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RESEARCH PAPER

Family Structure, Family Processes and Wellbeing of Student: A study of district Gujrat, Punjab, Pakistan

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ABSTRACT

Twentieth century has witnessed the unprecedented changes in family structures and family processes globally, which has significant impacts on family interpersonal relationships and socialization of family members especially on children. A family is a primary social institution which performs various roles and provides lifelong learning processes shortly begins after birth and a child learns to adhere to certain personal, social, and environmental values primarily through the family process. Student period of any individual is a transitional time and during this time period major biological, cognitive and social changes accrue rapidly which are strongly associated with family structure and family process. In the present study researcher trying to understand the changing patterns in family structure, family processes and its impacts on overall wellbeing of students by applying quantitative research methods & technique. The data was collected from graduate level students (male & female) from various colleges of Gujrat by applying stratified linear systematic quota sampling. The data was analyses through advance statistical research methods. The findings of the study indicated that different family structures such as joint family system, nuclear family system, and extended family system among others have significant relationships and have directly linked with various dimensions of wellbeing of students and the changing in single variable may change the overall effects of all remaining factors.

KEYWORDS: Family Process, Family Structure, Wellbeing of Students

Introduction

Twentieth century has witnessed the unprecedented changes in family structures and family processes globally, which has adverse impacts on family bonding and socialization of family members (Stacy et al., 2022). A family as primary social institution performs various roles such as developing behavior patterns, socialization of children and ensures wellbeing of family members among others (Muzaffar, 2016). The lifelong learning processes of human beings shortly begins after birth and a child learns to adhere to certain personal, social, and environmental values primarily through the family structure and processes (Afzaal et al., 2023). Involvement of families in social and communal engagements is considered one among the most important contributors for the socialization and creates a strong bounding and sense of belonging (Muzaffar, et. al. 2020; Muzaffar, & Javaid, 2018 & Bismar et al., 2021).

Family processes and structure provide the fundamentals and play the basic roles in devastating children's performance in their academic as well as personal lives. Favorable atmosphere among families has positive significant impacts not only on family socio-economic conditions but also enhances the performance of its members especially

students' academic performance (Essiz et al., 2022). Different types of family systems have different characteristics such as some families face chronic disputes, tensions and problems which badly affected its members, economic conditions, health status and academic performance of students. Similarly, joint family, nuclear family and single parent family have their own merits and demerits. Empirical evidence from previous studies proved that the students belonging to the civilized and educated families show excellent results in all spheres of life especially in their academic results (Centre for Adolescent Health, 2020).

Relationship among parents, siblings and among other family members is central to the quest for positive growth and development of children and young adults. The positive family processes have significant impacts on their social, cognitive, physical development and academic achievement (Farris et al. 2020). To achieve the wellbeing of individuals, families and communities it is necessary to ensure a supportive environment for development at an early age of children. In most of the modern words huge debates are carried out on the family structure and family processes and assume that without a positive family processes it is difficult to achieve sustainable achievement in socialization of children (Hsieh et al., 2022).

A large number of existing researches (Lee et al., 2022; Park et al., 2020) highlighted that there are various family related factors which influence students positively or negatively (Zaborskis et al., 2021). These factors such as socio-economic conditions of families, illiteracy among parents or decision makers, lack of basic facilities, behaviors among family members, family priorities, family traditions and rituals among many others. Students from critical family environments carry tension and unfocused mindset into school which plays as the largest hindrance towards their academic performance and achievement (Stein et al., 2020). A disturbed and unhappy student does not focus and has no enthusiasm for success and development. That child always tries to avoid facing difficulties and run away from hard work. The students from those families that have a peaceful environment positive process have better learning opportunities and activities inside and outside of their families and also have more academically intrinsically motivated (Al-Shimari et al., 2022).

Family Structure and Family Processes

Traditionally a family structure largely associated with various geographic, demographic, socio-economic and religious factors among others (Jonathan et al., 2022). Different structures of families such as joint family, nuclear family, single parent family, extended family, adoptive family, step family among others have their own characteristics. In accordance with the nature of family structure the role and responsibilities vary and have significant impacts on family members. Apart from this, family structures connected too many socio-demographic and economic aspects that change according to the structure of families (Courtney et al., 2020).

