Discussion
DISCUSSION

The present chapter focuses on the interpretation of research work which aimed to investigate the role of family and societal factors in development of adolescents. In present research familial factors includes parent child relationship, sibling relationship, relationship among family members and familial conflicts while societal factors includes relationship with neighbor and peer influence. Self-efficacy, self-esteem, self-structure and values system considered as developmental factors with age.

Values in Slum and Non-Slum Adolescents:

Non-slum adolescents firstly reported that values are very important thing for human being, they give importance to that value like human being should be faithful, reliable, should not have feeling of jealous others. Examples of this content is “Insaan ko kabhi jhoot nahi bolna chahiye, ek dusare se jalan nahi hona chahiye, vafadaar hona chahiye.” In this example what a man should do and what qualities he or she must possess.

Second values were related to human beings should have a concern about social welfare, public welfare, and they must think for human being. Examples “sab ko aage badne ka mauka dena chahiye, sab ak bhala karne ka sochna chahiye.”

Third important concern was education and professional education. They were concerned about their carrier and professional education. Examples of these
categories are “insaan ko study karna chahiye, study se sab kuch sambhav hai. Study se he acche naukari mil sake ha. Study se agee jane ka mauka milta hai.”

While slum adolescent’s preferred moral values for human beings like trust, love, and care honesty as Non-slum participants. Example “insaan ko ek dusare se jealous nahi hona chahiye”

Second they talked about education for all example of this content is “shiksha se insaan apna accha abura soch sakta hai.”

Thirdly, they wanted basic facilities like TV fridge, cooler vehicle, and good home examples. Ghar par saree suvidha ho accha ghar, coolar, gadi, sofa etc. Slum adolescents wants these basic facilities at home for all human being. They want satisfactory life means no conflict, no tension, calm and cool life examples. “Jindgi me koi tension na ho sab shanty se jiye, parevaar me kushi ka mahul ho”.

Slum adolescents stated that money is very important for survival of human beings. From the money they can purchase anything like good food, medicine, garments etc. They stated about alcohol free life examples. “Insaan ko sharab nahi peena chahiye isse ghar me kalesh badhata hai ghar me paisa nahi bachat hai.”

Lastly, they talked about some religious practices as faith worshiping God. Example “Pooja karne se shanty militia hai, jeevan me agee badhane ke shakti deta hai, tension kam hoti hai.” Slum adolescents have desire for all those things and cordial and amicable human relationship which they do not find in naturally in the slum setting.

In second question what is important for You Non-slum, participants gave first importance to education, they said education can change their luck so study hard. Through education anyone can become a respectable person. Example, “study
Some importance has been given to struggle in ones life i.e.having faith in oneself, striving for success. Example for this content is “muze govt. teacher banana hai, muze bahut mehnat karne hai.” Money is very important for according to Non-slum participants. Money can change their standard of living, education and can get higher status in life.

Some of their preferences were for understanding and good parents i.e. having faith in one’s children and in their capabilities, giving them time and space. Warm environment in family and in society i.e. family member should not drink, should not fight with family members and with neighbors and there must be gender equality at home.

In second question non-slum participants gave importance to education while in first question they gave importance to moral values then social values. When they talked about themselves they become very specific.

Non-slum adolescent firstly want Education, Success in life, money, good parenting warm environment. Responses reveals that their basic needs are well satisfied, and they talked about love and belongings and self-esteem need.

Slum adolescents gave first importance to materialistic things or modern essential facilities for home. Example of this category is “mere pass accha ghar ho T.V. refrigerator etc.”

Secondly they talked about safe and clean environment in their surroundings. We can see in example “basti ek dam saaf ho yaha police na aye log chori na kare isse he police ate hai, log ek dusare ko galiu na de.”
Good parents is the third content, they want and value parents who understand their children and acceptance from parents. Examples are “mere mata pita muze Kooda binne ko bolte hai jo muze bikul accha nahi lagata, mere mata pita bhi ameer baccho ke mata pita ke tarah ho jaye, wo bhi humse bahut pyar kare.”

