



THE IMPACT OF FAMILY DYNAMICS ON STUDENTS' ACADEMIC SUCCESS, BEHAVIOR, AND STUDENT'S CAREER AND LIFE EXPECTATION

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ABSTRACT

This 2026 study examined the impact of family dynamics on the academic success, behavior, and career and life expectations of junior high school students at Isabela National High School in the City of Ilagan, Isabela. Using a quantitative descriptive-correlational design, data were collected from 356 selected Grade 7 to Grade 10 students through a validated survey questionnaire. Frequency, percentage, weighted mean, Kruskal-Wallis H test, and Pearson correlation were used to analyze respondents' profiles, perceptions of family interaction, relationships, communication, and roles, and their academic, behavioral, and future-oriented outcomes. Results showed that respondents frequently experienced positive family interaction, supportive relationships, effective communication, and clearly defined family roles. Students also generally met expectations in academic performance, behavior, and career and life planning. Significant differences in family dynamics were found when respondents were grouped according to age, academic performance, family structure, parents' educational attainment, parents' employment status, and combined family income. No significant differences were found according to grade level. Family dynamics had extremely strong positive correlations with academic performance ($r = .992$), behavior and career development ($r = .986$), and life expectations ($r = .992$), with all relationships significant at $p < .001$. The findings indicate that supportive interaction, emotional security, open communication, and clear household roles are closely associated with stronger academic outcomes, responsible behavior, and more positive future expectations. The study recommends strengthened parent-teacher collaboration, family communication and emotional-support programs, shared family activities, and expanded school-based career guidance to address gaps in family support and students' knowledge of career pathways.

Keywords: *family dynamics, academic success, student behavior, career expectations, junior high school students*

INTRODUCTION

A student's journey through education is profoundly shaped by the family environment. Family dynamics—a multifaceted issue that has garnered significant attention in educational research—encompass the complex interplay of family structure, parental involvement, socioeconomic status, communication patterns, and the overall home environment. These dynamics serve as a powerful, often unseen force influencing a student's academic trajectory, self-belief, and aspirations for the future, acting as both fertile ground for growth and a potential source of significant challenges. A strong, supportive family foundation is widely recognized as a determining factor in academic excellence and positive self-concept; conversely, a lack of familial support, economic constraints, and household conflict can significantly hinder academic growth and long-term aspirations. This underscores the critical need for a comprehensive understanding of their impact.

Indeed, family functioning exerts a significant impact on academic success. Supportive family environments positively impact students' academic performance, demonstrating a link between strong family dynamics and better educational outcomes. In fact, in a study aimed at exploring the intricate relationship between family functioning, emotional bonding, parent-child contact, and academic success among students through a serial mediation analysis by Gana and Staoian (2023), it was found that a supportive family environment correlates positively with students' academic performance, indicating that effective family dynamics contribute to better educational outcomes. This suggests that when students experience open communication, encouragement, and emotional security at home, they are more likely to perform well academically. However, the opposite is also true—Gupta et al. (2024) emphasized that factors such as low socioeconomic status and family conflict can negatively affect academic achievement, further underscoring the importance of a stable and nurturing home environment.

Beyond academic success, family dynamics also influence students' self-belief—their confidence in their ability to achieve academic and personal goals. According to Ratanasiripong et.al. (2021), psychosocial aspects of family life, including emotional support, directly impact students' self-esteem and academic performance. Emotional warmth and validation from family members can enhance motivation and resilience, allowing students to overcome challenges in their academic pursuits.

Recognizing the crucial role of family dynamics in student success, the Department of Education (DepEd) (2022) has provided platforms for parents, teachers, and the school community that promote harmonious, active and collaborative engagements for the welfare and academic success of students. In fact, DepEd issued DepEd Order No. 13, s. 2022 known as the Omnibus Guidelines on the Regulation of Parent-Teacher Associations (PTAs) to establish the crucial roles of the PTA as a dynamic school-based

association concerned with partnership and programs for the best interest of the learners (e.g., facilitating parent-teacher partnership, participating in discussions for learners' welfare, and engaging in developing and implementing school programs. Moreover, the yearly School Calendar of Activities includes quarterly Parent-Teacher Conferences to bring parents and legal guardians together to discuss learners' academic progress and social behavior to support their holistic success.