In recent decades, unprecedented changes in family structure observed throughout the world, especially in developing countries like Pakistan. Multidimensional reasons behind this structural change that varies from country to country and culture to culture (Fismen et al., 2022). Some common reasons such as globalization, rapid urbanization, trends of internal and external migrations, transformation of earning sources, nature of work/job, availability of opportunities transportation and communication among others are widespread trends that change family structure comprehensively. Consequently the traditional joint family systems have decreased and the nuclear family system has become the role model of society where parents and their children survive in better ways (Mathews et al., 2020).

However, the functions, responsibilities and interpersonal relationships among family members determine the family processes. Family processes also include capabilities to deal with needs and adapt various conditions along with adjustment in critical circumstances (Negriff et al., 2020). It also include the decision making, communication among family members, kinship relationship & behavior, cooperation & assertiveness, planning and execution and self-presentation among many others make up the construct of every family processes(Radez et al., 2021). These functions among any family are the key processes that develop personal abilities and capabilities of all family members, especially the children and their academic achievement. In recent decades a comprehensive literature presented by researchers regarding the importance and impacts of family processes especially on children and their social, psychical, cognitive development (Sieving et al., 2021).

Wellbeing of Student

Family structure, family process, academic institutions are different in directions but strongly interlinked with regard to achievements and wellbeing of students. Continues development and changes accrue during the student period which can be stressful and exciting at the same time (Wickersham et al., 2021). The changes in personal, family and social environment has positive as well as negative impacts on the learning and achievement of students. The balance improvement in learning and improvement in personal and professional aspects appears from the synchronization in all these factors of a student life. Normally children in their student life give importance to their social connections, peer group relationships, their abilities and capabilities, recognition of themselves by others and utilizing new skills among many others. They value their acquaintance, independence and abilities to shape their own destinations (Afzaal et al., 2023).

The wellbeing of student's deals with the development of their personality, achievement in their academic careers, empowering various personality dimensions such as social, cognitive and physical wellbeing. This process of wellbeing also largely depends on family structure and family processes. The peaceful family environment, supportive attitude, facilities to learn, to understand produce efficient results (Sterling et al., 2020).

Social Wellbeing

Social wellbeing of students is about the collective societal traits such as positive engagement with surrounding environment, self-confidence, positive expectations and comfortableness with the phenomenal situations that encourage interaction with other people and gratifying accordingly (Jonathan et al., 2022). As a primary aspect of success and development of any individual, social wellbeing calls for greater focus and becomes the integral part of psycho-social development of students. Positive social interaction gives importance, value of life and self-confidence along with strong personal development and academic achievement. It is observed that the association among norms and values of reciprocity also has prominent effects on the effectiveness of social wellbeing of students (United Nations, 2022).

Psychological Wellbeing

Psychological wellbeing of students refers to the aptitude to correlate with and communicate with other human beings by pursuing socio-cultural and ritual codes. Interpersonal communication of any individual with cheerfulness, satisfaction, contentment and personal development ensured by psychological wellbeing (Steele et al,. 2020). This also ensures the amalgamation of student's feelings, healthy lifestyle and successfully working in daily tasks. Psychological wellbeing of students acknowledged pessimistic emotions which are interlinked with advanced occurrence of syndrome.

Psychological wellbeing does not mean that individuals should be always and always happy and excellent all the time but it deals with the strong psycho-social understanding which has the abilities to deal with situations and find the positive and productive ways regarding daily life matters. The ability to deal with unconstructive, throbbing emotions and indispensable satiations are for psychological wellbeing of any individual (Al-Shimari at al., 2022).

Physical Wellbeing

Physical wellbeing of any individual is the primary factors that lead towards a happy, healthy and comfortable life and become the essential resources for promoting wellbeing. Other relevant aspects such as social and psychological wellbeing are deeply interlinked with physical wellbeing which can deeply enhance the quality of life. Physical wellbeing is situations where any individual makes his body healthy, efficient, and have abilities complete every task actively with advance physical strength. Student period of any individual is a transitional time in personality development and during this time period major biological, cognitive and social changes accrue rapidly which are strongly associated with family structure and family processes (Centre for Adolescent Health, 2020).