In these content they talked about concern among family members for each other and alcohol free family environment and outside of the family or in social surrounding. They are aware that “mere mata pita dono sharab pite hai mere bhai bhi saharb pote hai isse hamre ghar me bahut ladae hoti hai. Gahr par sab apne apne me hote hai muze ye bikul accha nahi lagta hai”

One can better understand the responses of adolescent’s living in slum for what they want for themselves, they firstly want materialistic things and good food which is similar to physiological need of Maslow’s(1954) need the hierarchy theory, because they still struggle and hard work for their basic survival. In slum every member of family works to fulfill their basic need then, they said safe and secured environment, which Maslow called need of security then loving, caring and friendly parents, healthy relationship among family members which Maslow named need for love and belongings which is third need in the need hierarchy pyramid. Next need is good profession or job they don’t want to do menial jobs (picking waste and weaving baskets etc.) they want respect for them it is similar to self-esteem need they want respect for them.

In Maslow’s (1954) need hierarchy theory, he stated that needs have a sequence of priority: when need of low priority have approached gratification those at the next higher level become proponent. He proposed order of needs(i) Physiological need (ii) safety need (iii) Need of love and belongings (iv) self-esteem need (v) self actualization need. He said that personal social needs are very important during
adolescent’s years but physiological needs must first be satisfied. These findings support present research in slum adolescents firstly they talked about physiological need then safety need next need of love and belongings, self-esteem need. Carroll (1968-69) stated that adolescent’s needs are related to their which are needed by them and problems. As slum adolescents living in miserable condition lack basic civic facilities so their need is also according to their circumstances and need.

In third question it was asked what they wanted for their next generation, adolescents living in Non-slum talked about education example are “Hamare chote bhai bhahan study kare agee badhe, nahi wo bhi hamnare tarah pare shan rahe ge.” After that they wanted moral values to be educated examples. “Hamare next generation immandare se jeevan betaye.” Good parenting and money, both were considered important for next generation. Alcohol free life, safe environment and all facilities at home are important thing for next generation.

Slum adolescents also firstly wanted education, example “Hum nahi padh apye par hamare chote bhai bhan study kar le”, and then moral values examples “Mere gae ke generation jhoot na bole miljul kar rahe etc” as Non-slum adolescents. Next they wanted good and friendly parents as loving caring, affectionate parents examples “Jo muze apne mata pita se nahi mila wo mere baccho ko milie, Wo sharab na karate ho.” Alcohol free life in family and outside of the family as well as Safety and security in life, clean environment lastly, good profession example “mai klarta hu (Kooda bina) mere nae wali generation na kare.”

Adolescents living in slum want all these facilities or things for their next generation.
Slum adolescents do not have basic facilities like food, cloth and other material things therefore they want to have those things. They are deprived for their basic needs and satisfactions of basic needs are important. Satisfactions of needs, resource for comfortable life are more important when they compare themselves with other adolescents of mainstream society.

In sum, results for all three questions major content which both group wants is education, understanding parents, healthy relationship in family, moral value, safe environment and materialistic thing. These are common content for all three questions. Only slum adolescents have stressed that they need material objects of household.

(WHO AM I)

Section B: Self-structure Based on Who AM I

Major finding of the research on Who am I are as follows. First, significant difference in social is identity the, non-slum participants thought themselves in terms of their identity, individuality and uniqueness in reference to who am I, than did slum participants. The self-concept it is the nature and belief about one’s self. It involves person’s self description like I am a girl, mother teacher etc. Non-slum adolescents describe themselves in terms of social identity, which includes responses related to status, roles, relationships, groups and so on, and in sub category of this they described their self-structure in terms of role identity and caste identity. It means that non-slum participants have given more statements related to their role and caste in comparison to slum participants. We can see example of their responses in this category as “mera name sonam hai” this is response related to self identity. Second response is “Mai Radaha Raman School
me Padie hu aur mai kaksha 12 ke chatra hu” this response related to role identity, in this response respondent talked about his/her role as a student.