The researcher, with five years of experience in public school teaching, has observed a wide range of student behaviors, academic outcomes, and family backgrounds. A recurring theme in these observations is the significant influence of family structure and support on students' academic success. Students from stable and supportive family environments are more likely to perform well academically and demonstrate positive attitudes toward schooling. In contrast, students from disrupted families or those lacking consistent parental involvement often struggle both academically and behaviorally. In several documented cases, students involved in gang activities or delinquent behavior frequently come from homes where parental presence and guidance are minimal or absent. This is particularly evident at Isabela National High School, where 13 students reported to the Guidance Office for misbehavior or misconduct came from dysfunctional family environments and/or lacked parental support and involvement. It was also noted that their parents failed to attend the School Parent Teacher Association (SPTA) meetings. Further, it was found out that most of them have failed to meet expectations in some of the learning competencies in their subjects as manifested by their low, if not failing, grades in their School Form (SF) 9.

Given the significant influence of family dynamics on students' academic achievement, and life expectations, understanding these relationships is essential for creating effective educational interventions. Schools, policymakers, and educators must recognize the role of family support and address socioeconomic disparities to ensure equal opportunities for all students to succeed. This study, therefore, sought to examine the extent to which family structure, parental involvement, and emotional support contributed to students' academic success, providing valuable insights that informed future educational strategies and policies.

Research Questions

This study aimed to examine the impact of family dynamics on students' academic success, academic behavior, and career and life expectations.

Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of the following variables:
 - a. Age;
 - b. Grade level;
 - c. Academic performance;
 - d. Family Structure;
 - e. Parents' Highest Educational Attainment;
 - f. Parents' Employment Status; and
 - g. Combined Monthly Family Income?

2. How do respondents perceive their family dynamics in terms of:
 - a. Family interaction;
 - b. Family Relation;
 - c. Communication; and
 - d. Roles?
3. Is there a significant difference on the family dynamics when grouped according to profile?
4. What is the respondents present status in terms of:
 - a. Academic Performance;
 - b. Behavior; and
 - c. Career and Life Expectation?
5. Is there a significant relationship between family dynamics on the academic performance, behavior and career and life expectations of the respondents?

METHODOLOGY

Research Design

This study employed a quantitative descriptive research design to investigate how family dynamics—specifically family interaction, family relations, communication, and roles (including socioeconomic status)—influence the academic success, behavior, and career and life expectations of junior high school students. The descriptive method was used to systematically collect and analyze data on students' profiles, perceived family dynamics, and their current academic and personal development status. As Creswell and Creswell (2018) emphasize, descriptive analysis in education is essential for identifying trends and socially important phenomena, making this design suitable for the present investigation.

This design was considered appropriate because it allowed the researcher to describe trends, patterns, and relationships among variables without manipulating them. By doing so, the study provided a clear picture of how different aspects of family life affect students' educational experiences and overall growth.

Locale of the Study

This study was conducted at Isabela National High School, a major public secondary institution under the Department of Education in Ilagan City. The school offers both Junior and Senior High School programs, serving learners from diverse socioeconomic and family backgrounds.

The locale was selected because it provides an appropriate setting to examine how family dynamics influence students' academic performance, behavior, and future expectations. Its large Grade 7–10 population ensured a representative sample, while the researcher's

Selection and Description of Respondents

The respondents of the study were Grade 7–10 students, as this developmental stage places family relationships at the forefront in shaping educational achievements, self-assessment of capabilities, and professional ambitions.

Students from Grades 7 to 10 were selected based on the understanding that family structures, parental engagement, and economic resources exert greater influence as young adolescents begin seeking independence while still relying on family support systems.

Participants were chosen through random sampling at Isabela National High School, City Division of Ilagan, Isabela. The sample included students from diverse socioeconomic backgrounds and family structures, ensuring representation of varied academic performances and behaviors.

Table 1
Frequency and Percentage Distribution of Respondents by Grade Level

Grade Level	Total Population	No. of Respondents	Percentage
7	950	109	30.62
8	830	88	24.72
9	703	78	21.91
10	795	81	22.75
Total	3278	356	100

Data Gathering Procedure

Formal approval was sought from the school administration and relevant authorities before conducting the study. A letter of request was sent to the Schools Division explaining the purpose of the research and seeking permission to administer the survey to the students. After approval, consent was also obtained from the students' parents or guardians to ensure ethical compliance and voluntary participation.

Prior to the administration of the questionnaire, the instrument underwent validation by the School Research Committee and the Schools Division Office, including the SPTA Focal Persons, to ensure that the questions were clear, relevant, and aligned with the objectives of the study. A pilot test was conducted, and necessary revisions were made based on expert feedback before the final administration.

