

THE INFLUENCE OF FAMILY VALUES ON SELF-ESTEEM, EMOTIONAL STABILITY, AND SOCIAL ADAPTATION AMONG UNIVERSITY STUDENTS

Sotvoldiyeva Nodirabegim Mirzoxidjon kizi

Master's student, Public Safety University, Tashkent, Uzbekistan

Abstract: This study examines the role of family values in the personal development of university students. The research aims to determine the relationship between the quality of the family environment and key psychological indicators of personality development, including self-esteem, emotional stability, and social adaptation. A quantitative research design was employed in the study. The sample consisted of 140 university students aged between 18 and 22 years. Data were collected using several psychological assessment tools, including the Family Environment Scale developed by Rudolf Moos and the self-esteem measurement method proposed by Tamara Dembo and Susanna Rubinstein. The collected data were analyzed using descriptive statistics and Pearson correlation analysis.

The results revealed a significant positive relationship between family environment quality and the psychological indicators of students' personal development. In particular, a strong correlation was found between family environment and self-esteem ($r = 0.62$), emotional stability ($r = 0.58$), and social adaptation ($r = 0.54$). These findings suggest that a supportive and positive family environment plays an important role in strengthening psychological stability and social competence among young individuals.

The findings of the study support several psychological theories regarding the importance of family influence on personality development, including the psychoanalytic perspective proposed by Sigmund Freud and the social learning theory developed by Albert Bandura. Overall, the study highlights the importance of strengthening family values and supportive relationships within the family as key factors contributing to healthy personality development among university students.

Keywords: family values, personality development, family environment, self-esteem, emotional stability, social adaptation, students.

1. Introduction

The family is one of the most important social institutions in society, playing a decisive role in an individual's psychological, moral, and social development. From the earliest stages of life, the family serves as the primary environment in which social experiences, value systems, and behavioral norms are formed. In psychology, the family is considered the primary institution of socialization, and the emotional environment, interpersonal relationships, and value system within it directly influence an individual's personal characteristics, self-awareness, and social adaptation (Shoumarov, 2015).

Numerous psychological studies have shown that the family's value system is a crucial factor in shaping an individual's emotional stability, social activity, and moral qualities. In particular, during adolescence, family values significantly affect an individual's worldview, social relationships, and self-assessment (G'aniyeva, 2016). Therefore, in contemporary psychological research, studying the influence of family values on personal development is regarded as a pressing scientific issue.

In the history of psychology, the relationship between personal development and family factors has been explained through various theoretical approaches. One significant theory in this area is the psychosexual development theory proposed by Sigmund Freud, the founder of the

psychoanalytic school. According to Freud (1923), personality develops during childhood, and interactions with parents play an essential role in this process. He posited that development occurs in oral, anal, phallic, latent, and genital stages, and at each stage, family relationships and parenting styles significantly affect the formation of an individual's psyche. Freud highlighted the family environment as a critical factor in shaping the internal psychological structure of a person — the "Id," "Ego," and "Superego." In particular, parental behavior and the moral demands of the family serve as the foundation for the formation of the child's Superego.

Another important theoretical approach explaining the social factors of personal development is the cultural-historical theory developed by the Russian psychologist Lev Vygotsky. According to this theory, the development of an individual's psyche occurs through interaction with the social environment (Vygotsky, 1978). Vygotsky emphasized the importance of social communication, collaborative activities, and the transmission of cultural experience in personal development. In this context, the family serves as the closest social environment for the individual, where cultural values, social norms, and moral beliefs are formed.

The social learning theory also plays a significant role in explaining the social mechanisms of personal development. Its founder, Albert Bandura, stressed that behavior is shaped through observation and imitation. According to Bandura (1977), children internalize specific social norms and values by observing the behavior of their parents and other close individuals. Thus, values such as mutual respect, responsibility, cooperation, and support within the family are reinforced in the individual's behavior.

American scholar Urie Bronfenbrenner, who analyzed personal development from the perspective of ecological systems, also highlighted the importance of the family environment. According to his ecological systems theory, human development results from the interaction of various social systems. Among these, the family functions as a microsystem, having the most direct influence on personal development (Bronfenbrenner, 1979). A positive psychological environment within the family positively affects an individual's emotional stability, social competence, and psychological well-being.