The family structure and family processes has changed dramatically worldwide with adverse consequences as well and its reasons vary family to family and state to state. Children of such families may become the victim of such adverse decisions of their elders. This study is going to explore the effects of changing family structure and processes on the well-being of student's. This study examines how facets of family structure are linked to social, psychological and physical wellbeing of students (Afzaal et al., 2023).

Conceptual Framework

Adequate knowledge of various types of family structure and processes can have significant impacts on the wellbeing of students. A judicative discussion was deliberated towards importance to consider antecedents along with consequences. These study variables such as family structure and family processes were considered. The conceptual framework Figure-1 highlighted the flow relationships among independent and dependent variables that have impact on overall wellbeing of students
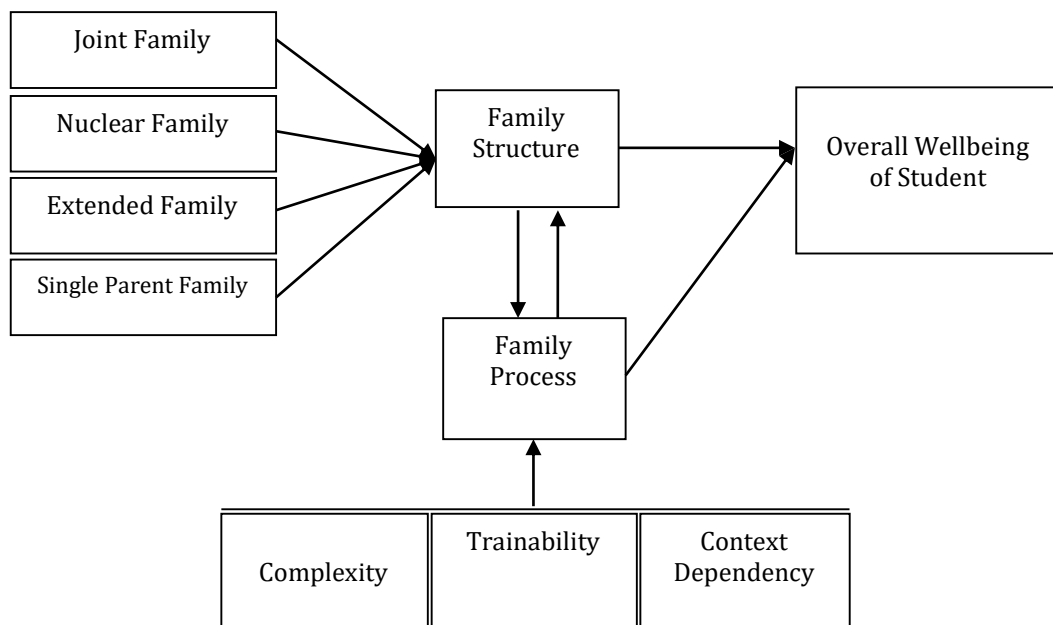

Figure 1: Conceptual Framework of the Study

Hypotheses

All over the world families put their best efforts to ensure the wellbeing of their members especially children and try to provide and maintain conducive environment as per their socio-economic conditions. The subject matter involves various factors such as and different dimensions of overall wellbeing of students such as social wellbeing, psychological wellbeing and physical wellbeing and related factors. By retaining the focus on impacts of family structure and family processes on student's wellbeing following hypothesis were proposed.