After pilot testing, the researcher personally administered the questionnaire to ensure consistency in instructions and to address any questions or clarifications from the respondents. Students were given ample time to complete the questionnaire in a classroom setting, ensuring that their responses were thoughtful and free from external influence.

To maintain confidentiality and anonymity, no identifying personal information was collected from the students. The responses were coded numerically for statistical analysis, ensuring that individual identities remained protected. After completion, all questionnaires were gathered and securely stored for processing.

Finally, the collected data were organized and analyzed using statistical methods appropriate for the study's objectives. Descriptive statistics, correlation tests, and comparative analyses were applied to examine the relationships between family dynamics, academic success, behavior, and career expectations. The results were then interpreted to draw meaningful conclusions and provide recommendations for educational policies and interventions.

Statistical Treatment of Data

The collected data were analyzed using appropriate quantitative statistical methods to determine the relationship between family dynamics and students' academic success, behavior, and career expectations. The following statistical techniques were employed:

Frequency and Percentage. These were used to analyze the demographic profile of the respondents, including family structure, parental educational attainment, and socioeconomic status. This helped in summarizing categorical data and providing a clear distribution of the respondents' backgrounds.

Mean. This was used to assess the levels of parental involvement, academic behavior, and students' perceived career and life expectations based on survey responses.

Kruskal–Wallis ANOVA. This test was utilized to determine whether there were significant differences in these variables when grouped according to family dynamics. It helped identify whether the mean scores differed significantly across various family groups. A significance level of 0.05 was used to determine whether the observed differences were statistically meaningful.

Pearson Correlation Coefficient. This test was used to examine the strength and direction of the relationship between family dynamics (such as parental involvement, family structure, and socioeconomic status) and students' academic performance, behavior, and career and life expectations. A positive correlation indicated that higher family support was associated with better school performance.

RESULTS AND DISCUSSION

1. What is the profile of the respondents in terms of the following variables? a. Age

Table 2
Frequency and Percentage Distribution of the Respondents' Demographic Profile in terms of Age

Age	Frequency	Percentage
11-12	111	31.18
13-14	166	46.63
15-16	77	21.63
17	2	0.56
Total	356	100

Table 2 shows the frequency and percentage distribution of the respondents' demographic profile in terms of age.

As revealed in the table, the largest group of respondents were aged 13–14 years old, comprising 166 students or 46.63 percent of the total. This indicates that nearly half of the junior high school learners fall within this age bracket.

On the other hand, the smallest group of respondents were aged 17 years old, with only 2 students or 0.56 percent. This implies that very few learners in the sample are older than the typical junior high school age range.

The data suggest that the sample is concentrated in the middle of the adolescent age range, which aligns with the typical age distribution for junior high school students under the DepEd K–12 curriculum guidelines (2016). According to these guidelines, a child must be at least 5 years old to enter Kindergarten and 6 years old to enter Grade 1. Based on this guideline, students in Grade 7 are generally 12–13 years old, Grade 8 students are 13–14 years old, Grade 9 students are 14–15 years old, and Grade 10 students are 15–16 years old. This age progression explains why the majority of respondents in the study fall between 13 and 14 years old.

These findings suggest that the age distribution in the study (predominantly between 12 and 14 years) is representative of a period where family dynamics significantly influence a student's educational trajectory. The relatively low number of 17-year-olds also points to the importance of early family engagement in ensuring students remain on track academically, which is consistent with the findings of Huang, et.al. (2023), who highlight the need for continued family support as students approach critical academic milestones.

b. Grade level

Table 3
Frequency and Percentage Distribution of the Respondents' Demographic Profile in terms of Grade Level

Grade Level	Frequency	Percentage
7	109	30.62
8	88	24.72
9	78	21.91
10	81	22.75
Total	356	100

Table 3 displays the frequency and percentage distribution of respondents according to their grade level.

The data show that the highest frequency of students belongs to Grade 7, with 109 students or 30.62 percent, followed by Grade 8 with 88 students or 24.72 percent. Grade 9 and Grade 10 have relatively similar distributions, with 78 students or 21.91 percent and 81 students or 22.75 percent, respectively.

The predominance of Grade 7 students in the study is significant because this grade represents the entry point to junior high school, marking the beginning of more complex academic learning and greater exposure to the influence of family dynamics.

