Self-Regulation, Fear of Negative Evaluation and Mental Health Problems In University Students

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ARTICLE INFO	ABSTRACT
Keywords: Self-Regulation, Fear of Negative Evaluation and Mental Health Problems **Corresponding Author:** Mehwish, Master in Clinical Psychology Department of Psychology , Lahore Garrison University , Pakistan Email: mehwishboota123@gmail.com	The present study was designed to examine the relationship between self-regulation, fear of negative evaluation and mental health problems in university students. The data was collected from 200 participants (women=121, men=79) through stratified sampling. Data was collected form University of the Punjab and international institute of science and technology. Participants were administered demographic sheets, short self regulation questionnaire (SSRQ: Carey et al., 2004), brief fear of negative evaluation scale (BFONES: Collins et al., 2005) and depression, anxiety stress scale (DASS: Henry & Crawford 2005). Descriptive statistics analysis, Reliability analysis, Pearson product correlation, Multiple regression analysis, T-test and ANOVA were used to test the hypotheses. The result revealed that there is a strong negative relationship between self regulation and mental health problems in university students. There is a moderate negative relationship between self regulation and fear of negative evolution in university students. There is a strong positive relationship between fear of negative evolution and mental health problems in university students. According to the regression analysis, mental health problems were significant predicts (34%) from self-regulation and fear of negative evaluation in university students. Further results of t-test revealed that there are significant gender difference women was lower self-regulation and higher mental health problems and fear of negative evaluation. The findings of the present study will be beneficial for the social psychologist, health psychologist and educational setting to reduced unhealthy emotions (stress, anxiety and fear) and maladaptive functioning.

Introduction

University is an amazing time in an individual's life which offers new, exciting experience, personal growth, and freedom. Students' wellbeing is an important concern for universities these days. They are concerned and determined for helping students so, that they can reach their full potential, including achieving personal goals and academic success, finding social connections, and living a meaning full life. But besides it escapes university period is not without its own challenges and growing pains. Beginning university is a transitional period for young people. As they acclimate to the academic pressure of an unorganized educational setting, make autonomous choices in life and academics, and interact with a large number of new individuals throughout this transition, students face serval challenges (Alencar et al., 2023).

Mental health is the key basis for communication, learning, emotions, thinking, resilience, and self-esteem. Stress and issues with social contact, career, or family duties are linked to mental illness. Pakistan has a high rate of psychological issues. Around 50 million Pakistani, according to one estimate, suffer from mental illness. Depression, drug and alcohol abuse, schizophrenia, bipolar disorder and the post- traumatic stress disorders are among the psychiatric that have been recorded (Tariq et al.2023)

In simple words, self-regulation refers to the self-directive process through which learners transform their mental abilities into task related skills. Self-regulation is the process of continuously monitoring and maintaining progress toward a goal, checking outcomes and to change the direction of unsuccessful efforts and divert them into successful efforts. Self-Regulation refers to the extent to which people influence, modify, or control their own behavior (including thoughts and feelings) according to goals or standards (Alexandra et al., 2015).

As negative evaluation by others is the greatest fear of socially anxious patients, negative biases in interpretations and judgments of social situations are considered the most prominent dysfunctional cognitive processes in social anxiety (Lange et al.,2008).

Fear of negative evaluation could also be strongly related to the probability of experiencing mental health problems because fear is a powerful and considerably negative human emotion. It involves a mild to severe feelings of apprehension about some perceived threat. While most people experience fear only infrequently, there are some people to whom fear and anxiety constitutes a debilitating disorder. Fear is an unpleasant emotion or thought that you have when you are frightened or worried by something dangerous, painful, or bad that is happening or might happen (Jorm,2000)

This study was examined the mental health problems in university students in association with self-regulation and fear of negative evaluation.

Self-Regulation

According to APA Dictionary of Psychology, self-Regulation is the control of one's Behavior Through the use of self-monitoring (keeping a record of behavior), self-evaluation (assessing the information obtained during self-monitoring), and self-reinforcement (rewarding oneself for appropriate behavior or for attaining a goal). Self- regulation has been described as a self-generated thoughts, feelings and actions that are planned and cyclically adapted to the attainment of personal goals (Zimmerman, 2001).