H1. Higher the level of supportive family structure higher the level of social wellbeing of students

H2. Higher the level of supportive family structure higher the level of psychological wellbeing of students

H3. Higher the level of supportive family structure higher the level of physical wellbeing of students

H4. Higher the level of supportive family processes higher the level of social wellbeing of students

H5. Higher the level of supportive family processes higher the level of psychological wellbeing of students

H6. Higher the level of supportive family processes higher the level of physical wellbeing of students

H7. Higher the level of overall wellbeing of students higher the level of academic performance

Materials and Methods

Studding changing patterns of family structure, family processes and its impacts on overall wellbeing of students is a complex phenomenon and required a systematic approach. In order to study the family factors affecting wellbeing of students the present research will employ quantitative research methods & technique. To assess the effects of family structure and family processes on the well-being of students, a structured questionnaire was used to collect primary data from the target population. The questionnaire comprised two sections such as the first section was about demographic information and the second was about the various dimensions of overall wellbeing such as social, psychological and physical wellbeing of students.

Respondents of the study were the students of graduation level from both male and female college (government) of Gujrat city. Further, four subjects randomly selected from graduation courses (same subject for boys and girls) and the students of these courses will be the respondents of this study. Sample of the study will be collected from the admin office of the concerned colleges. It was decided to select equal respondents from all subjects by applying stratified linear systematic sampling. Allocation of Equal quota to each subject was utilized to ensure that findings can be generalized. The researcher was interested to find out extent of different family factors which effect various dimension of student's wellbeing. For that purpose the researcher define inclusion criteria for respondents

Degree colleges of Gujrat City	

College 1 (Boys)	College 2 (Girls)

Psycholog	English	Urdu	Physics		Psycholog	English	Urdu	Physics

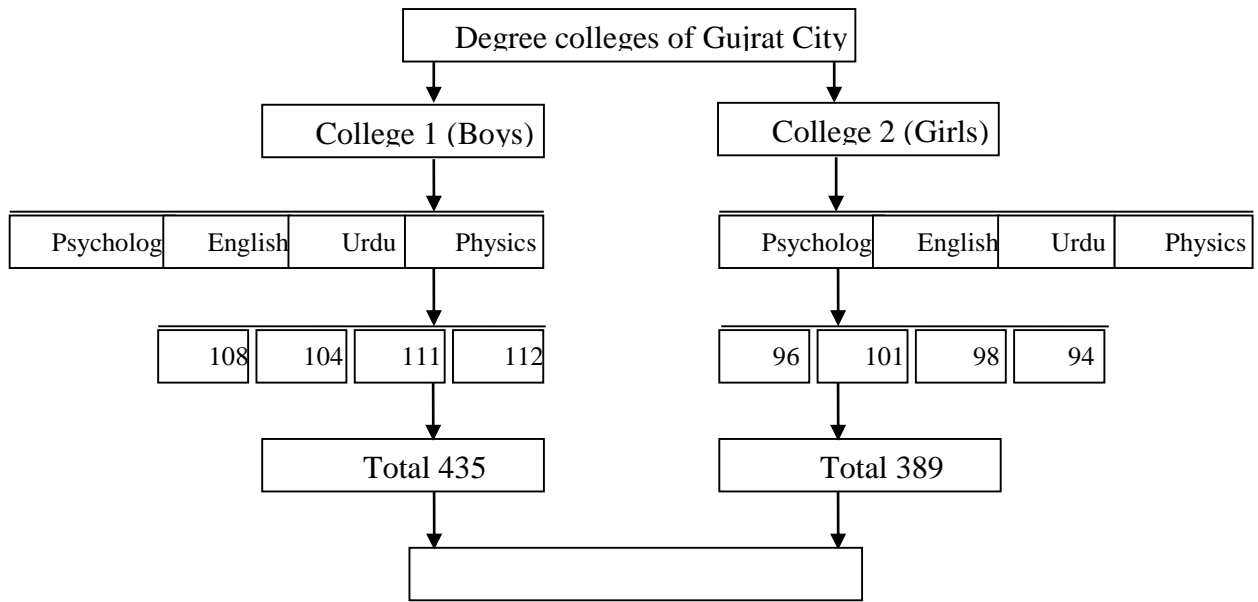| 108	104	111	112		96	101	98	94

Total 435	Total 389

Figure 2: Sampling Designed of the Study

The primary data for this study was collected from target areas during the period of November 2021 to April 2022, see in Figure 2. For this purpose data collection tool (questionnaire) initially prepared in English language, but for easy understanding of respondents and accurate responses it was translated in Urdu language with the help of both language experts. After completing the processes of data collection the responses of total 824 respondents were considered for further analysis with adequate sample size having 5% sampling inflate. The collected data comprehensively screened before analysis and specific coding and editing was done and entered in the statistical package for social science (SPSS-21) software for descriptive and inferential statistical analysis.