The findings of the study conform with Chen et al. (2020), that students in Grade 7 are particularly impressionable and benefit from strong family support systems, as they are transitioning into a more independent phase of their education. The distribution also shows a balanced representation from all other grade levels, highlighting that family dynamics affect students at various stages of their academic journey, as suggested by Kumar and Lal (2014). They argue that each grade level comes with its own set of challenges and developmental milestones, where family involvement plays a key role in maintaining motivation and academic performance.

c. Academic Performance

Table 4
Frequency and Percentage Distribution of Respondents' Demographic Profile in terms of Academic Performance

First Quarter Average	Frequency	Percentage
80-84	55	15.45
85-89	93	26.12

90-100	208	58.43
Total	356	100

Table 4 shows the frequency and percentage distribution of the respondents' demographic profile in terms of academic performance based on their first quarter average.

The data revealed a wide range of academic performance, which can be analyzed according to the Department of Education's standards under DepEd Order No. 8, series of 2015, which provides guidelines on classroom assessment and reporting in the K to 12 Basic Education Program (Department of Education, 2015).

Using the DepEd grading system, students' academic performance can be classified into three main levels. Grades from 80 to 84 are considered Satisfactory, grades from 85 to 89 are considered Very Satisfactory, and grades from 90 to 100 are considered Outstanding. In this study, 55 students or 15.45 percent scored within the Satisfactory range. A larger portion of students, 82 or 23.03 percent, achieved grades in the Very Satisfactory range. The highest proportion of students, 187 or 52.53 percent, scored within the Outstanding range, with notable peaks at grade 90, achieved by 55 students or 15.45 percent, and grade 93, achieved by 40 students or 11.24 percent.

Based on DepEd No. 8, the high percentage of students performing at the Outstanding level indicates that a significant number have mastered the learning competencies expected at their grade levels. The Very Satisfactory group demonstrates that many students are meeting academic expectations and performing well, while the Satisfactory group highlights those students who meet minimum requirements but may benefit from additional academic support to enhance their outcomes.

These results are consistent with prior research on the impact of family dynamics on students' academic performance. Gana et al., (2019) emphasized that parental involvement and emotional support play a key role in helping students maintain and improve academic outcomes.

Gupta et al. (2014), noted that students performing at lower levels often face challenges related to family structure and socioeconomic factors, which can hinder academic progress. Kumar and Lal (2014) highlighted that a supportive family environment enhances students' self-confidence and motivation, contributing to better academic performance.

Overall, the distribution of grades suggests that while most students achieve satisfactory to outstanding performance, family support remains a significant factor in enabling students to reach higher academic levels.

d. Family Structure

Table 5
Frequency and Percentage Distribution of Respondents' Demographic Profile in terms of Family Structure

Family Structure	Frequency	Percentage
Nuclear	212	60
Extended	103	29
Single-parent	41	12
Total	356	100

Table 5 presents the frequency and percentage distribution of students according to their family structure.

It is revealed in the table that the majority of students come from nuclear families, comprising 212 students or 60 percent of the sample. Students from extended families account for 103 or 29 percent of the participants, while those from single-parent families total 41 students, representing 12 percent of the sample.

The predominance of nuclear families in the sample aligns with general demographic trends in many educational settings. Nuclear families—characterized by two parents and their children living together—are often considered the traditional family structure. Epstein (2014) affirms that children from nuclear families tend to perform better academically due to the stability and support provided by both parents. The significant portion of the sample from nuclear families suggests that the support systems available in these households may contribute to stronger academic outcomes and overall well-being.

In contrast, the 29 percent of students from extended families indicates a substantial number of students who may benefit from a wider support network, including grandparents, aunts, uncles, or other relatives. Research by Amato (2005) suggests that extended family systems can provide additional emotional and financial support, which can help alleviate some of the challenges students may face. However, the dynamics of such families may differ from those in nuclear families, and this can influence how students engage with their education and their behavior in school.

Meanwhile, the 12 percent of students from single-parent families represent a notable subgroup. Single-parent households can present unique challenges for students, including potential economic hardship or reduced parental involvement due to time constraints.

The results of the study coincide with the findings of Gupta (2024) who show that children from single-parent families may experience academic struggles, particularly when the parent is unable to provide the same level of emotional or financial support as

two-parent households. This situation can sometimes lead to lower academic performance, but it also highlights the importance of targeted interventions to support students from these backgrounds.

e. Parent's Educational Attainment

Table 6
Frequency and Percentage of Respondents' Demographic Profile in terms of Parents' Educational Attainment

Parents' Educational Attainment	Father		Mother	
	Frequency	Percentage	Frequency	Percentage
Elementary Level	35	10	9	3
Elementary Graduate	20	6	34	10
High School Level	56	16	80	22
High School Graduate	58	16	58	16
College Level	76	21	129	36
College Graduate	111	31	46	13
Total	356	100	356	100

Table 6 presents the Frequency and Percentage Distribution of Respondents' Demographic Profile in terms of Parents' Educational Attainment.

