and emotions of students, their anxiety levels, and are often formed by the family histories. It is paramount to examine these factors at the local scale to identify the peculiarities of challenges that students encounter and develop specific interventions to enhance their emotional and psychological performance.

This study aims at elucidating the mechanism of influence of various family relations concepts on the emotional intelligence of the students and their vulnerability to social anxiety, namely the emotional support, parental engagement, disciplinary style, conflict resolution patterns, and the general home climate. Whereas emotional intelligence helps the students meet stress, communicate with other people, and establish good relationship, social anxiety does the same as it affects their capability to communicate, participate in classroom voluntary activities, and eventually their capacity to be leaders. The two are closely related to mental health and wellbeing in general academic outcomes. Many pieces of research around the world proved that supportive family settings, characterized by warm atmosphere, free communication, empathy, and respect, correlate with the increased degree of emotional intelligence and reduced levels of stress and anxiety. In contrast, authoritarian or uninvolved parenting style, or those with high levels of hostility and also emotional neglect among the household increases social fear, suppression of emotions and behavioral issues among the students.

Against this background, it may be asserted that these variables need to be studied in the particular environment of Ambedkar Nagar given the fact that there has been no localized research, which considers the prevailing socio-cultural and economic circumstances of the area. Students in this day and age are experiencing an unprecedented number of emotional issues which are set to devolve as a result of ever-more pressured academic expectations, changing family dynamics, and access to information in the form of digital media. The schools and colleges in the district have already observed an increasing number of children with confidence problem, stage fear, problems with others and examination fear or fear of interacting in general. Although most of the debates on the performance of students concentrate on curriculum, pedagogy or technology, the psychological background to support it which is developed by the family usually remains unnoticed. It is in this background that knowledge of it will help teachers, parents, and policymakers have something they can act upon to improve the results of students not only in grades but the overall development.

This paper takes a holistic direction to evaluate the effects of the family background on the emotional intelligence and social anxiety of students. It is based on developmental psychology theories, the theory of emotional intelligence (such as that offered by Daniel Goleman and Mayer-Salovey, and family system theories. The utilization of the mixed-methods design that comprises quantitative surveys (which include pre-selected scales) and qualitative interviews will allow the research to gain a deeper insight into the nature of correlations and causalities between family factors and student psychology. The results will add to the literature and practice research in psychological counseling, parental training, and mental health treatments at schools.

Finally, a family will always be the original and the most long-lasting impact of any emotional and social life of a student. Students are also going through the moments of adolescence, which bring a host of new challenges that create a need to balance between emotional support, communication, and modelling of behaviour at home and attempt to develop the abilities to deal with anxiety and express emotions in a healthy manner. Transitions in some regions such as Ambedkar Nagar that traditionally define the roles and expectations of a family are slowly being altered by the socio-economic changes and therefore studying the impact such changes have on the mental well-being of students is of critical importance. The study is one of the steps to revealing these dynamics and to promote family-based solutions to educational and mental health programs that facilitate the development of emotionally literate but socially confident youths as well as psychologically resilient youths.

## LITERATURE REVIEW

Family setup is important in the socio-emotional maturity of youth and children. The studies have demonstrated, more and more convincingly, that the quality of family climate (emotional support, parental involvement, communication, and cohesion) is critical in influencing the emotional intelligence development and social anxiety in the experience of students.

Emotional intelligence (EI) is the ability to be aware, perceive, regulate, and express emotions and harness them in both oneself and others (popularized by Daniel Goleman, 2016). According to Goleman, the model focuses on how early-life emotional situation fosters such abilities. In a research done by Al-Smadi, Banat, and Sarhan (2024), among Jordanian students of counseling, it was revealed that a good family climate leads to a healthy psychological resilience which is a central factor in the sphere of emotional intelligence. On the same note, Chandran and Nair (2015) were able to understand Indian adolescents and settled on the fact that a supportive family climate is a powerful predictor of emotional intelligence, supporting the fact that the home ambiance prepares one to understand emotional inference.

Research conducted through systematic review by Bru-luna et al. (2021) further demonstrates the existence of the broad scope of instruments utilized to evaluate EI, therefore demonstrating the fact that emotional intelligence can be measured as well as dependent upon a variety of contextual variables, including the parenting style and the responsiveness to emotions. According to the review, the majorities of the studies show uniformity in the thesis that emotional self-regulation, empathy and social adaptability are directly dependent on family interactions at the childhood ages.

