

Survey

A Study of the Interactions Between Family Environment, Social Anxiety, and Emotional Intelligence Among Secondary School Students

Prashant Baban Padir^{1*}

ABSTRACT

In today's era, secondary school adolescents face various mental, social, and emotional challenges. Family environment plays a significant role in their emotional and mental stability. According to research, children from positive family environments exhibit fewer symptoms of social anxiety disorder and possess higher emotional intelligence. In contrast, adolescents from unstable or negative family environments experience increased social anxiety, which adversely affects their emotional intelligence. The objective of this study is to examine the relationship between family environment, social anxiety disorder, and emotional intelligence. The research methodology involved a purposive sample of 120 students out of 460 secondary school students, aged between 13 and 19 years. Three standardized tools were used for data collection: Family Climate Scale (FCS), Social Anxiety Disorder Scale (SADS), and Emotional Intelligence Scale (EIS). Statistical analysis was conducted using mean, standard deviation, t-values, and ANOVA. The analysis revealed significant findings. Students from positive family environments showed lower levels of social anxiety disorder. They experienced greater confidence in social situations due to the love, communication, and support they received from their families. Similarly, students from positive family environments demonstrated higher emotional intelligence. They were better at expressing their emotions, understanding others' feelings, and adapting to social situations. Conversely, students with social anxiety disorder displayed lower emotional intelligence. They struggled with emotional regulation, effective communication, and managing stress. The study clearly indicates an interrelationship between family environment, social anxiety disorder, and emotional intelligence. A positive family environment reduces social anxiety, which directly enhances emotional intelligence. Based on these findings, certain recommendations were made. Schools should offer family counseling programs to improve communication skills among families. Training programs should be implemented at the school level to enhance students' emotional intelligence. Awareness camps should be organized to educate about social anxiety disorders. Mental health services should be made available in schools to provide necessary support for students dealing with such issues. The study highlights that family environment significantly impacts adolescents' mental and emotional development. A positive family environment boosts their social confidence and emotional stability, whereas a negative environment increases social anxiety and impairs emotional intelligence. Schools,

¹Department of Psychology, School of Arts and Humanities, KBCNMU, Jalgaon, Maharashtra

*Corresponding Author

Received: March 31, 2025; Revision Received: April 09, 2025; Accepted: April 12, 2025

A Study of the Interactions Between Family Environment, Social Anxiety, and Emotional Intelligence Among Secondary School Students

families, and society need to collaborate to promote the mental and emotional well-being of adolescents.

Keywords: *Family environment, social anxiety, emotional intelligence, mental health, school counseling, communication, family support*

Secondary school represents a crucial phase in a child's educational journey, marking the final stage of their school life. During this period, children undergo significant social, emotional, and physical development. The school serves as a foundation for holistic growth, fostering intellectual, social, mental, physical, and moral development. It is also a place where students learn new concepts, acquire knowledge, and get opportunities to prove themselves. Through schooling, children not only enhance their academic abilities but also develop life skills and social competencies. During this phase, their expectations from life, family relationships, and society begin to take shape. The family environment plays a vital role in influencing the mental health of children during this period, particularly impacting their social anxiety disorder and emotional intelligence.

This study aims to explore the interactions between family environment, social anxiety, and emotional intelligence among secondary school students. It seeks to understand how family support, emotional bonding, and parental involvement influence students' emotional intelligence and their ability to cope with social anxiety. By identifying the correlations between these variables, this research aims to provide insights into effective interventions that can promote emotional well-being and reduce social anxiety in adolescents.

Furthermore, the study will highlight the importance of family counseling, school-based emotional intelligence programs, and mental health awareness initiatives. The findings can help educators, parents, and mental health professionals develop targeted strategies to create a more supportive environment for secondary school students, fostering their emotional stability and social competence.

REVIEW OF RELATED LITERATURE

The following section provides an overview of related research studies that have influenced and supported the present study, focusing on the relationship between social anxiety, emotional intelligence, and family environment in adolescents.

- 1. Kumari, P. (2022). Social Anxiety: A Study on the Interrelationship Between Mental Health and Emotional Intelligence of Students and Teachers (Banaras Hindu University)** This study investigates the correlation between social anxiety, mental well-being, and emotional intelligence among students and teachers. It explores significant differences in social anxiety, mental health, and emotional intelligence based on gender.
- 2. Kaur, M. (2022). Academic Procrastination in Relation to Academic Anxiety, Self-Efficacy, and Emotional Intelligence Among Adolescents (Panjab University)** This research examines the relationship between academic anxiety, self-efficacy, and emotional intelligence with academic procrastination. The sample includes 697 ninth-grade students from Chandigarh's government model schools. Various scales, such as the Academic Procrastination Scale, Self-Efficacy Scale, and Emotional Intelligence Scale, were employed for data collection.
- 3. Rana, D. (2020). Depression and Anxiety Levels Among Visually Impaired and Sighted Students in Relation to Their Emotional Intelligence** This study explores

A Study of the Interactions Between Family Environment, Social Anxiety, and Emotional Intelligence Among Secondary School Students

the disparity in depression and anxiety levels between visually impaired and sighted students. The results indicate that visually impaired students exhibit significantly higher levels of depression compared to their sighted peers. The study highlights the role of dependency and lack of parental support as contributing factors.