As Kakar (1979) said that identity is inherently psychological in nature. The process of identity formation is as much located in the core of an individual as in the core of its communal culture. The collective sense of identity includes individual’s important social group —his/her caste, class nation or culture — gets transmitted to the infant’s earliest entering the very core of his or ego and thus becoming inextricably intertwined with his or her personal sense of identity.

Second main category was ideological believes which included explanation of cosmos, life society and the individual’s part in them in main category. There was no significant difference in slum and Non-slum responses but if we see sub categorical responses there s a great difference in slum and Non-slum response. Significant difference in all three sub categories was found. Such as belief about God, belief about life and belief about cosmos. Example of these categories are “muze khuda par bahut bharosa hai aur mai roz namaz adda karte hu taaki hamare ghar me sab thik rahe.” this response was related to belief in God. Another response related to belief about life is “mai jindgi acche se jeena chahte hu. Mai apni garibi ke jiondgi se kush hu muze isse koi shikayat nahi hai.”

Third main Category in which Significant difference was found, is interests including likes, dislikes, approach-avoidance with respect to social object. It shows that non-slum participants have defined themselves more in terms of their liking, taste and fondness than did the slum participants. Examples of these categories are as follows “Muze apne saheliyo ke sath time betana bahut pasanad hai.Muze basti me rahna bikul nahi pasand hai, muze padahee karna pasand hai”. All these examples are related to likes and dislikes category.
Their responses show that their likes and dislikes. But if we see sub categories of interest there is no significant difference.

Fourth category is ambition and sub categories are self ambition and social ambition. In Ambition category responses, are related to aspirations, anticipations, superstitious intentions position in social system and so on. In sub categories self ambition is significant in comparison of social ambition in Non-slum adolescents as compare to slum adolescents. Examples of these categories are “mai garib aur ashaya baccho ke madad karna chahate hu, mai desh ke liye luch karna chahata hu.mai apnea ass pass ke logo ko kush dekhna chahata hu.” These examples are related to social ambition category. Another example related to self ambition are “mai teacher banna chate hu, mai vaigyanik banana chahte hu, muze bank me naukari karne hai”. This entire example related to self ambition category in which adolescents gave their statement what they want for them and what they want to be in future.

Fifth, category of self evaluation includes general expression of self worth (e.g. I am Honest; I try to do my best); physical attributes or reference to appearance, height, weight, color of eyes and so on. (e.g. I am a tall person, I am in average in appearance); general psychological attributes (e.g. I am an extrovert; I am a clever person); psychological states of contentment in thought emotion and actions (e.g. I worry about my future; I am not jealous type; I forget unpleasant things). In all four sub categories Physical attributes, general psychological attributes, negative psychological state and positive psychological states only positive psychological state was significantly different in slum and Non-slum participants. Non-slum participants gave more response in this category. Responses are as follows, “muze study chod kar kaam karna padta hai isliye muze apne pita ji par gussa ataa hai, pita ji sharab pite hai to dukh hota hai, mere maa dusare hai jo hume pyar nahi
karte iss baat se muze dukh hota hai.” These are examples of negative psychological states. Example related to positive psychological states are “muze pooja karne se shanty milte hai, ghar me sab miolkar rahte hai to muze kushi hoti hai.”

Six and last category is uncodable response, those responses are considered as uncodable response which do not fall in above five categories (e.g. My friend are noisy; I own a dog). Slum adolescents gave more responses in this category as compared to non-slum adolescents. Examples of these categories responses are “accha kaam karna hai, acche sanaskaar sikhane hai, Kooda nahi binna hai” mai khali dabba hu. Mai pura khali hu all these response did not fall in any above category.

