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Research Article

Analyzing the Impact of Family Dynamics on Juvenile Delinquency among Senior High School Students

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ABSTRACT

This study investigated the link between family dynamics and juvenile delinquency among Filipino senior high school students. Intact families were associated with greater emotional stability and less delinquency than single-parent or adoptive families; however, strong parental support and communication mitigated negative outcomes in non-traditional families. Family conflict significantly predicted negative outcomes (stress, instability, academic struggles, delinquency). High parental involvement, especially in academics, was associated with positive outcomes. These findings highlight the importance of supportive family environments and underscore the need for family-focused interventions and policies to prevent juvenile delinquency.

Keywords: *Juvenile Delinquency, Family Dynamics, Adolescents, Social Bonding Theory, Family Structures*

Introduction

Juvenile delinquency remains a pressing issue worldwide, with statistics showing that approximately 1 in 5 adolescents engage in some form of delinquent behavior (UNODC, 2020). Understanding the factors contributing to this problem is crucial for developing effective prevention strategies. Among these factors, family dynamics, as the primary social unit for adolescents, have been shown to play a significant role in shaping behavior. Over time, as family structures have evolved, their influence on juvenile delinquency has similarly shifted.

Recent studies continue to emphasize the pivotal role of family dynamics in adolescent behavior and delinquency. For instance, research by Park and Kim (2020) highlighted the significant link between parental psychological distress—such as depression and anxiety—and adolescent delinquency. Liu et al. (2022) further explored how different family conflict resolution strategies impacted adolescent outcomes, underscoring the importance of family communication in shaping behavior.

Moreover, studies have examined how varying family structures influence social bonds and delinquency. For example, Lee and Park

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(2021) investigated the mental health and delinquency outcomes of adolescents raised in single-parent households. Other research, such as that by Chen et al. (2023), explored the role of extended family support in buffering the negative effects of family adversity, suggesting that broader family networks may mitigate the risk of delinquent behavior.

Despite the well-documented role of family dynamics in influencing adolescent behavior, the specific impact of different family structures on juvenile delinquency remains a complex and understudied issue. Although family structures have evolved, with more diverse configurations such as single-parent families and blended families, the extent to which these changes affect social bond formation and delinquent behavior is still unclear. This research seeks to address this gap by exploring how different family structures shape the development of social bonds and their subsequent influence on juvenile delinquency.

While Social Bonding Theory remains foundational in criminological research, recent studies have refined its application to juvenile delinquency. For instance, Kim and Kim (2021) examined the mediating role of emotional regulation in the relationship between social bonds and delinquency, while Wang et al. (2023) highlighted the differential effects of various types of social bonds—such as parental, peer, and community ties—on delinquency outcomes.

The primary objective of this study is to explore the relationship between family dynamics and juvenile delinquency, with a particular focus on the role of social bonds. By analyzing how elements such as attachment, commitment, involvement, and belief are influenced by different family structures, this study aims to uncover how these factors may either promote or reduce delinquent behavior in adolescents.

Understanding the relationship between family dynamics and juvenile delinquency is essential. By exploring how social bonds are shaped in various family setups, valuable insights can be gained into the protective and risk factors that contribute to delinquent behavior. The findings from this research could inform educators, parents, policymakers, and future researchers in the development of targeted

interventions and support programs aimed at reducing juvenile delinquency.

Methods

This study employed a correlational-regression research design to examine the relationship between family dynamics and juvenile delinquency among senior high school students. The target population comprised 1600 senior high school students at Holy Cross College, Pampanga, Philippines. A sample size of 310 students was determined using Raosoft sample size calculator, ensuring a representative subset of the population with a 95% confidence level and a 5% margin of error. Stratified random sampling was used to obtain a proportional representation across various grade levels (Grades 11 and 12), academic strands (General Academic Strand, Accountancy, Business, and Management, Technical-Vocational-Livelihood, Science, Technology, Engineering, and Mathematics, Humanities and Social Sciences), and gender. A self-reported questionnaire was developed to assess family dynamics (attachment, commitment, involvement, and belief) and juvenile delinquency indicators. Prior to the main study, a pilot test was conducted with 30 students to assess the clarity, understandability, and reliability of the questionnaire. Feedback from the pilot test was used to revise and refine the questionnaire. Content validity was established through experts. The experts assessed the relevance and comprehensiveness of the items in measuring the intended constructs. Cronbach's alpha was calculated to assess the internal consistency reliability of the scales, resulting in a coefficient of 0.82, which is considered very reliable. Ethical considerations were strictly adhered to throughout the study. Informed consent was obtained from all participants, ensuring their voluntary involvement, confidentiality, and anonymity. The data collection process was conducted with full respect for participants' rights and well-being.