As shown in the table, the data show that the highest percentage (31 percent or 111 fathers) had completed college, followed by those with college-level education (21 percent or 76 fathers). A combined 32 percent or 114 fathers had attained high school education, either at the level or as graduates. Meanwhile, 10 percent or 35 fathers had only reached the elementary level, and 6 percent or 20 fathers were elementary graduates. This indicates that a significant proportion of students come from families where fathers have obtained higher education, particularly at the college graduate level. Yang et al., (2022) emphasizes that higher levels of paternal education play a critical role in shaping children's academic aspirations and performance. The strong presence of college-educated fathers in this study suggests that many students benefit from environments where educational values are prioritized and academic support is readily available.

The considerable percentage of fathers who have completed high school, combined 32 percent, indicates that these fathers have achieved a secondary education, which may still provide a reasonable foundation for supporting their children's academic goals. However, Nicolas (2022) suggests that parents with lower educational attainment may face challenges in providing direct academic support but can still foster educational success through encouragement and the creation of a positive learning environment at home.

The data also reflect a notable group of fathers with less education with 10 percent elementary-level education, which may correlate with limited resources or support for students, particularly in households where financial or time constraints exist. This conforms with Pinatil, et.al.(2022), that the educational attainment of parents, particularly those with lower levels of education, can impact the availability of academic resources, such as tutoring, that might be necessary to help students succeed in their studies.

For mothers, the data revealed that the largest percentage, 36 percent or 129, had attended college but had not completed their degree. The next most common group was mothers with high school education, 22 percent or eighty mothers. A significant portion of mothers, 13 percent or forty-six mothers, had completed college. The remaining mothers had attained elementary-level education, 3 percent, or were elementary graduates, 10 percent.

The data demonstrated that a substantial proportion of students came from families where the mother had some level of higher education, either college-level or college graduate. Fan and Chen (2001) observed that maternal educational attainment is closely linked to better academic performance in children, as educated mothers are more likely to foster a supportive learning environment. The large number of mothers with college-level education suggests that many students likely had access to academic resources and encouragement at home, which may have positively impacted their academic outcomes.

Additionally, the presence of mothers with high school education with 22 percent indicated that a considerable proportion of students had mothers who had achieved secondary education. However, Huang et.al. (2023) noted that mothers with less formal education may face limitations in providing academic assistance, though they can still play a vital role through emotional support and guidance. The relatively low percentages of mothers with elementary education (3 percent) and elementary graduates (10 percent) reflect a smaller group of students who may face additional challenges due to limited parental educational background.

This is in consonance with Al-Soltani et.al. (2024) which highlighted that the educational background of parents, particularly mothers, significantly affects the amount of academic assistance provided at home. In such households, students might benefit from external support systems, such as teachers or tutors, to enhance their educational achievements.

f. Parents' Employment Status

Table 7
Frequency and Percentage Distribution of Respondents' Demographic Profile in terms of Parents' Employment Status

Parents' Employment Status	Father		Mother	
	Frequency	Percentage	Frequency	Percentage
Employed	256	72	177	50
Unemployed	41	12	61	17
Self Employed	59	17	118	33
Total	356	100	356	100

Table 7 presents the frequency and percentage distribution of respondents' demographic profile in terms of parents' employment status.

The data illustrate that the majority of fathers were employed, with 256 or 72 percent fathers falling into this category. A smaller percentage were self-employed, totaling 59 or 17 percent fathers, while 12 percent or 41 fathers were unemployed.

Huang et al., (2023) found that parental employment, especially that of fathers, plays a crucial role in shaping students' academic and behavioral outcomes, as it often reflects financial stability and the ability to provide academic resources, such as tutoring or access to educational materials. Employed fathers may also serve as role models, demonstrating the value of hard work and commitment to career success.

Gupta et al. (2024), emphasized that children from self-employed households may experience both positive and negative influences, depending on the stability of the family business and the amount of time the father can devote to supporting their education. Unemployment can place a strain on the family, both financially and emotionally, which may affect the academic performance and behavior of students.

On the other hand, the majority of mothers were employed, with 177 or 50 percent mothers falling into this category. A substantial portion were self-employed, accounting for 118 or 33 percent mothers, while 17 percent or 61 mothers were unemployed.

Chen et al., (2020) highlighted the significant impact that employed mothers have on their children's academic success, as they often serve as role models for hard work and resilience. Employment also allows mothers to provide necessary resources, such as access to educational tools or extracurricular activities, which can support their children's academic growth.