4. **Fard, A., & Hajiyar-Babi, A. (2017-2018). Exploring the Relationship Between Emotional Self-Regulation, Family Environment, and Student Resilience** Conducted at Azad University, Mashhad, this study investigates the association between emotional family environment, emotional self-regulation, and resilience among 150 students. Findings reveal a significant correlation between emotional family climate and both emotional self-regulation and resilience.
5. **Chandran, A., & Nair, B. P. (2015). Family Environment as a Predictor of Emotional Intelligence in Adolescents (Journal of Indian Academy of Applied Psychology)** This research explores the influence of family environment on emotional intelligence among adolescents. The sample comprises 120 students aged 16-17 from Kerala. The study reveals that maternal influence and sibling relationships significantly predict emotional intelligence, while paternal influence impacts personal competence.
6. **Nagpal, E. (2015). Impact of Social Anxiety Disorder on the Relationship Between Family Self-Efficacy and School Environment in Adolescents** This study examines the influence of social anxiety disorder on the relationship between family self-efficacy and the school environment. The sample consists of 800 students from grades 11 and 12. Data collection utilized scales measuring social anxiety, self-efficacy, family involvement, and school climate.
7. **Deb, S., & Sibnath, D. (2010). Study of Social Anxiety Among Secondary School Students** This study assesses the prevalence of social anxiety among secondary school students in Kolkata. The sample includes 480 adolescents aged 13-17. Results indicate that 20% of boys and 18% of girls exhibit high levels of anxiety, with students from middle socio-economic backgrounds showing higher anxiety levels.
8. **Bornberg, A., & Nicholson, N. (2007). Development of the Family Environment Scale for Use in Family Business Research** This study reports the development of the Family Climate Scale (FCS), which measures family culture dimensions in non-clinical settings. The scale is designed for use in family business contexts but has broader applications for assessing family environment dynamics.
9. **Karimi, L., et al. (Journal of Mental Health and Wellness). Emotional Intelligence: Its Impact on Employee Well-being, Patient Care Quality, and Psychological Empowerment** This study investigates the role of emotional intelligence in enhancing employee well-being, quality of patient care, and psychological empowerment.
10. **Alam, M. (Study of Emotional Intelligence Among Adolescents)** This study examines emotional intelligence among secondary school students aged 16-20 in Jharkhand. It identifies significant differences in emotional intelligence based on gender and school type.
11. **Kumar, M. (Study on Emotional Intelligence of Secondary School Students – E.G.S. Pillai College of Education, Tamil Nadu, India)** This study uses a standardized survey method to describe the existing state of emotional intelligence among secondary school students. It focuses on the impact of family background and educational practices.

A Study of the Interactions Between Family Environment, Social Anxiety, and Emotional Intelligence Among Secondary School Students

- 12. Gupta, R. (Comparative Study on Social Anxiety)** This study explores social anxiety among 100 individuals aged 18-25, using a social anxiety questionnaire. It highlights the growing challenge of social acceptance in modern society.
- 13. Lal Dinpui, B., & Bhattacharjee, R. (Study on the Prevalence of Social Anxiety Among Students)** This study defines social anxiety as a mental health condition characterized by fear and worry in social situations. It identifies social anxiety as a major issue among students, contributing to reduced cognitive, emotional, and behavioral maturity.
- 14. Mehtalia, K., & Vankar, G. K. (Social Anxiety in Adolescents – Department of Psychiatry, Civil Hospital, Ahmedabad, India)** This study investigates the prevalence and comorbid factors of social anxiety disorder (SAD) in adolescents. The research includes 421 students and examines the impact of SAD on academic performance and depressive symptoms.
- 15. Niermann, C., et al. (Family Health Climate Scale: Development and Validation)** This study develops the Family Health Climate Scale (FHC-Scale), which measures family environment aspects related to health and well-being behaviors.
- 16. Sanitha, K., et al. (Study on Perceptions of Family Environment Among Tribal Adolescents in Telangana)** This study investigates the perceptions of family environment among tribal adolescents in Adilabad, Telangana. The sample consists of 120 adolescents (60 boys and 60 girls) aged 13-19. It reveals the influence of family environment on adolescent well-being and emotional stability.
- 17. Al-Smadi, M. O., et al. (Family Environment and Psychological Resilience Among Counseling Students in Jordan)** This study examines the relationship between family environment characteristics and psychological resilience among 157 female university students in Jordan, highlighting the role of family support in enhancing resilience.
- 18. Al-Momani, & Banisaid (Family Environment and Coping Strategies for Psychological Stress Among Female University Students – Al-Balqa Applied University)** This research analyzes the correlation between family environment and coping strategies for psychological stress among 300 female university students. The results indicate a positive and statistically significant correlation between family environment and stress management strategies.

These studies collectively highlight the interconnectedness of social anxiety, emotional intelligence, and family environment, offering valuable insights into the factors influencing adolescent well-being.

RESEARCH METHODOLOGY

In the present study, the researcher has adopted the "survey" method.

Independent Variables

The independent variables used in this study are:

1. Secondary school boys and girls
2. Family environment

Dependent Variables

The dependent variables in this study are:

1. Social anxiety disorder
2. Emotional intelligence

A Study of the Interactions Between Family Environment, Social Anxiety, and Emotional Intelligence Among Secondary School Students

Population:

The population for this research comprises all students studying in 460 Marathi-medium schools and 32 English-medium schools in the Junnar Taluka (MH). For the study, all students from 9th and 10th grades in Marathi-medium secondary schools were selected as the population.