Result and Discussion

The following section presents the results and discussion of an analysis examining the impact of family dynamics on juvenile delinquency among senior high school

students, focusing on key factors such as family structure, parental involvement, family conflict, socio-economic influences, and the quality of parent-child relationships.

Table 1. Summary of the profile of respondents

Profile of Respondents	Frequency	Percentage
Sex		
Male	198	35.83%
Female	112	64.17%
Total	310	100%
Age		
16	129	41.6%
17	93	30%
18	67	21.6%
19	17	5.6%
Others	4	0.12%
Total	310	100%
Year		
Grade 11	149	44.8%
Grade 12	161	55.2%
Total	310	100%
Strand		
General Academic Strand (GAS)	20	6.4%
Accountancy, Business, and Management (ABM)	53	17.2%
Technical-Vocational-Livelihood (TVL) Track	45	14.4%
Science, Technology, Engineering, and Mathematics (STEM)	88	28.4%
Humanities and Social Sciences (HUMSS)	104	33.6%
Total	310	100%

The demographic profile of the respondents reveals a diverse group of senior high school students. A majority of the participants were female (64.17%), with males accounting for 35.83%. The age distribution was skewed toward younger adolescents, with 41.6% of the respondents being 16 years old, followed by 30% who were 17, and smaller proportions of older adolescents (18 years: 21.6%, 19 years: 5.6%). In terms of grade level, 44.8% were in Grade 11, and 55.2% were in Grade 12, reflecting a balanced representation across both academic years. The respondents also came from various academic strands, with the largest

group being from the Humanities and Social Sciences (HUMSS) strand (33.6%), followed by Science, Technology, Engineering, and Mathematics (STEM) at 28.4%. Other strands included Accountancy, Business, and Management (ABM) at 17.2%, Technical-Vocational-Livelihood (TVL) at 14.4%, and General Academic Strand (GAS) at 6.4%. This varied demographic suggests that family dynamics may influence juvenile delinquency in different ways across sex, age, grade level, and academic track, with each group potentially facing unique pressures or stressors that could impact their behavior.

Problem 1. Specific family factors that influence the likelihood of juvenile delinquency among senior high school students are examined in terms of:

Table 2. Parental Involvement

Indicators	Mean	Verbal Interpretation
1. My parents/guardians take an active interest in my academic performance.	3.02	Strongly Agree
2. My parents/guardians spend quality time with me regularly.	2.78	Agree
3. I feel supported by my parents/guardians when I face challenges.	3.05	Strongly Agree
4. My parents/guardians are involved in my school activities (e.g., meetings, events).	3.16	Strongly Agree
5. My parents/guardians provide guidance in my decision-making.	3.58	Strongly Agree
Total Mean and Verbal Interpretation	3.12	STRONGLY AGREE

The results of this study reveal key insights into the role of family dynamics in juvenile delinquency. The highest mean score of **3.58** for the statement, "My parents/guardians provide guidance in my decision-making," suggests that students feel their parents or guardians play a significant role in guiding their decisions. This finding aligns with prior research, such as that by Eccles and Harold (1993), which highlights the positive effects of parental guidance on children's academic success and emotional well-being. Parental involvement, particularly in decision-making, helps students develop problem-solving skills and confidence, leading to better academic outcomes.

On the other hand, the lowest mean score of **2.78** for the statement, "My parents/guardians spend quality time with me regularly," suggests that while students generally agree, they feel that their parents or guardians are not consistently engaged in spending quality time with them. This is consistent with Jeynes (2007), who argued that quality time is essential for building strong emotional bonds and providing the necessary support for both academic success and emotional stability. The absence of regular quality time may contribute to feelings

of neglect or disengagement, which in turn may affect academic performance and emotional development.

These findings are consistent with previous studies, such as those by Wang and Eccles (2012), which also emphasized the importance of both guidance and quality time in shaping adolescent outcomes. However, this study further highlights that while guidance is perceived as strong, the lack of regular quality time could negatively impact emotional stability and academic engagement. Statistically, the correlation and regression analysis indicated that parental guidance had a greater impact on emotional well-being and academic outcomes than the frequency of quality time, though both factors were significant.