In Uzbek society, the family and family values also hold significant social importance. National traditions such as respect for elders, mutual assistance, responsibility, and family solidarity play a crucial role in the upbringing of the younger generation. Uzbek psychologists have likewise emphasized the family's role in personal development. In particular, research by Shoumarov (2015) indicates that the socio-psychological environment in the family significantly affects the moral qualities and social activity of young people. Similarly, studies by G'aniyeva (2016) highlight that the family relationship system is a key factor in the personal development and social adaptation of young people.

In recent years, globalization, socio-economic changes, and the rapid development of information technologies have also influenced family relationships to some extent (World health organization, 2020). These processes have led to certain changes in young people's value systems and social orientation. Therefore, in modern conditions, scientifically studying the impact of family values on youth personal development is of particular relevance.

Students and cadets constitute an important part of the youth social group. The age range of 18–22 is especially characterized by the formation of personal identity, independent decision-making, career choice, and increasing social responsibility. Although young people actively interact with various social environments during this period, family values continue to significantly influence their worldview, social behavior, and self-assessment (G'aniyeva, 2016).

In this regard, the present study is aimed at empirically investigating the role of family values in the personal development of students. Within the scope of the research, the interrelationship between family environment, value system, and indicators of personal

development will be analyzed using the example of students and cadets of the Public Safety University of the Republic of Uzbekistan.

2. Methodology

2.1. Research Design

This study aimed to examine the role of family values in the personality development of university students. A quantitative correlational research design was employed to investigate the relationships between family environment, value systems, and psychological indicators of personality development, specifically self-esteem, emotional stability, and social adaptation (Creswell & Creswell, 2018; Field, 2018).

A correlational design is suitable for studies where variables cannot be manipulated experimentally and allows for the assessment of the strength and direction of relationships between naturally occurring variables (Cohen, 1988; Santrock, 2019). This approach is widely applied in educational and developmental psychology research to examine the influence of family and social factors on emerging adults (Ryan & Deci, 2000; G'aniyeva, 2019).

2.2. Participants

The study sample consisted of 140 participants, comprising students and cadets from the Academy of Public Security of the Republic of Uzbekistan, aged between 18 and 22 years. Participants were recruited from diverse regions across the country, enhancing the generalizability of the findings (Shoumarov, 2018).

Participants were selected using a random sampling technique. Participation was entirely voluntary, and all respondents were provided with detailed information regarding the purpose and procedures of the study. Confidentiality of personal data was strictly maintained, in accordance with ethical standards in psychological research (American Psychological Association [APA], 2020).

2.3. Demographic Characteristics

- Gender: 70 males, 70 females
- Age Range: 18–22 years ($M = 19.8$, $SD = 1.2$)
- Geographic Distribution: Participants represented 10 regions of Uzbekistan

The demographic distribution ensures that the study considers potential regional and gender-related differences in family values and personality development (Feldman, 2017; Baumrind, 1991).

2.4. Research Instruments

To assess the relationship between family values and personality development, several validated psychometric instruments were utilized:

1. Family Environment Scale (FES): Developed by Moos and Moos (2009), the FES measures family psychosocial environment, including emotional cohesion, expressiveness, conflict, and support. It is widely used in cross-cultural family research and demonstrates high reliability and validity (Moos, 1990).

2. Dembo–Rubinstein Self-Esteem Method: Developed by Dembo and Rubinstein (1960), this instrument evaluates self-perception by comparing the real self and ideal self, providing insight into self-awareness and personal assessment. It is particularly useful for measuring self-esteem and the alignment between actual and desired personal traits.

3. Family Values Questionnaire (FAVQ): This self-report questionnaire was designed to evaluate students' attitudes toward family values, including respect for parents, mutual support, family cohesion, and adherence to traditional values. Items were rated on a 5-point Likert scale, and the instrument demonstrated satisfactory internal consistency (Cronbach's $\alpha = 0.82$) (Shoumarov, 2018).

2.5. Research Procedure

Data collection was conducted in four stages:

1. Preparatory Stage: Extensive literature review and theoretical framework development on family values and personality development (Goleman, 1995; Maslow, 1954).
2. Pilot Testing: Instruments were tested on a small group of participants (n = 15) to ensure clarity, cultural relevance, and reliability; minor adjustments were applied (Dweck, 2006).
3. Main Data Collection: Participants completed the questionnaires in-person under supervision. Instructions were clearly explained, and participants were given adequate time to complete all measures. Research assistants were available to clarify any questions.
4. Data Preparation: Responses were coded and entered into SPSS 28 for analysis. Data cleaning included checks for missing values, outliers, and normality (Field, 2018).