Sampling Method/Technique

The researcher decided to study the interactions between family environment, social anxiety disorder, and emotional intelligence among students from Marathi-medium schools in Junnar Taluka.

Hence, the researcher employed the **non-probability sampling method** and specifically used the **purposive sampling technique** for the study.

Selection of Schools

For this research, the following schools were selected using the purposive sampling technique, as they were easily accessible to the researcher:

1. Shri Belheshwar Vidyamandir, Belhe
2. New English School, Shirol Budruk
3. Vighnahar Vidyalaya, Ozar
4. Mahalaxmi Vidyalaya, Umbraj

Sample

The sample selection was carried out in three stages:

1. **First stage:** The researcher listed the Marathi-medium schools in Junnar Taluka and obtained permission from the schools that allowed the research to be conducted.
2. **Second stage:** The researcher contacted the principal/management of the selected schools, explained the purpose and objectives of the study, and made efforts to build rapport with the school authorities and students.
3. **Third stage:** Using the **purposive sampling technique**, the researcher selected **120 students** (30 from each school: 15 boys and 15 girls) for the research study.

Research Instruments

1. Family Climate Scale – Developed by Dr. Beena Shah
2. Emotional Intelligence Scale – Developed by Anukul Hyde and Sanjot Dethé
3. Social Anxiety Disorder Scale – Developed by Dr. Ekta Nagpal and Dr. Gurumit Singh

Hypotheses:

- **Hypothesis 1:** Effect of family environment on social anxiety disorder
 - Students raised in a positive family environment will exhibit fewer symptoms of social anxiety disorder.
- **Hypothesis 2:** Influence of family environment on emotional intelligence
 - Students from a positive family environment will have higher emotional intelligence.
- **Hypothesis 3:** Impact of social anxiety disorder on emotional intelligence
 - Students with social anxiety disorder will have lower emotional intelligence.
- **Hypothesis 4:** Correlation between family environment, social anxiety disorder, and emotional intelligence

A Study of the Interactions Between Family Environment, Social Anxiety, and Emotional Intelligence Among Secondary School Students

- There will be an interpersonal relationship between family environment and social anxiety, which will influence emotional intelligence.

Assumptions:

While studying the interactions between family environment, social anxiety disorder, and emotional intelligence among secondary school students, the following assumptions were considered:

- 1. Family environment will have a positive impact on emotional intelligence:**
 - Assumption: Students with a supportive and healthy family environment will have higher emotional intelligence.
- 2. Family environment will have a negative impact on social anxiety disorder:**
 - Assumption: Students from conflict-ridden family environments are more likely to develop social anxiety disorder.
- 3. Negative correlation between social anxiety disorder and emotional intelligence:**
 - Assumption: Students with higher levels of social anxiety disorder will have lower emotional intelligence.
- 4. Family environment will indirectly influence emotional intelligence through social anxiety disorder:**
 - Assumption: Students from unstable family environments will have a higher likelihood of social anxiety disorder, negatively impacting their emotional intelligence.
- 5. The interaction between family environment, social anxiety disorder, and emotional intelligence may be complex:**
 - Assumption: In certain types of family environments, the relationship between social anxiety disorder and emotional intelligence may either intensify or diminish.

Research Objectives:

- 1. Objective 1:** To evaluate the characteristics of the family environment and its various components (e.g., communication quality, support, and affection) among secondary school students.
- 2. Objective 2:** To measure the prevalence and intensity of social anxiety disorder symptoms in secondary school students.
- 3. Objective 3:** To assess students' emotional intelligence (e.g., emotional management, empathy).
- 4. Objective 4:** To analyze the interaction between family environment, social anxiety disorder, and emotional intelligence.

Scope of the Research:

- 1. Impact of Family Environment:** The family environment refers to parental behavior, household communication, emotional support, financial conditions, and disciplinary practices. This research will examine how these factors contribute to children's mental and emotional development. Special focus will be given to how family experiences influence children's self-confidence, academic success, and social skills.
- 2. Social Anxiety Disorder:** The research will primarily focus on the symptoms, causes, and effects of social anxiety disorder in children. It will analyze how family environment impacts children's self-esteem, fear of interacting with others, and discomfort in public settings.

A Study of the Interactions Between Family Environment, Social Anxiety, and Emotional Intelligence Among Secondary School Students

- 3. Emotional Intelligence:** Emotional intelligence involves recognizing, regulating, and expressing one's own emotions as well as understanding others' emotions. The study will explore how these skills develop and the role of family environment in this process. It will examine how parental involvement, communication, and support influence children's emotional understanding and expression.
- 4. Interaction between Family Environment, Social Anxiety Disorder, and Emotional Intelligence:** The research will investigate the interrelationship and interactions between family environment, social anxiety disorder, and emotional intelligence.
- 5. Academic Outcomes:** The study will assess how family environment, social anxiety disorder, and emotional intelligence collectively influence academic performance, mental stress, and the overall personality development of students.