To check the suitability and normality, preliminarily techniques were applied. Measure of associations was applied to check the interdependence and relationships among considers variables of the study. By applying this method researchers try to determine the impacts of association which depend on the characteristic of various variables. After that analysis of variance (ANOVA) applied to understand and compare variance between continuous dependent and categorical independent variables. The results of ANOVA test indicated the difference between respondent's background aspects such as economic conditions, education, family members among many others.

After applying basic statistical research, researchers applied confirmatory factor analysis to confirm the factors and check the most suitable indicators for further advanced statistical tests such as structural equation modeling (SEM). Furthermore, the measurement of the proposed study model was examined to understand the appropriateness of loadings regarding all considered indicators. The model proposed in the study was evaluated to affirm that the items measure the construct they were supposed to measure, consequently ascertaining that the instrument used is reliable. The SEM was applied to explain the configuration of interlinked dependent interactions and depict relationships among observed variables.

Results and Discussion

The prime objective of this study is to understand the changing patterns of family structure, family processes and its association with student's wellbeing. For this primary data was collected from the graduate level colleges of district Gujrat, through structured questionnaire and major findings discussed.

Descriptive Analysis

For rational discussion and coherent explanation of findings, it is necessary to have understandings regarding the responded socio-demographic profile. Table 1 presented demographic distribution of characteristics and results indicated that out of total 824 respondents 52.8% were male respondents and 47.2% female. A large portion 49.8% belongs from the nuclear family system and only 15.3% respondents reported that they have 60000 or above monthly family income. When the participants asked regarding the family relationships a large portion 46% reported that there is a supportive or very supportive family environment and at the same time 29.6% respondents claimed that they faced critical situation.

Table 1
Distribution of demographic characteristic

Demographic Characteristics	Description of characteristics	N	%
Gender	Male	435	52.8
	Female	389	47.2
	Total	**824**	**100**
Family Structure	Nuclear	410	49.8
	Joint	241	29.2
	Separated	105	12.7
	Extended	68	8.3
	Total	**824**	**100**
Household Income	10000-20000	192	23.3
	20001-40000	187	22.7
	40001-60000	268	32.5
	60001-80000	126	15.3
	80001 or Above	51	6.2
	Total	**824**	**100**
Family Process	Very Supportive	119	14.4
	Supportive	260	31.6
	Natural	201	24.4
	Critical	141	17.1
	Very critical	103	12.5
		824	**100**

The accumulative wellbeing level of students were calculated and presented in table 2, which helps researchers to understand the level of wellbeing reported by participants and found that the frequency distribution of responses against the different dimensions of wellbeing such as 59% with high level of social wellbeing, 61% high level of psychological and similarly 76% respondent's response reported physical wellbeing in high category.

Table 2
Frequency distribution of Social, psychological and physical wellbeing

Dimensions of wellbeing	High	Medium	Low
Social Wellbeing	59.30%	8.30%	32.40%
Psychological Wellbeing	61.63%	6.03%	32.40%
Physical Wellbeing	76.40%	18.20%	15.45%

The interdependency among relationship of different dimensions of student's wellbeing was observed through chi-square test and presented in table 3. Results indicated that the types of wellbeing have significant relationships. Social wellbeing has

significant association with psychological and physical wellbeing. The change in single dimensions of wellbeing may impact others accordingly.

Table 3
Association among social, psychological and physical wellbeing of students

	Social Wellbeing	Psychological Wellbeing	Physical Wellbeing
Social Wellbeing	1		
Psychological Wellbeing	53.831**	1	
Physical Wellbeing	51.381**	297.519**	1

i *Significance at 5% level   ii. **Significance at 1% level

To understand the strength of association among dependent and independent variables table 4 explains association and highlights their relationships. Such as all dimentions of wellbeing have positive associations with family structure and family process. It is assumed that with the changes in family structure and family processes the level of overall wellbeing of students also impacted.