Theoretical Framework of Self-Regulation

Social Cognitive Theory (Bandura, 1989). This theory is an extension of social learning that includes the effects of cognitive processes such as conceptions, judgment and motivation on an individual's behavior and on the environment that influences them. It includes self-regulation

components. In the case of self-regulation, individuals regulate behavior by internal reinforcement or punishment (Zhou & Brown 2015).

Self Determination Theory (Deci & Ryan, 1985). Deci and Ryan (1985) suggested that people tend to be driven by a need to grow and gain fulfillment. The term self-determination refers to a person's own ability to manage themselves, to make confident choices, and to think on their own (Deci, 1971).

Theories of Fear of Negative Evaluation

Reiss's Expectancy Theory (1991). Reiss (1991) proposed a model to explain fear. He explains fear as a result of two factors: expectancy (what a person expects in a feared situation) and sensitivity (how strongly a stimulus triggers fear). He identified six related factors, such as injury sensitivity, danger expectancy, anxiety sensitivity, and social evaluation concerns. Overall, Reiss described three core fears that shape most fear behaviors: fear of negative social evaluation, fear of death/illness, and fear of anxiety symptoms. For example, fear of negative evaluation involves distress in social settings, avoidance of such situations, and worry about being judged by others.

Theoretical Framework of Mental Health Problems.

Psychodynamic Theory Sigmund Freud (1856-1939). The theory emphasizes the role of the unconscious mind in shaping human behavior. Freud proposed that early childhood experiences strongly influence adult personality, and unresolved traumatic events may remain hidden in the unconscious, later causing anxiety or neuroses. He also suggested that while people often deceive others, they are even more skilled at deceiving themselves.

Literature Review

In this section, the relationship between self-regulation, fear of negative evaluation and mental health problems in university students were explored with the reference to literature. Different researches were conducted by different researchers on the following topics either to find out relationship in these variables or study them separately with other variables. Some studies used these variables are given below:

Ding et al., (2023) conducted research on fathers' involvement, paternal and maternal attachment, life satisfaction, prosocial behavior, internalizing problems, and externalizing problems in primary school students. The results showed that the total effects of fathers' involvement on LBC's life satisfaction and prosocial behavior were significant, while those on problem behaviors were insignificant. Also, father-child attachment played a mediating role in the association between fathers' involvement and the positive indicators of LBC's mental health

Jian-Bin et al. (2020) designed research to investigate relationship between self-control and mental health problems among Chinese public. Participants were 4607 Chinese citizens. Research investigate that individuals perceived a range of negative emotional and behavioral reactions among the Chinese public. Self-control was positively or negatively related to mental health problems respectively. The finding suggests that compared to those with high self-control individuals have less health problems and individual's with low self-control have likely to more mental health problem and more vulnerable and are more in need to maintain mental health problems. Self-control was negatively related to mental health problems these finding suggests that high self-control individual has low rate of mental health problems and low self-control were more likely to predict mental health problems. Self-control might be promoting way to improve individual mental health.

Matud et al., (2020) examined the present study was to assess the relevance of stress, coping styles, self-esteem and perceived social support in the distress of emerging adult women

and men university students. Women scored higher than men in psychological distress, chronic stress, minor daily hassles, emotional coping style and social support, whereas men scored higher than women in rational and detachment coping styles and in self-esteem. Psychological distress was significantly predicted in women and men by high emotional coping style, lower self-esteem, high number of life events, and less social support. Another statistically significant predictor in men was less detachment coping style, whereas in women it was high chronic stress.

Camilla et al. (2015) designed a research to investigate the relationship between the effect of fear of negative evaluation on the relation between academic stress and psychological symptoms in a sample of college students. A sample consist of 431 college students. The results indicate that fear of negative evaluation predicts the academic stress psychological symptoms of anxiety and depression.

Rationale of the Study

This study was examined the relationship between self regulation, fear of negative evaluation and mental health problems in university students. University period is the transition period of adolescents to adulthood and besides its exciting experiences it poses great deal of stressors in individuals. These can lead to mental health problems if not deal effectively. In university time students face many challenges and everyday problems which leads to psychological problem such as anxiety, stress, fear and depression. Self-regulation has a connection with individual performance, which includes setting priorities, plan of activities, and monitoring progress (Beeftink et al., 2012).