By scanning the responses of slum and non-slum adolescents in most of the categories it appears that responses are more realistic to their context. They are not affected by their social desirability. The respondents are well aware of their needs their own states of affaires and predictable environment are more aware of themselves easily. The non-slum adolescents since live in more structured and predictable environment are more aware of themselves than slum adolescents. It is interesting to note that the adolescents have dreams but they are not dreamy and living in fantasy. They deal with the day to day reality of household; their own life and future are clear about their self and self-structure. The slum adolescents have to struggle more for their own lives are clear cut about themselves.

Section 3: Psychological Variables

Present section of this research aims to investigate slum adolescent’s family and social relationship in comparison to adolescents living in non-slum areas. Familial factors include parent child relationship, sibling relationship, relationship
among family members and familial conflicts while societal factors include relationship with neighbour and peer influence. Self-efficacy, self-esteem consider as development factors with age.

Results indicated that adolescents living in Non-slum had better family and societal relationship as compared to Non-slum participants. Non-slum adolescents have better self-efficacy and self-esteem as compared to slum adolescents. The results in relation with the age both the group (slum and non-slum) have better self-efficacy and self-esteem. Both psychological variables increases with age, late adolescents have better self-efficacy and self-esteem as compared to early and middle adolescents. As slum adolescents live in deprived conditions. Everybody struggle for their basic survival, they face hardship in their day to day life. Family structure is very loose, lots of conflicts exist in family for food, basic facilities, cloths, money and apart from this one of major cause for conflict is drink and drugs. As slum adolescents reported that the parents use drink including elder family members and they too. After drink family members started quarrelling with each other while before drink there was no cause of conflict. Slum adolescents reported that they want to overcome from this situation; they want better life and good parents in their words (*ameer ghar ke tarah*). These situations of slum living and family condition causes for low family relationship and also low self-efficacy and self-esteem in adolescents living in slum.

While adolescents living in non-slum much better condition as compared to slum. They have structured family atmosphere, structure in terms of they live in own house or in rent but slum adolescents live in huts or temporarily constructed houses made in the government land without seeking permission of the government and they can be asked by the government to vacate the land, so their house are not well constructed, not stable, unstructured settlement. This fact that
house do not belong to them. They do not have own house it keep on creating tension in their minds. They do not have basic facilities at home like electricity, water, food, going to school. They have illegally taken the connection of electricity. They do not pay the tax to the government. The children adolescents do not go to school. They start earning live hood as soon as they are able to do that every member of the family earns some money to fulfil their needs. The main jobs are picking up waste, weaving baskets pulling rickshaw or trolley on the basis of daily wage. None of the slum members do permanent or stable job. Wherever they get job they earn money and other day if they do not earn, may be frustrated and indulge in drinking, beating other or abusing neighbours. Therefore they do not have to do in future. They think that life would be going on as it happened in the past.

This living area difference also found in interaction effect among family relationship and age. Non-slum adolescent’s shows better family relationship in three age division while slum adolescent shows different trend they shows better family relation in early and late adolescents as compare to middle. Results indicated that family conditions and living area affect the adolescents self-efficacy and self-esteem in both group.

Here are some researches which also show importance of family in development of adolescents and shows importance of family in development of self-efficacy and self-esteem. Family system functioning and parental behaviours are positively related to adolescent well-being (Grotevant, 1998; Karavasilis., 2003; Muris, 2004; Wolfradt, 2002).Consciously, or unconsciously the home environment moulds the behaviour, personality, and attitude, level of aspiration, aptitude and self-esteem of the adolescent girls.
Another finding also indicates importance of family environment. The nature of the family environment (e.g., level of cohesion, degree of conflict, and organization) is strongly associated with adolescent mental health (Siddique and D'Arcy, 1984). Shek (2002) founded that family functioning was significantly related to measures of adolescent psychological well-being (existential well-being, life satisfaction, self-esteem, sense of mastery, general psychiatric morbidity). The more conflict and less cohesive the family environment is perceived to be, the lower the individual's level of self-esteem (Boys' and Girls'Association of Hong Kong, 1992). These researches show that family and home environment plays a major role in adolescent’s development. If the conditions at home are congenial then their mental health is better. A secured emotional base is essential for the positive development of adolescents.