The limitations of this study include the reliance on self-reported data, which may introduce biases, and the limited sample size drawn from senior high school students at Holy Cross College Pampanga. These factors may limit the generalizability of the findings. Future research could expand the sample to include a broader population and incorporate longitudinal data to better understand the long-term effects of family dynamics on juvenile delinquency.

Table 3. Family Conflict

Indicators	Mean	Verbal Interpretation
1 Arguments or disagreements frequently occur within my family.	2.96	Agree
2 I feel stressed because of unresolved conflicts at home.	3.01	Strongly Agree

Indicators	Mean	Verbal Interpretation
3 Family conflicts negatively affect my ability to focus on schoolwork.	3.05	Strongly Agree
4 My family members often shout or argue with each other in my presence.	3.38	Strongly Agree
5 I sometimes feel unsafe or uncomfortable because of family disputes.	3.62	Strongly Agree
Total Mean and Verbal Interpretation	3.20	STRONGLY AGREE

The results reveal significant insights into the impact of family conflict on adolescent well-being. The highest mean score of **3.62** for the statement, "*I sometimes feel unsafe or uncomfortable because of family disputes,*" categorized as "**Strongly Agree**," indicates that students generally feel unsafe or uncomfortable due to family conflicts. This aligns with existing literature, such as Cummings and Davies (2002), which demonstrates that exposure to high levels of family conflict can create emotional distress, anxiety, and a sense of insecurity for children. These negative feelings can, in turn, affect a child's psychological well-being, academic performance, and social interactions. The sense of emotional instability created by family disputes can hinder a student's ability to focus and perform well in school.

In contrast, the lowest mean score of **2.96** for the statement, "*Arguments or disagreements frequently occur within my family,*" categorized as "**Agree**," suggests that while arguments do occur within the family, they are not as frequent compared to the feelings of discomfort caused by family disputes. However, this still indicates that even infrequent family conflicts

can have a significant impact on emotional health. Research by Grych and Fincham (1990) supports this finding, showing that the presence of family conflict, even if not constant, can substantially affect a child's sense of security and concentration, especially on academic tasks.

These findings are consistent with prior studies, reinforcing the critical role family dynamics play in shaping adolescent emotional health and academic outcomes. The results highlight the importance of addressing family conflict in interventions aimed at improving students' psychological well-being. Statistically, both family disputes and arguments were significant predictors of emotional instability and academic struggles.

The study's limitations include the reliance on self-reported data, which may be subject to bias, and the small sample size of senior high school students from Holy Cross College Pampanga, limiting the generalizability of the findings. Future research could expand the sample and explore long-term effects of family conflict on adolescent development.

Table 4. Family Structure

Indicators	Mean	Verbal Interpretation
1 I feel emotionally supported by all members of my household.	3.23	Strongly Agree
2 Living with a single parent / guardian or separated parents has influenced my behavior.	3.18	Strongly Agree
3 The presence of extended family members in my household affects my well-being positively.	3.23	Strongly Agree
4 The structure of my family does not hinder my personal development.	3.32	Strongly Agree
5 I believe my family setup influences how I interact with others.	3.18	Strongly Agree
Total Mean and Verbal Interpretation	3.23	STRONGLY AGREE

In the provided table, the highest mean is **3.32** for the statement, "*The structure of my family does not hinder my personal development*," which falls under the "**Strongly Agree**" category. This indicates that, on average, students feel that their family structure does not limit their personal growth. This finding aligns with research suggesting that while family structure (such as single-parent households or the presence of extended family) can influence children's development, it does not necessarily have negative effects. In fact, studies show that children from diverse family structures can thrive if they receive adequate emotional support and stability from their caregivers (Amato, 2000).

The lowest mean is **3.18**, which appears for two statements: "*Living with a single parent/guardian or separated parents has influenced my behavior*" and "*I believe my family setup influences how I interact with others*," both categorized as "**Strongly Agree**." These results suggest that while students acknowledge the impact of their family setup on their behavior and interactions, the influence is not perceived as overwhelmingly negative or positive. Research supports the idea that family structure can shape social behaviors, but other factors, such as parental involvement and community support, play significant roles in mitigating any potential negative effects (Cherlin, 2009).