Table 4
Association among wellbeing of students and family structure and family processes

	Family structure	Family processes
Social Wellbeing	33.680**	25.850*
Psychological Wellbeing	43.29**	26.626*
Physical Wellbeing	34.58**	39.460**

i *Significance at 5% level   ii. **Significance at 1% level

Analysis of Variance

The average comparison among all dimensions of wellbeing presented significant interpretation on the importance of each dimension; the analysis of variance was applied for this purpose by assuming that all the types of wellbeing have equal effect on overall wellbeing or there is any difference in impacts.

Table 5
Analysis of Variance (ANOVA) between types of Wellbeing

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	874564.861	7	152982.314	2437.319	.000
Within Groups	342654.870	6133	71.947		
Total	912765.781	6133			

Results presented in table 5 concluded that the averages of all dimensions of wellbeing such as social, psychological and physical are not the same or not have equal impacts on overall wellbeing of students. The overall results indicated the significant impacts of family structure and family processes but within groups their value varies. Supportive family processes may largely impact on social or psychological wellbeing of students as compared to physical wellbeing. Similarly a family with large members may involve more in support or outdoor activities that positively impact on physical growth and development of students. Further using the Post Hock test presented in Table 6 concluded that all the pairs of wellbeing have different averages at the level of 95% confidence interval.

Table 6
Post Hoc test of analysis of variance to check the multiple comparisons

Dimensions of Wellbeing		Mean Difference	Std. Error	Sig.	95% CL	
					Lower Bound	Upper Bound
Social Wellbeing	Psychological Wellbeing	1.93204*	.40234	.000	1.1432	2.7208
	Physical wellbeing	18.14421*	.40246	.000	17.3552	18.9332
Psychological Wellbeing	Social Wellbeing	1.93204*	.40234	.000	2.7208	1.1432
	Physical wellbeing	16.21217*	.40246	.000	15.4231	17.0012
Physical wellbeing	Social Wellbeing	18.14421*	.40246	.000	18.9332	17.3552
	Psychological Wellbeing	16.21217*	.40246	.000	17.0012	15.4231

*. The mean difference is significant at the 0.05 level.

Confirmatory Factor Analysis

Before applying the multivariate statistical analysis, confirmatory factor analysis applied to confirm the most suitable factors. The statistical software STATISTICA-7 was used and results present in table 7.

Table 7
Confirmatory analysis of family structure and family processes (cumulative)

Statement	Parameter Estimates	Standard Error	T Statistics	Prob. Level
Family Structure	0.942	0.042	22.393	0.000
Family Process	0.819	0.044	18.655	0.000

Findings indicated the most important aspect of the model presents an excellent fit with 0.000 levels of significance. Factor regarding family structure and family processes were confirmation. After dropping insignificant factors the cumulative values of the remaining are presented in table 8. The results highlighted that the factors' continuous correspondence is found to be confirmed and suitable for further advance statistical analysis. The result table also presented the parameters estimated values, test statistic values and standard error values which are very supportive to draw conclusions and make decisions.

Table 8
Confirmatory analysis of social, psychological and physical wellbeing (cumulative)

Statement	Parameter Estimates	Standard Error	T Statistics	Prob. Level
Social Wellbeing	0.923	0.044	21.032	0.000
Psychological Wellbeing	0.991	0.047	21.229	0.000
Physical Wellbeing	0.809	0.048	16.941	0.000

Confirmatory factor analysis was applied to confirm the factors of various dimensions of overall wellbeing of students. The cumulative values of significant factors are presented in table 9. Results highlighted that the factor continues correspondence are significant and confirmed for further advance statistical analysis. Findings also contain the parameter estimated value, their standard error and test statistic values. There are different measures used to check the goodness of fit in confirmatory factor analysis, such as d.f, chi-square, GFI, AGFI and RMSEA. The results presented in table 9 indicated that all considered goodness of fit parameters meets the recommended value that shows excellent goodness of fit values which is at best acceptable level.