Adolescents living in non-slum area have higher level of self-efficacy and better self-esteem as compared to adolescents living in slum Rosenberg (1965) states that high self-esteem consists of an individual respecting himself and considering himself worthy. Low self-esteem consists of self-dissatisfaction, self-rejection, and self-contempt in an individual (Gecas & Schwalbe, 1986). Parental behaviour has been reported to relate to a child's self-esteem and is known to be as one of the reactions or consequences of psychological maltreatment (Gross & Keller, 1992). Self-efficacy beliefs provide the foundation for motivation, well-being, and personal accomplishment in all areas of life. Family is a source of positive relationship and unique bonds among members and also it is the first school of life. It plays a central role in the emotional and cognitive development of human beings. The concept of self-efficacy which relates to judgment people make concerning their ability to execute behaviour relevant to a specific task or situations. It refers to the confidence in once ability to behave in such a way or to
produce a desirable outcome (Bandura, 1977). Some studies have shown that favourable characteristics of family interactions and parenting are associated with the presence of positive psychological conditions, such as perception of higher self-esteem (Bean & Northrup, 2009; Frank, Plunkett, & Otten, 2010; Musito, Jiménez, & Murgui, 2007) and self-efficacy (Guo, Deng, Liang, & Yan, 2009; Hoeltje, Zubrick, Silburn, & Garton, 1996; Oliver & Paull, 1995), especially in adolescence. The study of Caprara, Pastarelli, Regalia, Scabini, and Bandura (2005), reported that familial self-efficacy was linked directly and indirectly to satisfaction with family life. The greater the adolescents perceived their self-efficacy, the more they reported of open communication with their parents.

On the other hand adolescents living in poor condition like slum have different type of family and societal conditions according to Van Goozen (2007) destructive family conflict affect normal developmental process such as children’s emotional, behavioural, social and developmental problems. Harold. (2011) found inter parental conflict and harsh parenting practices affect children’s psychological development. Fringer, (2000) found that these conflicts also affect children’s own social relationship as poor interpersonal skills. These conflicts may be associated with key factors as family difficulties as improvised circumstances, parental depression or substance abuse etc (Du Rocher Schudin and Cummings 2007). Economically disadvantaged family experience high level of stress in their everyday environment may affect their development. According to family stress model by Glenn Elder (1974) significant economic pressure like struggle in day to day life, hardship to manage daily expenditures these pressure coupled with other stressful life events that are more prevalent in the life of poor families, creates some psychological distress including depressive and hostile feeling in poor parents (McLeod and Kessler, 1990). Parents with these feeling have been linked
with less or more punitive, harsh inconsistent and detached as well as less nurturing, less stimulating and less responsive to their children’s needs. These poor quality of parenting style be harmful to children’s development. Children become less attached to their family and with family members (Conger, McLoyd 2002).

In present findings Slum adolescents have low self-esteem as compared to Non-slum adolescents. This may be due to familial factors such as parental behaviour and also societal factors. As Rohner and Rohner (1980) agreed that emotionally abusive behaviours will lower a child's self-esteem, self-adequacy, and sense of self-worth (Nicholas & Bieber, 1996). According to Gross and Keller (1992), children considered to be psychologically abused showed signs of depression and low esteem. Parenting /style has an enormous impact on the outcome of children's lives. It affect children’s personality during childhood and adulthood (Gross& Keller,1992;Garison, 1987). Parental non supportive behaviour for their children hinders their success. If children experience emotional abuse they experience difficulties in adult adjustment. For example all these difficulties may consists of experiencing depression and having low self-esteem ( Buri, Kirchner,& Walsh, 1987; Nicholas & Bieber 1996;Hoglund & Nicholas,1995; Hart et. Al, 1987 Brier& Runtz, 1987; Gross and Keller, 1992; Rohner &Rohner 1980).