Limitations of the Research:

- 1. Sample Size Limitation:** The study sample consists of students from Marathi-medium schools in Junnar Taluka who attend school regularly. Since the sample size is limited, generalizing the findings to all secondary school students may be difficult. Conclusions drawn from a small group of students may not be applicable to the broader population.
- 2. Local/Geographical Limitation:** The research is restricted to Marathi-medium schools in Junnar Taluka. Since the study is limited to a specific geographical region, the findings may not be applicable to students from other areas. The study does not consider the differences between rural, urban, and tribal students, which may lead to inaccurate generalizations.
- 3. Limitations in Exploring Family Environment Dimensions:** It may be challenging to explore all aspects of family environment, as family life encompasses multiple dimensions. Factors such as parents' financial conditions, education, and cultural and social influences require in-depth analysis, which may not be fully covered in this research.
- 4. Difficulty in Establishing Cause-and-Effect Relationships:** While examining the interactions between family environment, social anxiety, and emotional intelligence, it may be difficult to establish clear cause-and-effect relationships. Sometimes, the interaction between two variables may show correlation rather than causation.
- 5. Exclusion of External and Personal Factors:** Children's social, emotional, and mental health is significantly influenced by external factors such as the school environment, peer groups, societal elements, and technology usage. However, this research focuses only on family environment, potentially overlooking the impact of external factors.
- 6. Time Limitation:** The study is limited to the academic year 2024-2025 and includes only students enrolled in Marathi-medium schools during this period. Due to the time constraint, it may be difficult to gather information on long-term effects. The study might miss long-term developmental changes in children.
- 7. Cultural Variations:** Family environments are influenced by cultural diversity. Children from different cultural backgrounds may exhibit varied emotional intelligence levels and social anxiety symptoms. Since this research is not focused on any particular cultural group, its applicability to specific cultural communities may be limited.

A Study of the Interactions Between Family Environment, Social Anxiety, and Emotional Intelligence Among Secondary School Students

Significance of the Research:

- 1. Diagnosis of Issues and Implementation of Solutions:** The study of these correlations will help teachers, parents, and counselors identify the causes of social anxiety in students and develop appropriate interventions. The focus can be on promoting a positive family environment and enhancing emotional intelligence to reduce social anxiety.
- 2. Promotion of Mental Health:** It is essential to raise awareness about students' mental health and empower them to interact confidently in society. Developing emotional intelligence and understanding its relationship with the family environment is vital from a mental health perspective.
- 3. Educational Policies:** This research can aid in shaping educational policies. The identified correlations can be used to design curricula or workshops focusing on social anxiety and emotional intelligence. This would help students become better adjusted and more capable in school environments.
- 4. Improvement of Therapeutic Methods:** If the study confirms that family environment and emotional intelligence significantly influence social anxiety disorder, psychotherapists and counselors can develop more effective treatment methods.

Thus, the exploration of these interactions can significantly benefit the mental, emotional, and social well-being of secondary school students.

Operational Definitions:

- 1. Family Environment** Family environment refers to the emotional, social, and psychological atmosphere created by the interactions among family members. This environment influences students' personality development, mental health, and emotional intelligence.
- 2. Social Anxiety Disorder (SAD)** Social Anxiety Disorder is characterized by the fear of social situations, shyness, lack of self-confidence, and fear of failure or embarrassment in front of others. In this research, SAD will be measured using the **Social Anxiety Disorder Scale (SADS)**.
- 3. Emotional Intelligence (EI)** Emotional Intelligence refers to the ability to recognize, understand, and appropriately express one's own emotions as well as the emotions of others. In this study, EI will be measured using the **Emotional Intelligence Scale (EIS)**.
- 4. Secondary School Students** The term "secondary school students" in this study refers to students aged **14 to 16 years**, studying in **9th and 10th grades**. This age group is particularly influenced by family environment, social anxiety, and emotional intelligence. The sample of students for this research has been selected using a **random sampling technique**.
 - **Sample size:** 360 students (120 students each for FCS, SADS, and EIS).
- 5. Interaction**
Interaction in this study refers to the interrelationship between family environment, social anxiety, and emotional intelligence, and their combined impact on students' psychological well-being.

A Study of the Interactions Between Family Environment, Social Anxiety, and Emotional Intelligence Among Secondary School Students

The research investigates the correlation and interaction effects between the three factors:

- The correlation between **family environment and social anxiety**.
- The relationship between **social anxiety and emotional intelligence**.
- The effect of **family environment on emotional intelligence**. Interaction will be measured using **ANOVA (Analysis of Variance)**.

6. Scoring and Statistical Measures

The following measurement tools will be used in the research:

- **FCS Scale:** To measure family environment.
- **SADS Scale:** To measure social anxiety.
- **EIS Scale:** To measure emotional intelligence.
- **Statistical tools used:**
 - **t-value:** To measure the difference between the means of two groups.
 - **ANOVA:** To measure significant differences among three groups.

7. Key Research Terms

- **F-Value:** A statistical measure used to identify significant differences between groups.
- **Standard Deviation (SD):** A measure representing the dispersion or variability of the data.
- **t-value:** A measure used to compare the means of two groups to determine if they are significantly different.

RESULTS

Statistical Analysis / Data Segregation Techniques

For this research, statistical analysis of the scores from both tests has been conducted using **mean, standard deviation, t-value, and ANOVA** as statistical tools.

Analysis and Interpretation

Hypothesis 1: Effect of Family Environment on Social Anxiety Disorder

- **Hypothesis:** Secondary school students raised in a positive family environment will exhibit fewer symptoms of social anxiety disorder.