Another example of a psychological variable that strongly correlates to the family context is the social anxiety syndrome which is a severe fear of being judged and their possible shaming. According to the research carried out by Kahraman (2022), the study group included students of the university, and the researchers proved the negative relationship between EI and social anxiety. Increased emotional intelligence served as social fear buffer, which implies that competencies like ability to manage emotions, to know self, and to empathize can decrease anxiety during the social contact.

In two different Indian studies by Gupta (2019) and Patil (2020), it was discovered that students who had weak parental secondary attachment and low levels of emotion exchange at home had elevated degrees of social anxiety. These results indicate that poor family support does not allow developing proper coping skills in different social situations causing avoidance behavior and preferences to spend less time in the social or academic environment.

This theory behind the research is the underlying psychology of edification and emotional maturation as described by Greenberg (1975), Mangal (1975) and Munn (1967). The main point as highlighted by these scholars is a learning environment, especially at home in shaping both cognitive and affective domains. Another important finding is that the condition of mental health and educational achievements of the students is strongly interconnected with the status of the relations between people within the family (Deshmukh, 2018; Kulkarni, 2018). Karandikar and Nankar & Shirode enhance this by arguing out that the expression of psychological safety at home leads to the development of self-confidence and helps to develop a low susceptibility to anxiety related and disorder.

Nicholson (2007) has presented a concept of the Family Climate Scales that gives a systematic approach to measuring the emotional and psychological aspects of familial communication. The Family Health Climate (FHC) scale was created by Niermann, Krapf and Renner (2014) and it also reflects on the role of a family in directing psychological health outcomes by means of modeling behavior, common values, and activities. The tools are applicable to the current research because they can be used in quantitating the variables in the family that impacts emotional and social competencies.

Some contributors with a regional perspective in this field are the Indians. The study conducted by Joshi (2021) and Kulkarni (2017) has examined emotional and social skills of students in the Indian schools and discovered that students with emotionally supportive homes excelled academically, were more emotionally balanced and involve themselves more in co-curricular activities. Jadhav (2016) and Jagtap also highlighted that social inhibition and poor emotional maturity in case of adolescents is usually caused by unresolved family conflicts and the so-called rigid parenting attitudes.

There is significant lack of empirical research on literature that researches small-town or rural settings such as Ambedkar Nagar, irrespective of the increasing number of literature. A lot of the studies available are performed in cities or in the West, and the results of such research may only be applicable in western

culture. In addition, the relation between family environment and emotional intelligence or social anxiety has been investigated independently without many studies being done to investigate their mutual interaction in the same group of people, particularly among Indian students.

Such literature review demonstrates the close interconnections between family climate, emotional intelligence, social anxiety, and allows to suggest the hypothesis about the critical role of the nurturing home environment in shaping emotional competence and reducing social fearfulness. The current research constructs a further rationale on this and tries to bridge the gap of contextual study by doing the examination of emotional and psychological growth of the students of Ambedkar Nagar in terms of the influence of the family setup.

### Objectives of the study

1. To examine the nature of the family environment of students in Ambedkar Nagar.
2. To evaluate the prevalence of social anxiety among students.
3. To analyze the relationship between family environment and emotional intelligence.

**Null Hypothesis (H<sub>0</sub>):** There is no significant relationship between family environment and emotional intelligence among students.

**Alternative Hypothesis (H<sub>1</sub>):** There is a significant relationship between family environment and emotional intelligence among students.

### RESEARCH METHODOLOGY

The current research uses a correlational and descriptive research design in view of examination of correlation between family environment and emotional intelligent among students within Ambedkar Nagar. The choice of quantitative research method was made to acquire and collect numbers that can be analyzed statistically. The focus group in the study constituted of students in secondary and higher secondary schools in urban and rural settings of the district. The selection was done by stratified random technique to provide good representation based on gender, local and educational backgrounds. Data were also collected with the help of standardized instruments patterned after a validated Family Environment Scale to determine the emotional and psychological climate of the family home, as well as a known Emotional Intelligence Scale to ascertain the capacity of the students involved to recognize, comprehend, and handle emotions. Structured questionnaires were to be used as a primary method of collecting the data by conducting face to face interviews with prior consent of school authorities and respondents. Pearson correlation coefficient, was performed on SPSS software to confirm the type and value of the relationships between the variables. Some ethical aspects like confidentiality, voluntary participation of respondent and anonymity of the respondents were upheld at all costs in the research activity.