Table 9
Confirmatory Factor Analysis (CFA) goodness of fit measures

Dimensions of Wellbeing	Chi-square	d.f	GFI	AGFI	RMSEA
Social Wellbeing	591.79	93	.913	.914	.061
Psychological Well Being	251.09	43	.911	.997	.069
Physical Wellbeing	243.39	31	.991	.973	.088
Recommended good fit value	**≥ 0.90**	**≥ 0.90**	**≤ 0.08**		

Structural Equation Modeling

Structural equation model test the proposed model of the study and point out the significant impacts among various considered variables. The fitted results of the model presented in figure 3 and fitted values indicated that family structure has significant impacts on family process. Similarly both family structure and family processes have direct impacts on overall wellbeing of students
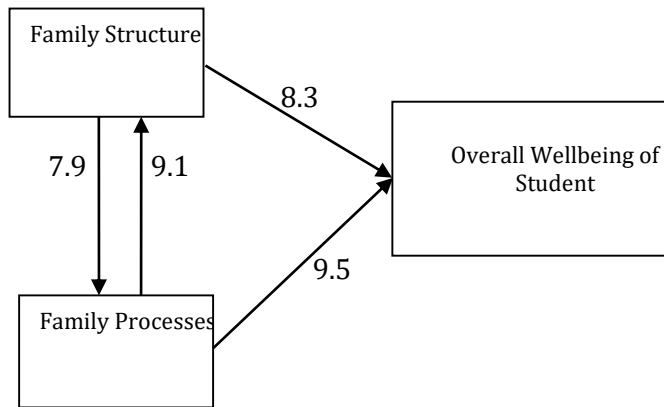

Figure 3: Fitted model with observed values/Findings

Findings of proposed model looks excellent fit with the observed relationship among considered variables. Several measures of goodness of fit have different parameters such as goodness of fit index (GFI), chi-square, d.f, normed fit index (NFI) and root mean square error of approximation (RMSEA). Results are presented in table 10 and findings intimated overall model fit is marginal with the value of RMSEA and GFI at the acceptable level.

Table 10
Model fit, goodness of fit measures for the overall model

	Chi-square	d.f	Chi-square/d.f	GFI	AGFI	RMSEA
SEM	331.98	153	2.239	.991	.961	.041
Recommended good fit value			**≤ 3.0**	**≥ 0.90**	**≥ 0.90**	**≤ 0.08**

Hypotheses Testing Analysis

The distribution of values shows that family structure had 81.4% supportive to the social wellbeing and findings support the hypothesis (H1) that students having supportive family structure have higher levels of social wellbeing. It was observed that 76.8% students have high psychological wellbeing, which supports the hypothesis (H2). Similarly, the results show that supportive family structure has positive association with physical wellbeing of students. 75.6% respondents reported supportive and high impacts

of family structure on physical wellbeing of students which support our hypothesis (H3). As assumption goes, positive and supportive family structure bears good results on all dimensions of overall wellbeing. It also claims that this sort of relationship is life-changing and definitely impacts the life of the whole family especially on the students.

Table 11
Hypothesis testing results with respect to family structure (H1, H2, and H3)

Dimension of wellbeing		Family Structure							
		Supportive		Neutral		Non-Supportive		Total	
		N	%	N	%	N	%	N	%
Social Wellbeing	High	433	81.4	19	40.4	99	40.4	551	66.9
	Medium	57	10.7	20	42.6	32	13	109	13.2
	Low	42	7.9	8	17	114	46.6	164	19.9
	Total	532	100	47	100	245	100	824	100
Pearson x^2 significant at p<.05									
Psychological Well Being	High	371	76.8	16	64	151	47.8	538	65.3
	Medium	53	11	4	16	32	10.1	89	10.8
	Low	59	12.2	5	20	133	42.1	197	23.9
	Total	483	100	25	100	316	100	824	100
Pearson x^2 significant at p<.05									
Physical Wellbeing	High	334	75.6	21	45.7	173	51.5	528	64.1
	Medium	59	13.3	11	23.9	29	8.6	99	12
	Low	49	11.1	14	30.4	134	39.9	197	23.9
	Total	442	100	46	100	336	100	824	100
Pearson x^2 significant at p<.05									