Study Objectives

Following was the objectives that was target in the current research:

- To explore the relationship between self-regulation and mental health problems in university students.
- To explore the relationship between fear of negative evaluation and mental health problems in university students.
- To find out that mental health problems predict from self regulation and fear of negative evaluation in university students.
- To identify the gender difference in term of self-regulation, fear of negative evaluation and mental health problems in university students.
- To explore the relationship between demographics and the study variables in university students.

Hypotheses

- There is likely to be a negative relationship between self-regulation and mental health problems in university students.
- There is likely to be negative relationship between self-regulation and fear of negative evaluation in university students.
- There is likely to be a positive relationship between fear of negative evaluation and mental health problems in university students.
- Mental health problems are likely to be predicted from self-regulation and fear of negative evaluation in university students.
- There is likely to be a significant gender difference in term of self-regulation, fear of negative evaluation and mental health problems in university students.
- There is likely to be a significant difference in term of self-regulation, fear of negative evaluation and mental health problems in university students with respect to joint and nuclear family system.

- There is likely to be a significant difference in term of self-regulation, fear of negative evaluation and mental health problems in university students with respect to birth order.

Method

Research Design

Co relational study with cross- sectional research design was used to measure the relationship between self-regulation, fear of negative evaluation and mental health problems in university students.

Sample and Sampling Strategy

In this study, data were collected from 200 university students using questionnaires through the survey method. A purposive sampling technique was applied, and participants were recruited from the University of the Punjab and the Institute of Science and Technology, Gujranwala.

Operational Definitions

Self-Regulation

Self-regulation has been defined as the capacity to plan, guide, and monitor one's behavior flexibly in the face of changing circumstance (Brown, 1998). Self-regulation skills facilitate goal-directed behavior; they allow a person to delay gratification in the short-term in order to achieve desired outcomes (Neal & Carey, 2004).

Fear of Negative Evaluation

Fear of negative evaluation is defined as the extent to which people are concerned about the prospect of negative interpersonal evaluation. (Leary*, 1983)*. Fear of negative evaluation is a psychological construct reflecting apprehension about others' evaluations, distress over negative evaluations by others, and the expectation that others would evaluate one negatively (Carletoet al.,2006).

Mental Health Problem

Mental health problems, also known as mental disorders or mental illnesses, refer to a wide range of conditions that affect a person's thoughts, emotions, behavior, and overall well-being. These conditions can significantly impact a person's ability to function in daily life, maintain healthy relationships, and cope with the challenges of life e.g. anxiety disorders, mood disorders like depression, personality, sexual disorders and eating are just a few of the more well-known mental disease (Henry &Crawford 2005).

Assessment Measures

Short Self-Regulation Questionnaire

Carey et al. (2004) proposed a short version of Self-Regulation Questionnaire (SSRQ) which contains 31 items. The Short version of the Self-Regulation Questionnaire (SSRQ) measures the overall ability to regulate one's behavior in a goal-oriented way (Carey et al., 2004). Participants indicated the extent to which they agree with each item using a 5-point Likert scale: 1 (Strongly Disagree), 2 (Somewhat Disagree), 3 (Neutral), 4 (Somewhat Agree), and 5 (Strongly Agree). Total score obtained after reverse scoring of some items (2, 3, 4, 6, 7, 9, 10, 11, 16, 19, 22, 23, 27, 31). The Cronbach's alpha for the total score .92.

Brief Fear of Negative Evaluation Scale

Collins et al., (2005) proposed a brief version of the Fear of Negative Evaluation Scale (BFNE) which contains 12 items. The brief fear of negative evaluation scale (BFNE) measures about others appraisal, distress over their negative evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively. Participants were indicated the extent to which they will agree with each item using a 5-point Likert scale: 1 (Not at all

characteristic of me), 2 (Slightly characteristic of me), 3 (Moderately characteristic of me), 4 (Very characteristic of me), and 5 (Extremely characteristic of me). The Cronbach's alpha for the total score .97.