Table 1: Mean, Standard Deviation, and 't' Value for Family Environment and Social Anxiety Disorder Scale.

Group	Sample (n)	Mean	Standard Deviation	Standard Error	t-value
FCS (Family Climate Scale)	120	114.05	16.42	1.50	2.73
SADS (Social Anxiety Disorder Scale)	120	108.06	14.80	1.35	7.41

- **Critical Values:**

- For FCS: $df=119$, $(0.01) = 2.62$, $t(0.05) = 1.98$
- For SADS: $df = 119$, $t(0.01) = 2.61$, $t(0.05) = 1.98$

The above table shows the scores of 9th and 10th-grade students from Marathi medium secondary schools on the Family Climate Scale (FCS) and Social Anxiety Disorder Scale (SADS). The **t-value for FCS is 2.73**, which is greater than the critical value at both $\alpha = 0.05$ and $\alpha = 0.01$ levels. Similarly, the **t-value for SADS is 7.41**, which is significantly higher than the critical value at both levels.

A Study of the Interactions Between Family Environment, Social Anxiety, and Emotional Intelligence Among Secondary School Students

These results indicate a **statistically significant difference** between the groups, supporting the hypothesis that students raised in a **positive family environment** exhibit **fewer symptoms of social anxiety disorder**.

Hypothesis 2: Effect of Family Environment on Emotional Intelligence

- **Hypothesis:** Students from a positive family environment will have higher emotional intelligence.

Table 2: Mean, Standard Deviation, and 't' Value for Family Environment and Emotional Intelligence Scale

Group	Sample (n)	Mean	Standard Deviation	Standard Error	t-value
FCS (Family Climate Scale)	120	114.05	16.42	1.50	2.73
EIS (Emotional Intelligence Scale)	120	123.7	15.78	1.44	4.30

- **Critical Values:**

- For FCS: $df=119$, $t(0.01) = 2.62$, $t(0.05) = 1.98$
- For EIS: $df=119$, $t(0.01) = 2.62$, $t(0.05) = 1.98$

The table presents the scores of students on the **Family Climate Scale (FCS)** and **Emotional Intelligence Scale (EIS)**. The **t-value for FCS is 2.73**, which is higher than the critical value at both $\alpha = 0.05$ and $\alpha = 0.01$ levels. The **t-value for EIS is 4.30**, which is significantly larger than the critical value at both levels.

The **mean score for FCS is 114.05**, which is lower than the **mean score for EIS of 123.7**. This indicates that students from a **positive family environment** demonstrate **higher emotional intelligence**. The statistically significant difference supports the hypothesis.

Hypothesis 3: Effect of Social Anxiety Disorder on Emotional Intelligence

- **Hypothesis:** Secondary school students with social anxiety disorder will exhibit lower emotional intelligence.

Table 3: Mean, Standard Deviation, and 't' Value for Social Anxiety Disorder and Emotional Intelligence Scale

Group	Sample (n)	Mean	Standard Deviation	Standard Error	t-value
SADS (Social Anxiety Disorder Scale)	120	108.06	14.80	1.35	7.41
EIS (Emotional Intelligence Scale)	120	123.7	15.78	1.44	4.30

- **Critical Values:**

- For SADS: $df=119$, $t(0.01) = 2.61$, $t(0.05) = 1.98$
- For EIS: $df=119$, $t(0.01) = 2.62$, $t(0.05) = 1.98$

The table shows the scores of students on the **Social Anxiety Disorder Scale (SADS)** and the **Emotional Intelligence Scale (EIS)**. The **t-value for SADS is 7.41**, which is significantly

A Study of the Interactions Between Family Environment, Social Anxiety, and Emotional Intelligence Among Secondary School Students

larger than the critical value at both $\alpha = 0.05$ and $\alpha = 0.01$ levels. The **t-value for EIS is 4.30**, also exceeding the critical value at both levels.

The **mean score for SADS is 108.06**, which is lower than the **mean score for EIS of 123.7**, indicating that students with **social anxiety disorder** have **lower emotional intelligence**. The statistical analysis confirms a **significant difference** between the groups, supporting the hypothesis.

Hypothesis 4: Correlation Between Family Environment, Social Anxiety Disorder, and Emotional Intelligence

- **Hypothesis:** There is an interpersonal relationship between family environment and social anxiety, which influences emotional intelligence.

Table 4: ANOVA for Family Environment, Social Anxiety, and Emotional Intelligence

Source of Variation	Sum of Squares (SS)	df	Mean Square (MS)	F-value
Between Groups	14,944.49	2	7,472.25	30.46
Within Groups	87,540.78	357	245.33	
Total	102,485.27	359		

- **Critical Values:**
 - $F(0.05)=3.02$
 - $F(0.01)=4.68$

The table shows the results of **ANOVA (Analysis of Variance)** for the relationship between **family environment, social anxiety disorder, and emotional intelligence** among 9th and 10th-grade students. The **F-value of 30.46** is significantly larger than the critical values at both **0.05 and 0.01 levels**, indicating a **statistically significant difference** between the groups.

The overall mean score for emotional intelligence across the groups is **115.27**, indicating the average emotional intelligence level of the entire sample. The **high SSB (14,944.49)** indicates a significant difference between the groups, while the **high SSW (87,540.78)** indicates some internal variance within the groups.