Amato (2005) also highlighted that self-employment can bring about different family dynamics, where mothers' work commitments can both positively and negatively

influence their children's academic outcomes depending on the stability of their businesses and the amount of attention they can devote to family matters.

For mothers who were unemployed, Nicolas (2022) suggested that unemployment can contribute to family stress, which may affect children's academic performance due to a lack of resources or increased emotional strain. These students might need additional support from educational institutions or community resources to overcome the challenges linked to their mothers' unemployment. The finding is in conformity with Pinatil et.al. (2022) that economic instability, including parental unemployment, can lead to increased stress within the family, which can in turn affect a child's ability to focus on their studies and achieve academic success.

g. Combined Family Income

Table 8
Frequency and Percentage Distribution of Respondents' Demographic Profile in terms of Combined Family Income

Combined Family Income	Frequency	Percentage
10,000 and below	80	22
10,001-20,000	108	30
20,001-30,000	57	16
above 30,000	111	31
Total	356	100

Table 8 provides a breakdown of the combined family income of the respondents.

The data indicate that the largest percentage of families had a combined monthly income above ₱30,000, with 111 families or 31 percent falling into this category. A substantial portion of families had a combined income between ₱10,001–₱20,000, totaling 108 or 30 percent families. Families with incomes below ₱10,000 represented 22 percent or 80 families, while 16 percent or 57 families had a combined income between ₱20,001–₱30,000.

Based on the classification of the Philippine Statistics Authority (PSA) (2023) families earning below ₱13,873 monthly fall below the poverty threshold, while those between ₱13,873 and ₱30,000 are classified as low-to-middle income, and those above ₱30,000 belong to the middle-to-higher income bracket. Following this standard, the 22 percent of families with income below ₱10,000 are within the low-income or poverty segment, the combined 46 percent with earnings between ₱10,001–₱30,000 represent the middle-income group, and the remaining 31 percent above ₱30,000 belong to the higher-income category.

Yang (2020) highlighted that family income plays a crucial role in shaping educational opportunities for children, as higher-income families are more likely to provide

resources such as tutoring, extracurricular activities, and a stable learning environment. Gupta et al., (2005) also noted that lower family incomes correlate with reduced access to educational tools, after-school programs, or even basic needs like textbooks or school supplies, leading to academic struggles for students from these households. Despite these material limitations, students from these households still receive strong emotional support, encouragement, and guidance from their parents; this consistent family backing serves as a powerful protective factor that drives motivation, resilience, and continued academic effort, allowing many to perform well and succeed in school regardless of financial constraints.

For middle-income families, Nicolas (2022) emphasized that though not affluent, consistently provide their children with the emotional reinforcement, guidance, and academic encouragement required for educational success, making family support a stronger predictor of performance than income level alone.

2. How do respondents perceive their family dynamics in terms of:

a. Family Interaction

Table 9
Mean Distribution of Respondents' Perceptions of Family Dynamics in Terms of Family Interaction

Statement/Item	Weighted Mean	Qualitative Description
1. My family spends time together during leisure activities.	3.01	Frequent
2. I engage in family conversations.	3.05	Frequent
3. My family participates in family activities such as meals or outings.	3.08	Frequent
4. I communicate openly during family gatherings.	3.23	Frequent
5. My family share personal experiences with each other.	3.12	Frequent
6. My family discusses important matters frequently.	3.14	Frequent
7. Family members actively listen to one another.	3.08	Frequent
8. Family members engage actively in daily activities.	3.19	Frequent
9. My family participates in group activities.	3.07	Frequent
10. My family spends quality time together even with busy schedules.	3.11	Frequent

Table 9 highlights mean distribution of respondents' perceptions of family dynamics in terms of family interaction.

The highest-rated item, “I communicate openly during family gatherings,” with a weighted mean of 3.23, suggests that communication during family gatherings is a frequent activity in the households of the respondents. This indicates that open and transparent communication within the family is an important and regular feature of their interactions. It reflects a positive family environment where members feel comfortable expressing themselves and engaging in meaningful discussions. Such communication is crucial for fostering strong emotional bonds and resolving conflicts, which can positively impact students’ academic motivation and emotional well-being.

On the other hand, the lowest-rated item is “My family spends time together during leisure activities,” with a weighted mean of 3.01, which still falls within the frequent category. This indicates that, while families engage in leisure activities together, it may not occur as regularly as other forms of interaction. The moderate frequency could imply that, due to time constraints or other obligations, some families may struggle to dedicate time for recreational activities, which can affect the quality of family bonding.