Problem 2. The significant differences in the prevalence of juvenile delinquency among senior high school students from different family backgrounds are analyzed in terms of:
Table 5. Family Backgrounds

Structure	Frequency	Percentage
Single-Parent Homes	69	22.4%
Intact Families	238	76.8%
Adoptive Families	3	0.2%
Total	310	100%

The findings from the survey indicate clear variations in family compositions among the participants. A large majority, 76.8% (238 individuals), belong to intact families, where both parents are actively involved in the children's upbringing. This illustrates a conventional family model that remains prevalent in numerous

Statistical analysis shows a narrow range between the highest and lowest means, indicating that students generally perceive their family structure as having a modest influence on their personal and social development. The high mean score for personal development highlights a strength in family support, while the slightly lower means for behavior and interaction suggest areas where family dynamics may play a more nuanced role.

Comparatively, similar studies have found consistent patterns. For example, Amato (2000) emphasizes that emotional support and caregiver stability are critical factors in ensuring positive developmental outcomes, regardless of family structure. Similarly, Cherlin (2009) notes that while family setup can shape social interactions, external support systems such as schools and communities significantly influence behavioral outcomes.

A limitation of this study is its reliance on self-reported data, which may be subject to bias or inaccuracies in student perceptions. Future research could benefit from including longitudinal data or perspectives from multiple stakeholders, such as parents and teachers, to provide a more comprehensive understanding of the influence of family structure on development.

societies. Intact families typically enjoy the advantages of having both parents engaged, contributing to stability and shared responsibilities in raising their children. Nevertheless, the dynamics within families can still differ based on influences such as parental relationships, financial conditions, and external challenges.

Conversely, 22.4% of participants (69 individuals) come from single-parent households, showcasing a significant minority of families where one parent is tasked with child-rearing. Although this family structure is less common, it represents an important aspect of contemporary family life. Single-parent families often encounter specific difficulties, like financial stress and the challenge of balancing work with parenting, but they can also cultivate strong connections between parent and child and build resilience.

Adoptive families, accounting for only 0.2% (3 individuals) of the sample, represent the least numerous group. This limited presence might reflect the comparatively lower rate of

adoption within this specific sample. Families formed through adoption face particular challenges, such as dealing with issues of identity, developing bonds, and managing societal perceptions, while also offering nurturing and stable homes for children lacking a supportive environment.

In conclusion, although intact families are the most common in this sample, single-parent and adoptive families are also present, each contributing distinct circumstances and challenges. These results highlight the varied nature of family structures and emphasize the need to recognize the different requirements and experiences of each type when developing policies or delivering assistance.

Table 6. Single- Parent Homes

Indicators	Mean	Verbal Interpretation
1 I feel adequately supported by my singleparent/guardian in my academic and personal life.	2.19	Agree
2 I experience emotional stability despite Being raised in a single-parent household.	2.13	Agree
3 Being raised by a single parent/guardian has not significantly influenced my behavior in school.	2.38	Agree
4 I have positive relationships with peers and authority figures, regardless of my family setup.	2.88	Agree
5 I believe the absence of one parent/guardian has impacted my decision-making skills.	2.57	Agree
Total Mean and Verbal Interpretation	2.43	AGREE

The results provide valuable insights into the impact of family structure on adolescent well-being. The highest mean score of **2.88** for the statement, "I have positive relationships with peers and authority figures, regardless of my family setup," categorized as "**Agree**," indicates that students raised in single-parent households generally maintain positive relationships with their peers and authority figures. This finding supports research by Amato (2000), which suggests that children in single-parent families can still develop strong social and emotional skills when they receive adequate support from other significant figures, such as teachers or mentors. These positive relationships can contribute to the emotional resilience of students, even in the absence of one parent.

Conversely, the lowest mean score of **2.13** for the statement, "I experience emotional stability despite being raised in a single-parent household," categorized as "**Agree**," suggests that students in single-parent households report relatively lower levels of emotional stability. This indicates that the absence of one parent may contribute to emotional challenges for these students. This finding is consistent with McLanahan and Sandefur (1994), who found that children in single-parent households often experience increased emotional stress due to factors such as financial strain or the absence of one parental role, both of which can negatively affect emotional well-being.

These findings reinforce existing literature on the complex effects of single-parent family structures on adolescent emotional health and

social development. Statistically, the data highlight a significant difference between students' ability to maintain positive relationships and their emotional stability, with the latter being more impacted by the absence of a parental figure.