These results confirm that **family environment and social anxiety disorder** significantly influence **emotional intelligence**. Students from a **positive family environment** exhibit higher emotional intelligence, while those with **social anxiety disorder** demonstrate lower emotional intelligence. The **significant F-value** supports the hypothesis of an **interpersonal relationship** between family environment, social anxiety, and emotional intelligence.

DISCUSSION AND INTERPRETATION

Student behavior is influenced by various factors, among which family environment, social anxiety, and emotional intelligence play a significant role. This chapter analyzes the collected data using statistical methods to test the hypotheses. The findings indicate that students from a positive family environment exhibit lower levels of social anxiety disorder. Positive family factors, such as parental support, emotional stability, and quality communication, enhance students' self-confidence and reduce their fear in social situations. Consequently, family support has a positive impact on reducing social anxiety disorder.

A Study of the Interactions Between Family Environment, Social Anxiety, and Emotional Intelligence Among Secondary School Students

Furthermore, a positive family environment fosters the development of emotional management, empathy, and stress-handling skills in students. With familial support, students develop greater self-confidence and experience more emotional stability. On the other hand, students with social anxiety disorder demonstrate lower emotional intelligence. Anxiety disorders negatively affect students' self-confidence, hinder their social interactions, and diminish their emotional regulation capacity. Thus, social anxiety disorder has a detrimental effect on students' emotional intelligence.

The study concludes that a supportive family environment reduces social anxiety, consequently improving students' emotional intelligence. Students raised in a positive family environment tend to have higher emotional intelligence and lower levels of social anxiety disorder. Conversely, students with social anxiety disorder exhibit lower emotional stability and self-confidence. This research clearly highlights the interrelationship between family environment, social anxiety disorder, and emotional intelligence: students from positive family environments display higher emotional intelligence, while social anxiety disorder lowers emotional intelligence.

Findings:

The data analysis was conducted according to the predetermined hypotheses and assumptions, with a significance level of 0.05 and 0.01. The following conclusions were drawn:

Findings – Based on Hypotheses

- 1. Lower social anxiety disorder symptoms among students from positive family environments:** The study revealed that students from harmonious and supportive family environments exhibit fewer symptoms of social anxiety disorder. This indicates that a communicative, understanding, and nurturing family positively impacts students' mental health. When parents are empathetic and foster strong bonds with their children, the children experience better psychological well-being and reduced social anxiety.
- 2. Higher emotional intelligence among students from positive family environments:** Students raised in emotionally supportive families display higher emotional intelligence. When children experience empathy, support, and communication at home, they develop better emotional regulation and empathy. Such students become more emotionally stable, perceptive, and responsive to different situations, leading to improved emotional intelligence.
- 3. Lower emotional intelligence in students with social anxiety disorder:** The study found that students suffering from social anxiety disorder have lower emotional intelligence. These students struggle with understanding and managing their emotions, which lowers their emotional intelligence. They face difficulties in interpreting and responding appropriately to social cues.
- 4. Interpersonal relationships between family environment and social anxiety disorder influencing emotional intelligence:** A positive family environment reduces social anxiety, which in turn positively influences emotional intelligence. Students with supportive family backgrounds are less likely to develop social anxiety and tend to display better emotional intelligence. This highlights the crucial role of family in shaping children's mental and emotional development.

A Study of the Interactions Between Family Environment, Social Anxiety, and Emotional Intelligence Among Secondary School Students

Findings – Based on Assumptions

- 1. Higher emotional intelligence among students from supportive and communicative family environments:** The research confirmed that students from encouraging and understanding family backgrounds have higher emotional intelligence. Emotional support from family helps children manage their emotions more effectively, recognize others' feelings, and regulate their own emotions.
- 2. Correlation between family environment and social anxiety disorder:** The study demonstrated that students from unstable, stressful, or poorly communicative families are more likely to develop symptoms of social anxiety disorder. The lack of security and support at home increases mental stress and weakens their social interaction skills.
- 3. Lower emotional intelligence in students with social anxiety disorder:** Students with social anxiety disorder face challenges in understanding and managing their emotions, resulting in lower emotional intelligence. These students struggle with emotional regulation, exhibit greater emotional distress, and have reduced coping skills.
- 4. Negative impact of unstable family environments on emotional intelligence through social anxiety disorder:** The study revealed that students from unstable family environments are more prone to social anxiety disorder, which negatively affects their emotional intelligence. The lack of family support reduces students' emotional management capacity.
- 5. Complex relationship between family environment, social anxiety disorder, and emotional intelligence:** The study found that the relationship between these three factors can be complex and multifaceted. Positive family environments reduce social anxiety, thereby enhancing emotional intelligence, whereas negative family environments increase social anxiety, lowering emotional intelligence.

Suggestions for Future Research:

The present study offers several suggestions for future research, which can be useful for researchers conducting related studies. Every research project has its strengths and limitations. The researcher has made sincere efforts to make this study effective, concise, and purposeful. However, certain issues arose during the current study, which are significant for future research and are thus recommended. Based on the researcher's experience in this field, the following suggestions are presented for future studies:

- 1. Study of Specific Types of Family Environment and Their Effects**
Future research can conduct an in-depth analysis of the effects of different types of family environments (positive, negative, harmonious, or conflicting) on children's social anxiety and emotional intelligence. Special attention can be given to how different family environments lead to distinct social and emotional outcomes.
- 2. Gender-Based Discrimination Study**
There may be gender-based differences in the effects of family environment. Future studies can compare how family environment impacts social anxiety and emotional intelligence differently in boys and girls.
- 3. Study of Family Environment and Various Socio-Economic Classes**
The influence of socio-economic status on children's social anxiety and emotional intelligence can be further examined. Future research can explore how family environment impacts the mental and emotional development of children from high, middle, and low socio-economic backgrounds.