Depression, Anxiety Stress Scale

Henry and Crawford (2005) purposed depression, anxiety stress scale (DASS) which contains 21 items. Three self-reported measures combined with depression, anxiety and stress. The DASS yields three subscales for depression, anxiety and stress scales. The items of these subscales were Anxiety (2, 4, 7, 9, 15, 19, 20), Depression (3, 5, 10,13,16,17, 21) and Stress (1, 6, 8, 11, 12, 14, 18). The scores on these subscales were Depression (normal=0-4, mild=5-6, moderate=7-10, serve=11-13, extremely serve=14+). Anxiety (normal=0-3, mild=4-5, moderate=6-7, serve=8-9, extremely serve=10+) and Stress (normal=0-7, mild=8-9, moderate=10-12, serve=13-16, extremely serve=17+).

Ethical Consideration

Ethical guidelines given by APA were carefully be followed during the whole study
- Permission was taken from authors for their assessment tools.
- Permission was taken from the Authorities.
- Informed consent was taken from the participants and participants were assured that their information remains confidential and was used only for the purpose of the research.
- They assured that their participation was fully voluntarily.
- All the participants had full right to withdraw from the study at any spot or moment.
Results must be reported accurately .

Procedure

Before starting data collection, permission was taken from the institutes from where the data was going to be collect. The permission was also taken from the authors of the questionnaires that were used in the study. After that the participants were approached through purposive sampling. Before giving questionnaire, the participants were debriefed about the purpose and requirement of the study.

After the completion of questionnaires, data was entered in SPSS-27and using different analysis. Reliability, correlation, t-test, multiple regression analysis and ANOVA was performed on data. Results was evaluated and reported according to the APA standards.

Result

The present research was designed to study the relationship between self-regulation, fear of negative evolution and mental health problems in university students. . Furthermore, the role of demographics (Age, Gender, Institute, Birth Order, Family System) was also investigated. For the purpose of reliability, Pearson product moment correlation, multiple regression analysis and independent sample t-test were applied. Statistical package for social science (SPSS)version 27 was used for different statistics.

Table 4.1

Descriptive Reliability Analysis of Self-regulation, Fear of Negative Evaluation and Mental Health Problem (N=200)

Scale	M	SD	Range Potential	Actual	Cronbach's alpha α
SSRQ-31	104.33	2.62	31-155	94-111	.83
BFONE-12	42.83	3.60	12-60	34-50	.84
DASS-21	56.46	2.60	21-84	50-64	.80

Note: M = Mean, *SD*= Standard deviation, *α* = Alpha coefficient; SSRQ-31, Short self regulation questionnaire-31; BFONES-12, Brief fear of negative evaluation sacle-12; DASS=21, Depression stress anxiety sacle-21

Table 4.1 represents the alpha coefficient of short self-regulation questionnaire, brief fear of negative evaluation scale and depression anxiety stress scale. Reliability of the short self regulation questionnaire is demonstrated by .83, while Brief fear of negative evaluation scale's reliability is .84, while depression anxiety stress scale's reliability is .80. Slightly difference in the scales the values may be due to sample size or culture difference. It indicates that all the scales are statistically reliable.

It was hypothesized that there is likely to be negative relationship between self-regulation and mental health problems and there is likely to be a positive relationship between fear of negative evaluation and mental health problems and also, there is likely to be a negative relationship between self regulation and fear of negative evaluation in university students. in university. In order to see how study variables are related to each other, Pearson product moment correlation was applied.

Table 4.2

Correlation Between Self-regulation, Fear of Negative Evaluation and Mental Health Problems (N=200)

Variables	*N*	*M*	*SD*	1	2	3
1.SR	200	104.33	2.62	-	-	-
2.FONE	200	42.83	3.60	-.59**	-	-
3.MHP	200	56.46	2.60	.58**	-.46**	-

Note: n= Number of participants*; M*= Means; *SD*= Standard deviations; SR= Self-regulation; FONE=Fear of negative evaluation; MHP= Mental health problems

Table 4.2 showed relationship between self-regulation, fear of negative evaluation and mental health problems in university student. Results revealed that there is a strong negative relationship between Self regulation and mental health problems (-.59**) in university students. There is a moderate negative relationship between Self regulation and fear of negative evaluation (-.46**) in university students. There is a strong positive relationship between fear of negative evaluation and mental health problems (.58**) in university students.