The observed values highlighted in table 12 that the family processes has its impacts on all the dimensions of overall The family processes has 64.8% supportive to the hypothesis (H4) that students having supportive family processes have higher levels of social wellbeing. 65.1% students have high psychological wellbeing; the findings also support the hypothesis (H5). Similarly, the results show that a supportive family processes has 62.2% association level which indicating supportive and high impacts of family processes on physical wellbeing of students which support our hypothesis (H6). As our assumption goes supportive it claims that this sort of relationship is life-changing and definitely impacts the life of the whole family especially on the academic performance of students (H7).

Table 12
Hypothesis testing results with respect to family processes (H4, H5 and H6)

Dimension of wellbeing		Family Processes							
		Supportive		Neutral		Non-Supportive		Total	
		N	%	N	%	N	%	N	%
Social Wellbeing	High	313	64.8	13	48.1	122	38.6	448	54.4
	Medium	125	25.9	13	48.1	59	18.8	197	23.9
	Low	45	9.3	1	3.9	133	42.6	179	21.7
	Total	483	100	27	100	314	100	824	100
Pearson x^2 significant at p<.05									
	High	326	65.1	17	68	120	40.3	463	56.2

Psychological Well Being	Medium	130	25.9	5	20	71	23.8	206	25
	Low	45	9	3	12	107	35.9	155	18.8
	Total	501	100	25	100	298	100	824	100
Pearson x^2 significant at p<.05									
Physical Wellbeing	High	294	62.2	14	53.8	160	49.2	468	56.8
	Medium	141	29.8	4	15.4	51	15.7	196	23.8
	Low	38	8	8	30.8	114	35.1	160	19.4
	Total	473	100	26	100	325	100	824	100
Pearson x^2 significant at p<.05									

Conclusions

Family structure and family processes is a state in which the individual is able to develop their potential, productivity, build strong relationships with others, and contribute to their family, community, and nation. The student period of youngsters is exciting and stressful, as individuals try on a variety of different roles and have several milestones marking the transition from child to young adulthood. In addition, this period of life is generally considered a time of good social, psychological, physical health and wellbeing, and may play the role as backbone in developing a young individual's personality and life goals. At the same time a multidimensional range of factors from family structure and processes are affecting the overall wellbeing and life of an individual. To ensure positive wellbeing it is important to note the extent to which these factors have their effect on the wellbeing of students.

This study is an attempt to identify the factors responsible for the significant effects on the wellbeing of students and to discuss these findings in the terms of factors which affect the wellbeing in the perspective of Pakistani society and to develop effective programs and policy to ensure their active participation at different levels of society. The study examined that the family processes such as the attitude of family members, kinships, relationships & activities, social involvement and family gatherings among many others have positive significant relation with overall wellbeing of students. It also has a significant relationship of social, psychological, physical wellbeing and academic achievement of students. All considered dimensions of wellbeing also affect each other and the changing values in a single dimension may change the situation of others.

Different family structures such as joint family system, nuclear family system, and extended family system among others also have significant relationships and have directly linked with various dimensions of wellbeing of students and the changing in single variable may change the overall effects of all remaining factors. Present study also provides the quantifiable results of family structure and family processes with different dimensions and overall wellbeing of students and analyzing them thus making them useful for individuals, groups, community, society and the whole nation. The findings and results of this study provide basic and primary foundations for impending researchers, students and various national and international organizations for further empirical studies and for formulation of policy patterns in context with the development of all age groups especially students with context to Pakistani society.

Recommendations

The issues and concerns are not only with students but also have serious concerns with everyday life of men, women, children and elders wellbeing. The need is to identify more specific, narrow and more analytical studies that recognize the basic factors linked with their social, psychological and physical wellbeing and provide basic support to

economic development. There is a need to move to a larger scale and longitudinal studies. Furthermore, the researchers may take into account the geographical difference, rural, urban disparities and also in different environments, reigns and religious affiliations.

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