All procedures adhered to ethical guidelines, including informed consent, confidentiality, and voluntary participation (APA, 2020).

2.6. Data Analysis

Both descriptive and inferential statistics were employed:

1. Descriptive Statistics: Means, standard deviations, percentages, and frequencies were calculated for all variables (Field, 2018).
2. Inferential Statistics:
 - o Pearson correlation coefficients were computed to examine relationships between family environment dimensions and personality indicators (Cohen, 1988).
 - o Independent samples t-tests assessed potential gender differences.
 - o Multiple regression analysis determined the predictive effect of family values on self-esteem, emotional stability, and social adaptation (Santrock, 2019; Baumrind, 1991).

3. Presentation of Results: Statistical findings were illustrated using tables and figures, adhering to APA 7th edition formatting standards. Effect sizes and significance levels ($p < 0.05$) were reported (Field, 2018).

3. Results

The collected data were statistically processed to examine the relationships between family environment and personality development indicators among university students. Initially, descriptive statistics were calculated to provide an overview of the main psychological characteristics of the respondents (Field, 2018; Santrock, 2019).

3.1 Descriptive Statistics

The sample consisted of 140 students, and their scores on family environment quality, self-esteem, emotional stability, and social adaptation were analyzed (Table 1).

Table 1. Descriptive statistics of key psychological indicators

Indicator	N	Mean (M)	Standard Deviation (SD)
Family Environment Quality	140	67.4	8.5
Self-Esteem Level	140	71.2	9.1
Emotional Stability	140	64.8	7.9
Social Adaptation	140	69.5	8.3

The results indicate that participants' self-esteem levels were relatively high ($M = 71.2$), suggesting that students tend to evaluate their personal abilities positively. Family environment quality was also above average ($M = 67.4$), while emotional stability scores were moderate ($M =$

64.8), reflecting the potential influence of stress and external factors on this age group (Moos & Moos, 2009; Ryan & Deci, 2000).

3.2 Distribution of Family Environment Levels

Participants were categorized into three groups based on family environment scores: high, average, and low (Table 2).

Table 2. Distribution of family environment levels

Family Environment Level	Number of Respondents	Percentage (%)
High	52	37.1
Average	63	45.0
Low	25	17.9

The findings show that the majority of respondents evaluated their family environment as average (45%) or high (37.1%), while only 17.9% reported a low-quality family environment. This suggests that most students experienced supportive or moderately stable family settings, which is consistent with previous research on family influences in emerging adults (Baumrind, 1991; G'aniyeva, 2019).

3.3 Distribution of Self-Esteem Levels

Self-esteem scores were also categorized into high, average, and low levels (Table 3).

Table 3. Distribution of self-esteem levels

Self-Esteem Level	Number of Respondents	Percentage (%)
High	58	41.4
Average	61	43.6
Low	21	15.0

Results indicate that 41.4% of students had high self-esteem, 43.6% had average self-esteem, and 15% exhibited low self-esteem. These findings suggest a relatively stable sense of self-confidence among the participants (Dembo & Rubinstein, 1960).

3.4 Correlation Analysis

To examine the primary research question regarding the relationship between family environment and personality development indicators, Pearson correlation coefficients were calculated (Table 4).

Table 4. Correlations between family environment and personality development indicators

Indicator	Self-Esteem	Emotional Stability	Social Adaptation
Family Environment	0.62	0.58	0.54

The analysis revealed significant positive correlations between family environment quality and all measured aspects of personality development:

- Family environment and self-esteem: $r = 0.62, p < 0.01$
- Family environment and emotional stability: $r = 0.58, p < 0.01$
- Family environment and social adaptation: $r = 0.54, p < 0.01$

These results indicate moderate to strong associations, suggesting that a supportive family environment positively influences the development of self-esteem, emotional regulation, and social skills among university students (Moos, 1990; Ryan & Deci, 2000).

3.5 Summary of Findings

Overall, the findings confirm that family environment is a significant factor in the personality development of university students. Specifically, students from more positive family environments demonstrated:

- Higher self-esteem levels
- Greater emotional stability
- Better social adaptation

These outcomes underscore the importance of emotional support, mutual respect, and social values within the family as foundational elements contributing to the psychological development of young adults (Baumrind, 1991; Moos & Moos, 2009).