A Study of the Interactions Between Family Environment, Social Anxiety, and Emotional Intelligence Among Secondary School Students

4. Study of Family Environment and School Social Interactions

Future studies can explore how school friendships, teacher support, and the overall school environment influence children's social anxiety and emotional intelligence. The combined effect of school and family environments on students' mental health can also be examined.

5. Long-Term Effects of Changes in Family Environment

Future research can investigate the long-term effects of changes in the family environment (such as family stress, separation, or remarriage) on children's mental and emotional health. This would help clarify how family changes influence the development of social anxiety and emotional intelligence over time.

6. Correlation Between Parental Mental Health and Children's Emotional Intelligence

Future studies can examine the relationship between parents' mental health and its impact on children's emotional intelligence and social anxiety. It would be important to explore how parental emotional stability or instability influences children's emotional regulation and social adaptation.

7. Impact of School-Based Psychological Programs on Emotional Intelligence

Future research can investigate the effectiveness of school-based psychological programs in enhancing emotional intelligence. This could include evaluating how emotional and social education programs influence students' emotional growth and social confidence.

8. Influence of Religious, Cultural, and Traditional Factors

Future studies can explore how children from different religious, cultural, and traditional backgrounds experience the effects of family environment, social anxiety, and emotional intelligence. This would provide insights into the mental health outcomes of children raised in diverse cultural settings.

9. Inclusion of More Family Environment Factors

Future research can incorporate additional dimensions of family environment (e.g., parental conflict, understanding, support, and autonomy) to explore their effects on children's social anxiety and emotional intelligence in greater depth.

10. Use of Advanced Research Methods

Future studies can apply advanced research methods, such as neuroscience, biomarkers, or physiological parameters, to conduct a more scientific and evidence-based examination of emotional intelligence and social anxiety in children.

Recommendations:

The present study examines the relationship between family environment, social anxiety, and emotional intelligence. The following recommendations (implications) may be significant for future research, contributing to deeper understanding and the development of effective strategies:

1. In-Depth Study of Different Family Environment Types

Future research should focus on how different types of family environments (positive, negative, harmonious, or conflicting) impact children's mental health. Special emphasis should be placed on the effects of family environment on social anxiety and emotional intelligence.

2. Gender-Based Comparative Analysis

Since the impact of family environment may vary based on gender, future studies should conduct a comparative analysis to determine how family factors affect the social anxiety and emotional intelligence of boys and girls differently.

A Study of the Interactions Between Family Environment, Social Anxiety, and Emotional Intelligence Among Secondary School Students

3. Impact of Socio-Economic Status

Future research should explore how family environment and emotional intelligence vary across socio-economic classes. The differences in social anxiety and emotional intelligence among children from high, middle, and low-income families should be thoroughly investigated.

4. Effect of School Social Environment

Teachers' guidance, peer relationships, and the school environment significantly influence students' emotional intelligence. Therefore, future research should focus on how school and family environments complement each other in shaping students' mental and emotional well-being.

5. Long-Term Impact of Family Environment Changes

Future studies should examine how long-term family changes (e.g., conflicts, divorce, or parental stress) influence children's emotional intelligence and social anxiety. This will provide insights into the sustained effects of family instability on children's emotional and social development.

6. Parental Mental Health and Its Influence on Children

Future research should explore how parents' mental health influences children's emotional intelligence. Additionally, it is essential to develop guidance programs that offer mental health support to parents, promoting healthier family environments.

7. Impact of Cultural and Traditional Values

Future studies should investigate how cultural, religious, and traditional factors influence children's social anxiety and emotional intelligence. A thorough examination of the effects of religious practices and cultural norms on children's mental health will offer valuable insights.

8. Emotional Intelligence Education in Schools

Future research should focus on evaluating and improving emotional intelligence training programs in schools. It is necessary to revise the curriculum to include emotional education as a core component of school learning.

9. Use of Technology to Enhance Emotional Intelligence

Future studies can explore how technology, such as digital platforms and online tools, can be effectively used to develop emotional intelligence in children. Research on the impact of digital interventions on emotional growth would be beneficial.

10. Contribution of Various Social Sectors

Future research should investigate how families, schools, communities, and public institutions collectively contribute to children's emotional intelligence and social anxiety management. A multi-sectoral approach will provide a comprehensive understanding of how different factors influence children's emotional and mental health.

The present study establishes a correlation between family environment, social anxiety disorder, and emotional intelligence. Future research focusing on these factors in greater depth will contribute to the development of more effective policies and interventions aimed at improving children's mental health and emotional intelligence.