It was hypothesized that mental health problems are likely to be predict from self regulation and fear of negative evaluation in university students. In order to examine to this multiple regression analysis was applied.

Table 4.3

Multiple Regression Analysis for Predicting Mental Health Problems from Self-Regulation and Fear of Negative Evaluation (N =200)

Variables	*B*	*SE*	*t*	*P*	95% CI
Constant	25.35	3.29	7.39	.00***	[18.17, 32.33]
SR	-.38	.03	-10.28	.001***	[-.45, -.30]
FONE	.53	.06	8.88	.001***	[.41, .65]

Note: *B* = Unstandardized Coefficient's = Standard Error; CI = Confidence Interval; SR= Self-regulation; FONE=Fear of negative evaluation

Table 4.3 showed the impact of self regulation and fear of negative evaluation on mental health problems in university students. The *R2* value of .34 revealed that the predictors explained 34% variance in the outcome variable with F (2,197) = 40.40, P <.001. The finding revealed that

self regulation negatively predicted mental health problems (β = -.38, p <.001) whereas fear of negative evaluation was positively predicted mental health problems (β =.53, p =<.001).

It was hypothesis that there is likely to be a significant gender difference in term of self regulation, fear of negative evaluation and mental health problems in university students.

Table 4.4

Independent sample T- Test Comparing Men and Women on Self-Regulation, Fear of Negative Evacuation and Mental Health Problems (N=200).

	Gender							
	Women (n=121)		Men (n=79)					
	M	*SD*	*M*	*SD*	*t* (198)	*p*	Cohen's *d*	
SR	99.90	6.45	104.04	2.75	5.36	.001	0.83	
FONE	78.77	20.46	70.55	15.14	-6.19	.01	0.45	
MHP	85.07	17.37	75.98	10.18	-8.72	.001	0.62	

Note: *M* = Mean; *SD* = Standard deviation; SR= Self-regulation; FONE=Fear of negative evaluation; MHP= Mental health problems

Table 4.4 demonstrates the result of t-test for significant mean differences in term of self regulation, fear of negative evaluation and mental health problems with respect to type of gender either men or women. Table showed that women possess less self regulation *(M=99.90)* than men *(M=104.04)*. There is also a significant mean difference in term of fear of negative evaluation women express more fear of negative evaluation *(M=78.77)* than men *(M=70.55)*. There is also a gender difference in term of mental health problems that women express more mental health problems *(M=85.07)* than men *(M=75.98)*.

It was hypothesis that there is likely to be a significant difference in term of self-regulation, fear of negative evaluation and mental health problems in university students with respect to family system.

Table 4.5

Independent Sample T- Test Comparing Family System on Self-Regulation, Fear of Negative Evaluation and Mental Health Problems (N=200).

Family system

Variables	Joint (n=124)		Nuclear (n=76)					
	M	*SD*	*M*	*SD*	*t* (198)	*P*	Cohen's *d*	
SR	102.25	2.81	97.43	8.35	6.86	.01	0.77	
FONE	50.16	9.89	49.02	8.55	-5.05	.41	-	
MHP	56.17	4.06	62.70	8.54	-6.25	.001	0.97	

Note: *M* = Mean; *SD* = Standard deviation; SR =Self-regulation; FONW=Fear of negative evaluation; MHP= Mental health problems

Table 4.5 showed the result of t- test for significant mean difference in term of self-regulation, fear of negative evaluation and mental health problems in university students with respect to family system. Table showed that Students of joint family system showed more self-regulation ability *(M=102.25)* than nuclear family system *(M=97.43)*. Students of nuclear family system showed more mental health problems *(M=62.70)* than students of   joint family system *(M=56.17)*.

It was hypothesis that there is likely to be a significant difference in term of self regulation, fear of negative evaluation and mental health problems in university students with respect to birth order.