4. Discussion

This study aimed to examine the role of family values in the personality development of university students. The findings indicate a significant relationship between family environment quality and key psychological development indicators, including self-esteem, emotional stability, and social adaptation. These results demonstrate that the socio-psychological climate within the family has a considerable impact on young adults' psychological outcomes (Santrock, 2019).

The results showed that students from positive family environments exhibited higher self-esteem. This finding can be interpreted through the lens of psychoanalytic theory. Sigmund Freud emphasized the pivotal role of early family interactions in shaping the personality (Freud, 1923). According to Freud, the development of the superego is influenced by parental moral guidance and social norms. Consequently, the values established within the family directly affect an individual's future behavior, self-evaluation, and social relationships (Freud, 1923).

Furthermore, the study findings align with social learning theory. Albert Bandura posited that behavior is acquired through observation, imitation, and social experiences (Bandura, 1977). Parents and close family members serve as primary social models for children. Therefore, positive behavioral models in the family promote favorable psychological development in youth. The observed positive correlation between family environment and self-esteem ($r = 0.62$) supports this theoretical perspective.

The findings can also be interpreted from a sociocultural perspective. Lev Vygotsky highlighted that personality development occurs through social interaction and engagement with one's environment (Vygotsky, 1978). The family constitutes the closest social context for a child. In this study, the association between a supportive family environment and higher emotional stability and social adaptation corroborates Vygotsky's claims regarding the influence of proximal social interactions.

A systems-based approach further supports these results. Urie Bronfenbrenner's ecological systems theory identifies the family as a central microsystem that directly affects human development (Bronfenbrenner, 1979). The observed correlation between family environment quality and emotional stability ($r = 0.58$) confirms the theory's assertion that proximal systems exert a strong influence on individual development.

The current findings are consistent with contemporary research on youth development. John Santrock emphasizes that family support and positive interactions play a critical role in shaping psychological well-being and self-confidence in young adults (Santrock, 2019). The present study similarly demonstrates that a positive family environment contributes to psychological stability among students.

Research conducted by representatives of the Uzbek psychological school also highlights the influence of family values on personality development. In particular, Shoumarov (2018) found that the socio-psychological environment of the family is a key factor in shaping moral qualities, social activity, and responsibility in youth. The social adaptation outcomes observed in this study support these findings.

Moreover, the processes of globalization and rapid advancement of information technologies have influenced young people's value systems (Inglehart & Baker, 2000). In such contexts, family values become increasingly important, providing a foundation for personal identity, social adjustment, and psychological resilience.

Overall, the findings indicate that family environment quality significantly affects personality development in young adults. Students raised in positive family settings demonstrate higher levels of self-esteem, greater emotional stability, and better social adaptation. These results reaffirm that family values constitute a crucial psychological factor in shaping personality development.

5. Conclusion

This study aimed to examine the role of family values in the personality development of university students. The findings revealed a significant relationship between family environment quality and key psychological development indicators. The empirical results confirmed that a positive family environment positively influences students' self-esteem, emotional stability, and social adaptation (Santrock, 2019).

The study demonstrated moderate to high positive correlations between family environment quality and the main psychological indicators of personality development. Specifically, the correlation between family environment and self-esteem was $r = 0.62$, between family environment and emotional stability $r = 0.58$, and between family environment and social adaptation $r = 0.54$. These results suggest that the socio-psychological climate within the family is a crucial factor in shaping young adults' psychological development.

The findings also support several theoretical perspectives in psychology. Freud's psychoanalytic theory emphasizes the importance of early family interactions in personality development (Freud, 1923). Similarly, Albert Bandura's social learning theory and Lev Vygotsky's sociocultural development theory are consistent with the study outcomes, highlighting the role of family interactions and social modeling in shaping behavior and psychological resilience (Bandura, 1977; Vygotsky, 1978).

These results imply that a positive family environment is essential for promoting young adults' personal development, social adjustment, and psychological stability. Therefore, in the process of working with youth, it is important to strengthen family values, foster positive relationships between parents and children, and develop psychological and educational programs aimed at improving the family upbringing environment.

The study has certain limitations. The sample was restricted to university students; therefore, future research should include broader age groups to enhance generalizability. In addition, longitudinal studies and the use of diverse psychological assessment tools would provide a deeper understanding of the influence of family values on personality development.

In conclusion, the findings indicate that family values constitute a critical socio-psychological factor in personality development. A positive family environment plays a key role in ensuring students' psychological stability, social engagement, and personal growth.

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