Family structure also have a direct relationship to adolescent’s self-efficacy (Bandura, 1995); Schneewind, 1995). A number of structural conditions impact self-efficacy: social class, race, level of educations rural and urban backgrounds and gender all affect an individual global self- efficacy (Birch,1987).Family have a significant place sometimes for domestic abuse demoralization, negative feedback and criticism are the most extreme example of negative social persuasion. People need positive mastery experiences to develop and maintain
high level of self-efficacy. In recent decades, there has been accumulation of evidence suggesting the association between dysfunctional family relationships and adjustment problems in childhood and adolescence (Chedid, Romo, & Chagnard, 2009)

Results showed that both the group of adolescents, as they grown up their self-efficacy and self-esteem both are increasing but we can see difference on the basis of living area (Slum and Non-slum) and age group i.e. early and late adolescents group have more development in self-efficacy and self-esteem.

In present research the findings indicate that societal factors includes relationship with peer. During adolescence there is the rise in peer relationships which is important and influential. Peer relationships provide a context not only for the acquisition and maintenance of friendships and friendship networks but also for the development of key social skills such as, social problem solving skills, and empathy Relationships with peers are very significant aspects of the social environment. Adolescents have strong need to be liked and accepted by friends and the larger peer group, which can result in pleasurable feelings when they are accepted or extreme stress and anxiety when they are excluded and disparaged by peers (Santrock 2010). These things are also one of the factors which help in maintaining well being of adolescents. According to Snatrock (2010) peers are at the same age or maturity level. This same age interaction serves a unique role in the development of adolescents. One of the most important function of peer group is to provide information about the world outside of the family. From peer adolescents receive feedback about their abilities like they learn whether what they do is better than, as good as, or worse than what other adolescents do. Peers are the one with whom adolescents identify learn, fight and discover new opportunity provide a new learning. Peer group become more significant in adolescent’s social
development. Close peer help the adolescents work out his or her identity. This identity formation must help to the adolescents feel accepted and liked by others. Peers during adolescents provide a reflective self-esteem. Being in the ‘popular’ group in adolescence elevates self-esteem into young adult life (Schwartz 2009).

**Section 3(a) Mediation Moderation Analysis**

In this section we present the result of mediation (familial factors as the first mediating variable and societal factors as the second mediating variable) Moderation analysis (Development of adolescents as moderator variable) full model presented in figure. We will first give a brief introduction about mediation moderation analysis.

**Mediation:** Mediation implies a situation where the effect of the independent variable on the dependent variable can best be explained using a third mediator variable which is caused by the independent variable and is itself a cause for the dependent variable. That is to say instead of X causing Y directly, X is causing the mediator M, and M is in turn causing Y. The causal relationship between X and Y in this case is said to be indirect.

**Moderation:** A moderator is a variable that specifies conditions under which a given predictor is related to an outcome. The moderator explains ‘when’ a DV and IV are related. Moderation implied an interaction effect, where introducing a moderating variable changes the direction or magnitude of the relationship between two variables. A moderation effect could be (a) Enhancing, where increasing the moderator would increase the effect of the predictor (IV) on the outcome (DV); (b) Buffering, where increasing the moderator would decrease the effect of the predictor on the outcome; or (c) Antagonistic, where increasing the moderator would reverse the effect of the predictor on the outcome.
Living area as independent variable or predictor, self-efficacy denotes as dependent variable or criterion, familial and societal factors as mediator, development as moderator.