Table 4.8

One-Way ANOVA Comparing Birth Order on Self-regulation, Fear of Negative Evaluation and Mental Health Problems (N=200)

Birth Order								
	First Born (n=49)		Middle Born (n=74)		Last Born (n=44)			
Variables	*M*	*SD*	*M*	*SD*	*M*	*SD*	*F* (2,196)	$\eta 2$
SR	103.84	2.59	100.17	9.36	93.05	17.60	13.12**	0.11
FONW	36.55	9.09	40.97	4.61	46.50	7.80	28.59***18.53***	0.22
MHP	53.30	6.83	58.39	5.06	49.34	12.80		0.15

Note: M= Mean*; SD*= Standard deviations; *F*=Ratio*; n²*= eta-square; SR= Self regulation; FONW= Fear of negative evaluation; MHP= Mental health problems

Table 4.9 demonstrates the results of ANOVA for significant mean difference in term of self-regulation, fear of negative evaluation and mental health problems with respect to birth order of the students. Moreover, the table revealed that Students with first born showed more self-regulation (*M*=103.84) than middle born (*M*=100.17) and last-born student (*M*=93.05). Students with first born shows less fear of negative evaluation (*M*=36.55) than middle born (*M*=40.97) and last-born students. Students with fist born showed less mental health problems (*M*=53.30) than middle born *(M*=58.39) and last born *(M*=49.34).

Summary of the Results

Hence, the findings of the present study showed that there is a strong negative relationship between self regulation and mental health problems and there is a moderate negative relationship between self regulation and fear of negative evaluation and also, there is a strong positive relationship between fear of negative evaluation and mental health problems in university students Scales. (SSRQ_31, FFONES_12 and DASS_21) was coefficient alpha above.80(SSRQ=.83, FONES= .84 and DASS= .80). Prediction analysis showed that 34 % mental health problems predicted from self regulation and fear of negative evaluation in university students. While gender difference showed that women showed lower self regulation (*M*=99.90) than men (104.05). And women showed more fear of negative evaluation (*M*=78.77) and mental health problem (*M*=85.07). T- test also revealed that students of joint family system showed more self regulation. Students of nuclear family system showed more mental health problem than nuclear family system. First born students showed higher self-regulation than the second and last-born students. One-way ANOVA also revealed that first born students showed lower fear of negative evaluation and lasts born students showed less mental health problems.

Discussion

The purpose of the present study was to explored the relationship between self regulation, fear of negative evaluation and mental health problems in university students.

According to the results, there is a strong negative relationship between self-regulation and mental health problems while there is a moderate negative relationship between self-

regulation and fear of negative evaluation while, there is a strong positive relationship between fear of negative and mental health problems in university students. Research also aims to study the significant mean difference between all the demographic variables in term of self regulation, fear of negative evaluation and mental health problems in university students.

Hypothesis 1, it was hypothesis that there is likely to be a negative relationship between self regulation and mental health problems in university students. After analysis, results indicated that there is a strong negative relationship between self regulation and mental health problems in university students. The finding of the correlation analysis proved the first hypothesis. The finding suggests that compared to those with high emotion regulation students have less mental health problems and more vulnerable and are more in need to maintain mental health problems (Tianqianget al., 2014).

Hypothesis 2, it was hypothesis that, there is likely to be a negative relationship between self regulation and fear of negative evaluation in university students. After analysis, results indicated that there is a moderate negative relationship between self-regulation and fear of negative evolution in university students. The finding of the correlation analysis proved the second hypothesis. As the expected, individuals higher in social anxiety were lower on the expectancy to achieve goals, lower on self-esteem and lower on the frequency on self-regulation and have more fear of negative evaluation among undergraduate students (Kocovski&Endler,2000).

Hypothesis 3, it was hypothesis that, there is likely to a be a positive relationship between fear of negative evolution and mental health problems in university students. After analysis, results indicated that there is a strong positive relationship between fear of negative evolution and mental health problems in university students. The finding of the correlation analysis proved this hypothesis. The research was conducted to examine the relationship between fear of negative evaluation and mental health problems in university students. The result indicated that there is a significant positive relationship between mental health problems (anxiety) and fear of negative evaluation. The finding suggests that fear of negative evaluation is significant positively correlated with mental health problems in university students (Kuma & Maya, 2015).