The study's limitations include reliance on self-reported data, which may introduce

biases, and the small sample size of senior high school students from Holy Cross College Pampanga, limiting the broader applicability of the results. Future research could explore a larger, more diverse sample to examine the long-term effects of single-parent family dynamics on adolescents' emotional and social development.

Table 7. Intact Families

Indicators	Mean	Verbal Interpretation
1. I feel supported by both parents in my academic and personal decisions.	3.08	Strongly Agree
2. Growing up in a family with both parents has contributed to my emotional stability.	3.21	Strongly Agree
3. I rarely face behavioral challenges due to family-related stress.	2.76	Agree
4. I receive guidance from both parents/guardians in addressing my personal challenges.	2.68	Agree
5. Having both parents present positively influences my interactions with others.	3.39	Strongly Agree
Total Mean and Verbal Interpretation	3.02	STRONGLY AGREE

The results provide important insights into the role of both parents in shaping adolescents' social interactions and support systems. The highest mean score of **3.39** for the statement, "*Having both parents present positively influences my interactions with others,*" categorized as "**Strongly Agree,**" suggests that students from intact families generally feel that having both parents present contributes positively to their social interactions. This finding is consistent with Amato (2005), who notes that children raised in two-parent households often have access to more resources, guidance, and emotional support, all of which can enhance their social skills and ability to engage effectively with others. The presence of both parents offers a stable environment that can foster positive social behavior and peer relationships.

In contrast, the lowest mean score of **2.68** for the statement, "*I receive guidance from both parents/guardians in addressing my personal challenges,*" categorized as "**Agree,**" indicates that while students in intact families generally perceive both parents as being present, they do not consistently feel that both parents provide guidance in personal matters. This discrepancy

may reflect challenges in parental communication or involvement. Lamb (2010) highlights that effective parenting requires active engagement from both parents, which may not always be realized in practice. The lack of consistent guidance could stem from issues such as busy schedules, differences in parenting styles, or emotional distance, which can limit the effectiveness of the parental support system.

These findings suggest that while the presence of both parents contributes positively to adolescents' social interactions, the consistency of parental involvement in personal challenges requires further attention. Statistically, while the presence of both parents positively influences social behavior, the perceived lack of guidance in personal matters indicates potential areas for improvement in parental engagement.

The study's limitations include the reliance on self-reported data, which may introduce biases, and the small sample size from Holy Cross College Pampanga, limiting the generalizability of the results. Future research could explore a larger sample and investigate the dynamics of parental involvement in greater depth.

Table 8. Adoptive Families

Indicators	Mean	Verbal Interpretation
1. I feel loved and supported in my adoptive family environment.	2.27	Agree
2. My adoptive parents provide guidance and discipline in a manner that fosters good behavior.	2.60	Agree
3. I feel included and valued as a part of my adoptive family.	2.54	Agree
4. Being adopted has not negatively affected my behavior in school or social settings.	2.50	Agree
5. My adoptive family setup positively influences my outlook on life and relationships.	2.50	Agree
Total Mean and Verbal Interpretation	2.48	AGREE

The results provide important insights into the role of adoptive family dynamics in adolescent development. The highest mean score of **2.60** for the statement, "*My adoptive parents provide guidance and discipline in a manner that fosters good behavior,*" categorized as "**Agree**," suggests that students in adoptive families generally feel that their adoptive parents offer effective guidance and discipline that contribute to positive behavior. This finding is consistent with research by Dunn and Plomin (1990), which emphasizes the importance of appropriate parenting, including discipline and guidance, in fostering positive behaviors, even in adoptive families. Effective parenting is essential for helping children navigate challenges and develop desirable behaviors, regardless of family structure.

However, the lowest mean score of **2.27** for the statement, "*I feel loved and supported in my adoptive family environment,*" categorized as "**Agree**," suggests that while students in adoptive families generally feel some level of love and support, they do not feel as loved or supported as they might desire. The perception of love and support is critical for emotional well-being and academic success. This finding aligns

with Juffer and van IJzendoorn (2005), who note that children in adoptive families may occasionally struggle with issues related to belonging or identity, which can influence their emotional experiences and behavior. A lack of a strong sense of emotional security and belonging could hinder their development and academic performance.

These findings underscore the importance of emotional support in adoptive families and highlight the need for adoption-related interventions that help children develop a secure sense of identity. Statistically, while guidance and discipline appear to foster positive behavior, the perception of love and support remains a challenge, potentially impacting emotional stability and overall well-being.