Living area as independent variable or predictor, self-esteem denotes as dependent variable or criterion, familial and societal factors as mediator, development as moderator.
Present result indicates that family relationship and societal factors significantly mediates the relationship between living area and self-efficacy and self-esteem. As in previous interviews slum adolescents said their family environment is very hard and family members do not have strong bonding with each other everybody engaged in hard work to fulfill their daily need. In slum family member drink alcohol and other type of drugs after drink including mother, after drink they all start quarreling with each other this situation creates mental as tension for them as they reported in their interview. Father did not feel responsibility of children and other family members so in slum family on the age of 8 or 9 children starts working for their survival. Same researches also revels these facts that family is very important for healthy development and poverty is associated with development. Researches suggests that environment of family constitute the basic ecology where children’s behavior manifest (Dishion; Patterson, , 2006). Parents play an important role in preparing children for adulthood through rules and peers also serves as an important socialization agent. Crosswhite, ; Kerpelman, (2009) & Dekovic; Janssens, (2003) parenting accounts for more variance in externalizing behaviours in adolescence than any other one factor. Parents living in slum do hard work to fulfil their daily needs, they live in slum which leads a monotonous life without any colour, they struggle for daily survival and face numerous problem in their day to day life like long hours of work insecurity regarding jobs, low status within the household as well as outside world (Gathiya 1983).

As Gathiya pointed out slum people feel low social status in society same thing adolescents reported in WHO AM I they do not want do menial job and they also don’t want their next generation do this kind of job. All these situation may lead low level of self-efficacy and self-esteem among slum adolescents we find some finding in WHO AM I result they feels negative psychological feeling more in comparison of Non-slum adolescents because they face hardship in their day to
day life and also face low status in their own way and outside of society. There is widespread belief that a child who grow under unfavourable socioeconomic circumstances tend to display certain impairment in psychological development which hinder successful coping with problem encountered in school and in general setting (D.Sinha, 1982). Tripathi (1982) found in his study different living condition like malnutrition, low class or caste states unemployment residential area like lacking in basic amenities, illiteracy or low level of education and some other kind of experiential and environmental indicator of poverty impact on psychological functioning. Adolescents living in Non-slum area belong to lower social economic group of society their parents also engage in hard work for daily survival they also face poverty or lacking situation their father also drink but feel responsibility towards their family, try to fulfill their basic needs. Their family follow some structure like they live in rented or own house with basic facilities like toilet, water etc and they are not in government land they have fixed settlement, although the house is very small having one or two rooms including kitchen, their parents send them schools, allows them to go to college, learn professional skills they have basic education or doing study. WHO AM I results also indicate that they have positive state of mind their self ambition is high this can be seen in qualitative data they want to study they want to work hard for their better survival. Coles, 1967; Hess, 1970 also found same findings lower class children may experience intimate and affectionate personal ties within the family and sometimes within a whole neighborhood their surrounding often have a more realistic and sophisticated of how the overall society operates. They recognize the importance of having power. They often perceive the significance of interpersonal conflicts more rapidly and more and more accurately they can often act decisively and properly in difficult situation. Mckey J.R., Murphy R.T. 1991 found
dysfunctional family environment has been described as contributor to maladjusted, behavioral problem and drug abuse. Negative family environment has an adverse effect on children’s psychological adjustment (Cummings & Davis, 1994; Grych & Fincham, 1990, 2001; Porter & O’zeary, 1980). All these differences in family environment which are responsible for the difference in self-efficacy and self-esteem.