Hypothesis 4, it was hypothesized that mental health problems are likely to be predicted from self regulation and fear of negative evaluation in university students. The results indicate that fear of negative evaluation predicts the academic stress psychological symptoms of anxiety and depression. Both studies support this hypothesis that mental health problems predicted by self regulation and fear of negative evolution in university students (Camilla et al., 2015).

Hypothesis 5, it was hypothesis that there is likely to be a significant gender differences in term of self regulation, fear of negative evaluation and mental health problems in university students. Results of independent sample t- test and literature support this hypothesis. Findings revealed positive correlation between social anxiety and Brief fear of negative evaluation. Female students showed more fear of negative evaluation and social anxiety than male students; similarly, undergraduate students showed more social anxiety.

Hypothesis 6, it was hypothesis that there is likely to be a significant difference in joint and nuclear family system in term of self regulation, fear of negative evaluation and mental health problems in university students. The study suggested that the social support and interdependence characteristic of joint families might contribute to the development of self-regulation skills. Students of joint family system showed more self regulation than students nuclear family system (Yadama& Pandey, 2016).

Sujatha (2019) conducted research on Mental Health of Adolescents from Nuclear and Joint Families This study compared the mental health of adolescents from nuclear and joint families. The research found that adolescents from nuclear families reported higher levels of mental health problems, including anxiety and depression, compared to those from joint families. The study proposed that nuclear families might experience increased pressure due to lack of emotional support and isolation. Another study was conducted on Social Anxiety and Family Factors in Adolescents in joint family system While this review focuses on adolescents, it discusses family factors that contribute to social anxiety. Family dynamics, such as overprotection, control, and lack of autonomy, were found to be related to higher levels of social anxiety. These factors might also apply to university students who continue to live within their family systems (Koerner & Dugas, 2008).

Hypothesis 7, it was hypothesis that there is likely to be a significant difference in term of self-regulation, fear of negative evaluation and mental health problems in university with respect to birth order. One-way ANOVO was applied on self regulation, fear of negative evaluation, and mental health problems. Results revealed that there is likely to be a significant mean difference that first-born students possess more self regulation than middle and lastborn students. Students of last born showed less mental health problems than first and middle born students. Students of first born showed less fear of negative evaluation than middle and last-born students. Students of last born showed more fear of negative evaluation than first and middle born students.

Conclusion

The study had provided clear framework on self regulation, fear of negative evaluation and mental health problems in university students. It was hypothesized that there is likely to be a negative relationship between self regulation and mental health problems while self regulation is likely to be a negative relationship with fear of negative evaluation and fear of negative evolution is likely to be a positive relationship with mental health problems in university students. There is likely to be a gender difference woman possess less self regulation than men students, women possess more mental health problems and fear of negative evaluation than men in university students. Students of joint family system showed less self regulation than nuclear family system students. Students of joint family system showed more mental health problems and fear of negative evaluation than students of nuclear family system. First born students showed more self regulation than middle and last students. last born students showed more mental health problems than first and middle born students. first born students showed more fear of negative evaluation than middle and last bon students.

Limitations

The study has following limitations.

- The study used questionnaire to assess the study variables in participants. The questionnaire includes about 64 items that are too much to read out all the items and answered them without any biases. So, this might affect the study findings.
- Due to the use of western scales without translating the scale may affect the results.

Suggestions

Following suggestions have been given for future studies.

- The use of cultural perspective will be helpful to determine that either it is the true relationship of study variables and it's just the depiction of as specific culture practices.
- This study can be empowered by enhancing self-esteem, self-confidence, improving problem solving ability and developing effective communication with others.

- It is suggested that studies conducted on the adolescent to monitor level of self-regulation, fear of negative evaluation and mental health problems.
- Parents should be psycho educated about their practices as a present.
- Indigenous assessment tools must be developed for better understanding of constructs within cultural contexts.

Implications of the study

The implication of the study was following below.

- The implications of the study will be suggesting the use of research to promote self-awareness among university students.
- Encourage them to reflect on their thoughts, feeling and behavior related to fear of negative evaluation and mental health problems.

This study will be used in educational settings and health psychologist to reduce the unhealthy emotions (stress, anxiety, fear and depression) and maladaptive functioning.

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