The frequent engagement in family communication and activities has significant implications for student development.

The findings above agree with Gana, et.al. (2019), that open family communication is associated with better emotional support and academic performance.

Similarly, Kumar and Lal (2014) found that families who engage in meaningful interactions and create opportunities for shared activities contribute to stronger self-esteem and resilience in students, which can enhance academic motivation. Conversely, the less frequent engagement in leisure activities, as noted in the lower ratings, suggests a potential area for improvement in promoting work-life balance and providing students with opportunities for positive family interactions that could further support their academic and emotional growth.

Table 10
Mean Distribution of Respondents’ Perceptions of Family Dynamics in Terms of Family Relation

Statement/Item	Weighted Mean	Qualitative Description
1. I feel close to my family members.	3.08	Frequent
2. I trust my family members in personal matters.	3.10	Frequent
3. My family provides emotional support when needed.	3.17	Frequent
4. My family respects each other’s opinions.	3.14	Frequent
5. There is a strong bond among family members.	3.08	Frequent

6. I can rely on my family when facing difficult situations.	3.10	Frequent
7. Family members show care for each other's well-being.	3.12	Frequent
8. My family supports each other in achieving personal goals.	3.03	Frequent
9. My family is always there to help when needed.	2.93	Frequent
10. My family has a healthy and respectful relationship.	3.08	Frequent

Table 10 presents the mean distribution of respondents' perceptions of family dynamics in terms of family relation.

The highest-rated item, "My family provides emotional support when needed," with a weighted mean of 3.17 falling in the frequent category, indicates that emotional support is generally present in students' families. This suggests that most students experience a sense of stability and reassurance at home, which is essential for coping with academic challenges.

The findings of Epstein (2001) support this study that emotional support from family enhances resilience, boosts self-confidence, and positively influences academic engagement, addressing the research problem of how family dynamics affect students' academic performance.

In contrast, the lowest-rated item, "My family is always there to help when needed," with a weighted mean of 2.93 also categorized as frequent, reveals that some students may not consistently receive assistance from their families in times of difficulty. This finding is directly related to the research problem, as inconsistent support could affect students' emotional well-being and motivation, potentially hindering their ability to manage academic stress and complete school tasks effectively.

Other items measuring trust, respect, and mutual care, such as "I feel close to my family members" with a weighted mean of 3.08 and "My family respects each other's opinions" with a weighted mean of 3.14, also fall within the frequent category. These results suggest that while students generally perceive positive family relations, there are minor variations in the consistency of support and involvement.

Pinatil et.al (2022). agree that strong family relationships promote academic engagement and self-confidence, while Al-Soltani et.al (2024). reported that reliable family support during challenging times fosters academic persistence. This aligns with the study's focus on the role of family dynamics in shaping academic and personal outcomes, showing that even frequent but uneven support may leave gaps in students' ability to fully leverage family resources for academic success.

The data underscore the importance of addressing areas where family support may be less consistent. In contrast, Goudeau et.al (2021). suggested that inconsistent

family support in emotionally challenging situations can lead to difficulties in academic performance and emotional development. Therefore, interventions aimed at strengthening family involvement and ensuring consistent support could help mitigate the negative effects of occasional lapses in assistance, ultimately promoting better academic performance and emotional well-being among students.

b. Communication

Table 11
Mean Distribution of Respondents' Perceptions of Family Dynamics in Terms of Communication

Statement/Item	Weighted Mean	Qualitative Description
1. My family members communicate effectively with each other.	3.03	Frequent
2. There is open and honest communication in the family.	2.97	Frequent
3. Family members share our thoughts and feelings without hesitation.	3.11	Frequent
4. My family discusses about important topics with each other.	3.03	Frequent
5. Family members are receptive to each other's ideas and suggestions.	3.1	Frequent
6. My family discusses our daily experiences with each other.	3.03	Frequent
7. Our communication is clear and understandable among family members.	3.02	Frequent
8. There are no barriers to effective communication within the family.	3.04	Frequent
9. My family uses technology (such as phones or video calls) to keep in touch with each other when not at home.	3.19	Frequent
10. My family encourages open dialogue when there are disagreements.	3.09	Frequent

Table 11 shows the mean distribution of respondents' perceptions of family dynamics in terms of communication.

