The Relationship Between Family Anxiety and Life Satisfaction (A Study of First-Year University Students)

Mirzaeva S.Sh., Ryabova M.S.

Lomonosov Moscow State University Tashkent Branch

e-mail: mirzaevasarvinoz408@gmail.com

Relevance of the Study. The transition to university is accompanied by significant changes in the lives of first-year students and increased demands on their adaptation. During this period, the family remains a crucial source of support; however, a high level of family anxiety (feelings of tension, guilt, and insecurity) may reduce subjective well-being. Life satisfaction serves as a key indicator of psychological resilience and a resource for successful adaptation. Nevertheless, the relationship between family anxiety and life satisfaction among first-year students has not been sufficiently studied, which determines the relevance of the present research.

Aim of the Study. The aim of the study is to examine the characteristics of the relationship between family anxiety and life satisfaction in first-year university students.

Research Methods. The psychodiagnostic assessment was conducted using the *Family Anxiety Analysis Questionnaire* (E. Eidemiller & V. Yustitskis) and the *Satisfaction with Life Scale* by E. Diener (adapted by D. A. Leontiev and E. N. Osin). The normality of distribution was tested using the Kolmogorov–Smirnov test in SPSS software; correlation analysis was performed using Spearman's rank correlation coefficient (Spearman's r).

Results.

Table 1. Results of Spearman's Correlation Analysis.

Scale	Satisfaction with Life
Guilt	-0,11

Anxiety	**-,285(**)**
Tension	**-0,19**
Integrative Anxiety Component	**-0,175**

Note. Correlation values highlighted in color indicate levels of significance at $p > 0.05$.

Correlation Analysis Results. The correlation analysis showed that among all components of family anxiety, only anxiety demonstrated a statistically significant relationship with life satisfaction in first-year students ($r = –0.285$, $p \leq 0.01$). This indicates that an increase in anxiety related to the family situation is accompanied by a decrease in students' life satisfaction. The remaining indicators—guilt ($r = –0.11$), tension ($r = –0.19$), and the integrative component of anxiety ($r = –0.175$)—revealed negative but weak and statistically non-significant correlations. Thus, it can be concluded that family-related anxiety acts as a key factor influencing students' subjective perception of quality of life, whereas other aspects of family anxiety do not demonstrate a significant impact on this indicator.

Conclusion. The results of the study indicate that among the components of family anxiety, only anxiety shows a statistically significant negative relationship with life satisfaction in first-year students. This suggests that a high level of family-related anxiety reduces the subjective perception of quality of life. Other components of family anxiety (guilt, tension, and the integrative indicator) did not demonstrate significant associations, which allows us to conclude that emotional anxiety plays a leading role in shaping students' subjective well-being.

References

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