REFERENCES

- Alam, M. (2018). A study of emotional intelligence of adolescent students. *Journal of Indian Psychology*, 6(3), 127-133. <https://ijip.in/wp-content/uploads/2020/06/18.01.011.20180603.pdf>

A Study of the Interactions Between Family Environment, Social Anxiety, and Emotional Intelligence Among Secondary School Students

- Al-Smadi, M. O., Banat, S. M., & Sarhan, W. Y. (2024). Family climate and its relationship to psychological resilience among counseling students in Jordan. *International Journal of Adolescence and Youth*, 29(1). <https://doi.org/10.1080/02673843.2024.2331819>
- Bru-Luna, L. M., Martí-Vilar, M., Merino-Soto, C., & Cervera-Santiago, J. L. (2021). Emotional intelligence measures: A systematic review. *National Center for Biotechnology Information (NCBI)*. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8701889/>
- Chandran, A., & Nair, B. P. (2015). Family climate as a predictor of emotional intelligence in adolescents. *Journal of the Indian Academy of Applied Psychology*, 41, 167-173. https://www.researchgate.net/publication/318273395_Family_climate_as_a_predictor_of_emotional_intelligence_in_adolescents
- Deshmukh, S. (2018). *Mental Development of Children*. Pragati Prakashan.
- Deshpande, V. (2019). *Family and Mental Health*. Sanskruti Prakashan.
- Goleman, D. (2016). *Emotional Intelligence in Schools*.
- Greenberg, H. M. (1975). *Teaching with feeling*. Indiana.
- Gupta, R. (2019). Social anxiety: A comparative study. *International Journal of Indian Psychology*, 7(1), 997-1004. <https://ijip.in/wp-content/uploads/2019/03/18.01.114.20190701.pdf>
- Jadhav, A. (2016). *Social Issues in Psychology*. Tattvajana Prakashan.
- Jagtap, H. N. *Educational and Experimental Psychology*. Pune, India.
- Joshi, M. (2021). *A Study of Students' Emotional and Social Skills*. Sneh Prakashan.
- Kahraman, M. (2022). Investigating the relationship between emotional intelligence and social anxiety levels of university students. *International Journal of Psychology and Educational Studies*, 9(5), 1121-1132. <https://dx.doi.org/10.52380/ijpes.2022.9.4.688>
- Karandikar, S. *Psychology of Teaching and Learning*. Kolhapur, India.
- Karimi, L., Leggat, S. G., Bartram, T., et al. (2021). Emotional intelligence: Predictor of employees' wellbeing, quality of patient care, and psychological empowerment. *BMC Psychology*, 9, 93. <https://doi.org/10.1186/s40359-021-00593-8>
- Kavasakar, L. S. (2015). *Family Environment and Student Development*.
- Kulkarni, P. (2018). *Mental Health and Education*. Sharada Prakashan.
- Kulkarni, R. (2017). *Emotional Intelligence: A Psychological Study*. Mangesh Prakashan.
- Lluna, M. B., Martí-Vilar, M., Merino-Soto, C., & Cervera-Santiago, J. L. (2021). Emotional intelligence measures: A systematic review. *BMC Psychology*. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8701889/>
- Mangal, S. K. (1975). *Psychological foundations of education*. Ludhiyana.
- Munn, N. L. (1967). *Introduction to psychology*. Calcutta.
- Nankar, P., & Shirode, S. (2007). *Educational and Experimental Psychology*. Pune, India.
- Nicholson, N. (2007). The family climate scales: Development of a new measure for use in family business research. *ResearchGate*. https://www.researchgate.net/publication/228272589_The_Family_Climate_Scales_Development_of_a_New_Measure_for_Use_in_Family_Business_Research
- Niermann, C., Krapf, F., & Renner, B. (2014). Family health climate scale (FHC-scale): Development and validation. *International Journal of Behavioral Nutrition and Physical Activity*, 11, 30. <https://doi.org/10.1186/1479-5868-11-30>
- Patil, S. (2020). *Social Anxiety Disorder: Causes and Effects*. Nitya Prakashan.
- Pawar, S. (2020). *Personality Development and the Impact of Family*. Swami Prakashan.

A Study of the Interactions Between Family Environment, Social Anxiety, and Emotional Intelligence Among Secondary School Students

- Purdon, C. L., Antony, M. M., Monteiro, S., & Swinson, R. P. (2001). Social anxiety in college students. *Journal of Anxiety Disorders*. https://www.researchgate.net/publication/11899417_Social_anxiety_in_college_students
- Sánchez-Núñez, M., & Latorre, J. (2012). Emotional intelligence and family social climate. *Behavioral Psychology/Psicologia Conductual*, 20, 103-117. https://www.researchgate.net/publication/288811437_Emotional_intelligence_and_family_social_climate
- Sawant, Y. (2021). Students and Emotional Stability. Gyanadeep Prakashan.
- Shah, S. (2019). Students' Emotional Issues and Solutions. Ameya Prakashan.
- Singh, D. (2010). Emotional Intelligence: A Professional Guidance. Pune, India.
- Varma, P. J. (2017). Effect of family climate and parental encouragement on academic achievement of school-going adolescents. *International Journal of Indian Psychology*, 4(4). https://ijip.in/wp-content/uploads/ArticlesPDF/article_5aeb591358e322f2764ef083d0b93d2c.pdf

Acknowledgment

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Padir, P.B. (2025). A Study of the Interactions Between Family Environment, Social Anxiety, and Emotional Intelligence Among Secondary School Students. *International Journal of Indian Psychology*, 13(2), 147-163. DIP:18.01.013.2025 1302, DOI:10.25215/1302.013