Societal factors significantly mediate the relationship between living area and self-efficacy and self-esteem. As researches suggested peer group significantly influence the development of one’s self-esteem. During adolescence, young people have to struggle for developing their self identity. Family member are very important who could significantly influencing the perception of self worth providing feedback and appraisal for their behavior but there is some other factors that significantly influencing adolescents behavior outside the family as peer group, teachers etc they also helps in shaping the feeling of self worth (Kerr., Satin., 2003). Socio economic factors family income seems to be most related to self among adolescents (Brindarf, Aviger, 2005). Some other studies also suggested that socio economic states to be significantly related to self-esteem, those with better economic states have high self-esteem than those live in poverty situation (Rhodes, Roffman, Reddy, 2004; Francisl, 1996). As slum adolescents reported their community environment is not safe, their neighbor drink using abusive language for each other, sometimes police come to sort out their disputes. Their peer group drinks alcohol and other kind of drugs they also drink in their peer group. They reported in open ended question that they want safe and clean environment, good neighbor, and amicable relationship with neighbor. These factors might be influence slum adolescents self-efficacy and self-esteem. Adolescents living in Non-slum area reported also reported the same thing but
they their surrounding is slightly different from slum area. Their peer group studied with them they feel competition from them and they are willing to hard work for their better future or survival. Harter (1999), the development and maintained of self -esteem during adolescence during adolescence is influence by two factors: perceived competence in area of importance and experience of social support considering other factors, correlates of self-esteem can be divided into many essential domains: (i) gender (ii) socio-economic states (iii) personality factors and mental health (iv) factors family, friends and significant others.

Development of adolescents significantly moderate the relationship between living are and family relationship but development of adolescents does not significantly moderate the relationship between living area and societal relationship. As adolescents grown up they have better understanding of their surrounding their relationship. In present research adolescents who live in Non-slum area have better family relationship they some stability understanding in family, they are going to school and college, motivate to improve their life style. As we can see in previous findings as adolescents grown up they have better family and social relation, self-efficacy and self-esteem. As age increase their family and societal relationship increases, but societal relationship increment is less in comparison of family we can say that as adolescence grown up they become centered to their family or in their personal goals. Researches also shows that maturity is important for their better adjustment as adult Anderson (1999) before entering in adulthood it is important for adolescents to develop high self-esteem and ability to care for the self.

Development of adolescence significantly moderates the relationship between family relationship self-efficacy and self-esteem. We can interpret this finding with previous finding in which as adolescence grown up from early adolescence to
middle than late their self-efficacy and self-esteem increase with family relations increases.

Development of adolescents does not significantly moderate the relationship between societal factors and self-efficacy and self-esteem. Development of adolescents does not moderate between societal factors and self-efficacy it may be as age increases individual become family oriented, his or her action effect on family.

In sum present results indicated that there is role family and societal factors in development of adolescents including effect of living area and age factors. As family play a significant role in every aspect of development. Family is the environment where the children learn to use their facilities and understand and cope with the physical world. It is the place, where they learn how family relationships work, by observing their parents, grandparents, siblings and rest of the family members dealing with each other.

Family is the first socializing unit. It shapes the child according the demand of the society. Family is an enduring association of parent and offsprings whose primary function are the socialization of the child and satisfaction of the family members. A family is a child’s first experience of relationships that generally occurs within the family. It is a small intimate group of basic setting within which most children come in contact with society where they learn how to behave within a society and outside world. Societal factors also important like relationship with neighbour and peer relationship, adolescents is a time where family become less important and peer influence increases. Societal factors are less important in comparison to family factors.
Importance of the Research:

- While the rapport was established from that time a sort of counseling session was carried out with the participants, especially girls who were very expressive and happy throughout the data collection period because interaction of the researcher with them was taken by them as a therapeutic session. They always wanted company of the researcher who listen to them, so they wanted to tell many important issue of their lives.

- The present research investigated the self-concept, values, self-esteem and self-efficacy which may prove useful for the policy makes if slum have to be developed for normal human living.

Limitation of the Research:

- In present research work gender difference was not primarily studied because it was much painful all boys and girls were forced to face difficult condition it was not systematically assigned specific notes for girls. It was a mixed kind of situation. The gender roles were so diffused in nature that it was difficult to study unless, separate study needs to be planned further to study the behaviorally assigned pattern of girls how they are embedded in that social set up.

- In future, the research may be replicated by also including parents of adolescents in the sample, this may allow to provide parents perspective.