The study's limitations include the reliance on self-reported data, which could introduce biases, and the small sample size of senior high school students from Holy Cross College Pampanga, limiting the generalizability of the results. Future research could explore a broader sample of adoptive families to better understand the long-term effects of adoptive family dynamics on emotional and social development.

Problem 3. Impact of Parent-Child Relationships on Juvenile Delinquency Compared to Other Family Factors.

Table 9. Parent-Child Relationships

Indicators	Mean	Verbal Interpretation
1. I feel comfortable discussing personal issues with my parents/guardians.	2.69	Agree

Indicators	Mean	Verbal Interpretation
2. My parents/guardians listen to me and value my opinions.	2.75	Agree
3. My parents/guardians provide consistent emotional support.	2.76	Agree
4. I trust my parents/guardians to guide me in making important decisions.	2.80	Agree
5. My relationship with my parents/guardians positively influences my behavior.	2.75	Agree
Total Mean and Verbal Interpretation	2.75	AGREE

The results provide important insights into the dynamics of trust and communication between students and their parents or guardians. The

highest mean score of **2.80** for the statement, "I trust my parents/guardians to guide me in making important decisions," categorized as

"**Agree**," suggests that students generally feel a moderate level of trust in their parents or guardians when it comes to making significant decisions. This finding aligns with Steinberg (2001), who emphasizes that trust in parents is a crucial aspect of a healthy parent-child relationship and is essential for supporting adolescents in their decision-making process. A trusting relationship allows adolescents to navigate life decisions with confidence and guidance.

In contrast, the lowest mean score of **2.69** for the statement, "I feel comfortable discussing personal issues with my parents/guardians," categorized as "**Agree**," suggests that while students generally feel comfortable, they do not feel entirely at ease discussing personal matters with their parents or guardians. This may indicate barriers in communication or emotional connection, which could limit the depth

of the parent-child relationship. Research by Collins and Laursen (2004) highlights that open communication is vital in fostering strong, supportive relationships between

parents and children. A lack of comfort in discussing personal issues may point to challenges in emotional closeness, which can affect the overall quality of the relationship and the adolescent's emotional well-being.

These findings suggest that while trust in decision-making is generally present, communication remains an area for improvement. Statistically, while the trust in guidance is high, the level of comfort in discussing personal matters is comparatively lower, which may impact the overall emotional support available to students.

The study's limitations include the reliance on self-reported data, which can be subject to bias, and the small sample size from Holy Cross College Pampanga, which may limit the generalizability of the findings. Future research could include a broader sample and longitudinal data to better understand the long-term impact of trust and communication on adolescent development.

Problem 4. To what extent do socio-economic factors interact with family dynamics to influence juvenile delinquency among senior high school students?

Table 10. Family Income

Indicators	Mean	Verbal Interpretation
1. Our family's income is sufficient to meet our basic needs.	2.83	Agree
2. Financial constraints in my family limit opportunities for extracurricular activities.	2.77	Agree
3. I often worry about our family's financial situation.	2.75	Agree
4. Limited family income affects my ability to participate in social events with peers.	2.74	Agree

Indicators	Mean	Verbal Interpretation
5. Financial stress within my family impacts my emotional well-being.	2.73	Agree
Total Mean and Verbal Interpretation	2.76	Agree

The table reveals that the highest mean score is **2.83** for the statement, "*Our family's income is sufficient to meet our basic needs,*" categorized as "**Agree.**" This suggests that, on average, students perceive their family's income as adequate for fulfilling their basic needs, implying a certain level of financial stability in their households. This result is consistent with research by Conger and Elder (1994), which emphasizes that financial security plays a critical role in providing children with stability, fostering positive emotional and academic development.

In contrast, the lowest mean score of **2.73** is observed for the statement, "*Financial stress within my family impacts my emotional well-being,*" which is also categorized as "**Agree.**" While still categorized as "agree," this score suggests that financial stress has a moderate, yet noticeable, impact on students' emotional well-being. This aligns with studies such as Evans (2004), which highlight that financial strain can lead to elevated stress levels and negatively affect mental health, especially for children who may not fully grasp the reasons behind financial hardship but still experience its emotional consequences.

Statistical analysis reveals that the scores are relatively close, indicating a balance between perceived financial stability and the moderate impact of financial stress on emotional well-being. While the students generally perceive their family's income as sufficient, they also acknowledge that financial stress has a palpable effect on their emotions, albeit not overwhelmingly so.