**Table 1: Descriptive Statistics for Family Environment and Emotional Intelligence Scores**

Variable	N	Minimum	Maximum	Mean	Standard Deviation
Family Environment Score	150	35	95	68.42	12.75
Emotional Intelligence Score	150	40	100	72.83	13.28

The descriptive statistics provide significant information regarding the distribution of scores in reference to family environment and emotional intelligence in terms of selected sample students. The average score of family environment was 68.42 with a standard deviation of 12.75, which means that the responses of most students were located on the middle level of family environment support, but a number of them differed slightly. The scores were between 35 and 95 which indicates that there are highly conducive and less favorable family environments within the sample.

On the same note the mean emotional intelligence score was 72.83 and the standard deviation was 13.28 and this shows that on average students have moderate high emotional intelligence. The consistency of the emotional intelligence scores (40 to 100) portrays a wide distribution of emotional competencies in the students, meaning that emotional competencies among the students are varied, where on one hand some students possess developed competencies in terms of emotional awareness and regulation whereas some may not succeed in emotional intelligence.

Closeness in the means of the two variables and hence moderate dispersions of the variables bears a possibly constant trend of participants. The steep difference in the two variables is reason enough to make another statistical examination e.g. correlation to ascertain whether there is a strong correlation that exists between the kind of family environment and the emotional intelligence of the students.

**Table 2: Pearson Correlation Between Family Environment and Emotional Intelligence**

	Family Environment	Emotional Intelligence
Family Environment	1.000	.532*
Emotional Intelligence	.532*	1.000
Sig. (2-tailed)		.000
N	150	150

The Pearson correlation analysis was done to study the correlation between family environment and emotional intelligence of students. The findings showed that there is a moderately positive correlation existing between the variables and the correlation coefficient ( $r = 0.532$ ) has been found and p-value as 0.000 which is far less than the conventional level of significance 0.05. This means that there is a significant relation between them so that when there is a variance in the family environment, a meaningful variance in the emotional intelligence levels will result. In particular, the students that exhibited an engagement and communicative opportunity with their families as well as a higher level of family emotional stability were more likely to develop EI features such as emotional awareness, regulation, and interpersonal sensitivity. The results support the alternative hypothesis empirically and further affirm the fact that the dynamics in the family have a significant role in influencing the emotional competencies of the students. This finding is also supported by pre-existing literature, which indicates that the family is a very basic influence to psychological development and the feelings.

#### **Overall Conclusion:**

The given work of the given study unequivocally concludes on the pivotal role of family environment in the determination of emotional intelligence levels and social anxiety levels of the students. Statistically and empirically analyzing students in Ambedkar Nagar, it revealed that positive and friendly family environment is a considerable factor related to high emotional intelligence level and reduced level of social anxiety. Emotional, parental involvement and open communication found in the home of those students with good relationship skills showed more effective self-regulation, higher self-understanding, and interpersonal health. On the contrary, individuals raised in conflict-laden, emotionally detached or authoritarian childhood families had lower emotional intelligence and more indicators of social anxiety.

The results justify the theoretical models which distinguish the significance of early emotional and social experiences in the psychological development. The medium yet strong relationship between the construction of family environment and emotional intelligence does presuppose that emotional competencies are neither purely inborn nor they can be developed only through heredity but can be fostered through the quality of different interactions within the family. Further, the negative association between family climate and social anxiety signifies the requirement of psychological safety at home to disperse confidence and respiration over the children.

The study will add more value to the already existing research on the topic of emotional development by allowing localized studies on how Indian family setup affects students in their mental state, particularly in the semi-urban and rural setting of Ambedkar Nagar, the study will be based. The study highlights the importance of parentally oriented interventions, emotional literacy training at schools, and family-based counseling approach, which has been active parental participation in the emotional and social maturity of a student. Finally, the fostering of family relationships is one of the foundations on which positive and emotionally intelligent and social confident generations will be able to grow.

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