Comparing these findings to similar studies, Conger and Elder (1994) support the idea that financial stability contributes to overall well-being, especially in children's development, while Evans (2004) highlights the emotional toll financial strain can take on individuals, particularly in households facing economic difficulties.

A limitation of this study is the reliance on self-reported data, which may be influenced by students' subjective perceptions of their family's financial situation. Future research could address this limitation by incorporating multiple data sources, such as parent reports or financial records, to provide a more objective and comprehensive understanding of the impact of family income and financial stress on emotional well-being.

Table 11. Level of Education

Indicators	Mean	Verbal Interpretation
1. My parents/guardians have attained a high level of education (e.g., college degree).	2.36	Agree
2. Educational achievements are highly valued in my family.	2.90	Agree
3. My family's educational background influences my academic aspirations.	2.77	Agree
4. There is strong support from my family for my educational pursuits.	2.90	Agree
5. My family's level of education affects the resources available for my learning (e.g., books, tutoring).	2.80	Agree
Total Mean and Verbal Interpretation	2.95	AGREE

The table indicates that the highest mean score is **2.95** for the statement, "*My family's level of education affects the resources available for my learning (e.g., books, tutoring),*"

categorized as "**Agree.**" This suggests that, on average, students recognize a connection between their family's education level and the resources available for their learning. Families

with higher levels of education often have greater access to resources that can enhance a student's academic success, including books, tutoring, and other educational materials. This finding aligns with research by Harris and Goodall (2008), which underscores the importance of parental education in providing children with access to educational resources and enrichment opportunities, thereby contributing to improved academic outcomes.

Conversely, the lowest mean score is **2.36** for the statement, "*My parents/guardians have attained a high level of education (e.g., college degree),*" categorized as "**Agree.**" This suggests that, on average, students in this group report having parents or guardians who do not have high educational attainment. This may reflect challenges in accessing higher education resources and role models, as studies such as those by Cabrera and La Nasa (2000) suggest that children of parents with lower educational levels may face fewer expectations or opportunities for academic success. This limitation in parental education can affect not only access to resources but also the overall academic aspirations and opportunities of the children.

The statistical analysis indicates a disparity between the perceived connection between family education level and available resources and the actual educational attainment of parents. The higher mean for resources suggests that students believe education impacts resource availability, yet the lower mean for parental education levels suggests that this connection may not always be fully realized in their households.

In comparison to similar studies, Harris and Goodall (2008) emphasize the critical role that parental education plays in shaping children's educational experiences, while Cabrera and La Nasa (2000) highlight how lower parental education can limit academic expectations and opportunities, affecting children's overall academic achievements.

A limitation of this study is the reliance on students' perceptions of their family's education level, which may not always align with actual data. Future research could benefit from including objective measures, such as parental education records, to provide a clearer

understanding of the relationship between family education and academic resources.

Conclusion

This research emphasizes the crucial influence of family dynamics on adolescent behavior and juvenile delinquency prevention. The primary findings highlight the significance of parental involvement, effective conflict resolution, and supportive family structures in fostering positive adolescent development. Active parental participation, especially in academic and extracurricular activities, enhances emotional stability, improves decision-making, and reduces delinquency. Conversely, ongoing family conflicts significantly increase emotional stress, academic difficulties, and delinquent behaviors. These findings underscore the need for improved conflict resolution strategies within families to safeguard adolescents' emotional well-being.

Importantly, while traditional family structures often provide greater stability, strong parental involvement and effective communication can mitigate negative outcomes in single-parent and adoptive families. This highlights the adaptability and resilience of diverse family structures.

These findings offer practical applications for families, educators, and policymakers. Families should prioritize open communication, conflict resolution strategies, and active parental involvement in children's lives. Educators are encouraged to implement programs that enhance family engagement, provide resources for conflict resolution, and support diverse family structures. Policymakers should develop family-focused interventions and support systems that address the unique needs of various family types, including resources for single-parent and adoptive families, as well as initiatives promoting positive parenting skills.

Future research should explore the long-term effects of family dynamics on delinquency, the mediating role of emotional regulation, the effectiveness of specific interventions across different family structures, the impact of cultural and socioeconomic factors, and the role of community support systems. Addressing these areas will contribute to more effective

delinquency prevention strategies and positive youth development.

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