The highest-rated item, "My family uses technology such as phones or video calls to keep in touch with each other when not at home," with a weighted mean of 3.19, indicates that maintaining communication through technology is a common and frequent practice among families. This reflects a modern and active approach to staying connected, which is essential in today's fast-paced world. Regular communication, even when family members are physically distant, helps strengthen emotional bonds and ensures that family members feel supported regardless of geographical barriers.

The lowest-rated item, “There is open and honest communication in the family,” with a weighted mean of 2.97, which still falls within the frequent category, suggests that not all respondents perceive their family communication as fully transparent or open. This could imply that, while communication occurs regularly, there may be some barriers or hesitations in sharing thoughts and feelings openly.

The findings above affirm Fan and Chen (2001) that open and honest communication is a key element of strong family dynamics, directly influencing both emotional well-being and academic success. The moderate rating here may indicate a potential area for improvement in fostering more open channels of communication, which could, in turn, benefit the emotional health and academic engagement of students.

These findings support the view that strong family communication plays a significant role in students' emotional development and academic performance. As mentioned by Gupta et al., (2005), effective family communication, including clear and open exchanges, helps students feel supported and understood, which can enhance their resilience and academic motivation. Improving communication, particularly in terms of openness and transparency, may further strengthen these outcomes.

Table 12
Respondents' Perceptions of Family Dynamics in Terms of Roles

Statement/Item	Weighted Mean	Qualitative Description
1. Each family member understands their responsibilities at home.	3.09	Frequent
2. Family members contribute equally to household tasks.	3.10	Frequent
3. There is a clear division of roles within the family.	3.25	Frequent
4. I feel that my role in the family is well-defined.	3.22	Frequent
5. My family respects each other's roles.	3.07	Frequent
6. My family manages household chores collaboratively.	3.06	Frequent
7. Family members take responsibility for their actions and duties.	3.04	Frequent
8. There is a balance in the roles and responsibilities of family members.	3.08	Frequent
9. Each family member supports one another in fulfilling their roles.	2.97	Frequent
10. My family adjusts roles and responsibilities when needed to accommodate changes in family life.	3.08	Frequent

Table 12 presents the respondents' perceptions of family roles. The highest-rated item, “There is a clear division of roles within the family,” with a weighted mean of 3.25, indicates that most respondents perceived a well-defined and structured division of labor within their family, which contributes to efficient household management. This clear

division of roles can create a sense of order and fairness, allowing family members to understand their responsibilities, which is crucial for maintaining a harmonious home environment.

Pinatil et.al. (2002) noted that clear role differentiation helps in reducing conflicts and promoting cooperation, as each family member knows their specific duties and expectations.

The second highest-rated item, "I feel that my role in the family is well-defined," with a weighted mean of 3.22, also reflects a strong sense of role clarity within the family unit. This suggests that the respondents feel secure and understood in their responsibilities, contributing to a positive family dynamic. Having a well-defined role can lead to a sense of belonging and purpose within the family, enhancing emotional security and academic motivation.

The lowest-rated item, "Each family member supports one another in fulfilling their roles," with a weighted mean of 2.97, which is still rated within the frequent category, suggests that there might be occasional lapses in mutual support for role fulfillment. This could indicate that, despite a clear division of roles, there may be moments where family members do not consistently support each other in their respective responsibilities, which can lead to tension or frustration.

Gana et] al. (2019) emphasized that family support in fulfilling roles is critical in maintaining a cooperative and positive environment, especially in times of stress.

3. Is there a significant difference on the family dynamics when grouped according to profile?

Table 13
Test on Significant Difference on the Family Dynamics of the Respondents When Grouped According to their Age

Profile	Family Dynamics	p-value	Analysis	Decision	Remarks
Age	Family interaction	<0.001	$p < 0.05$	Reject H_0	Significant
	Family Relation	<0.001	$p < 0.05$	Reject H_0	Significant
	Communication	<0.001	$p < 0.05$	Reject H_0	Significant
	Roles	<0.001	$p < 0.05$	Reject H_0	Significant

Table 13 presents the results of the test of significant difference on the family dynamics of the respondents when grouped according to their age, using the non-parametric one-way ANOVA Kruskal–Wallis H test at the 0.05 level of significance. As shown in the table, all p-values are less than the 0.05 level of significance. Thus, the null hypotheses are rejected, indicating that there is a significant difference in family

interaction, family relations, communication, and roles of the respondents when grouped by age.

These findings suggest that age plays an important role in shaping family dynamics. Younger and older respondents may perceive and engage in family interactions differently, possibly due to varying levels of maturity, responsibilities, social exposure, or developmental needs.

This aligns with the findings of Gana et al. (2019), who reported that adolescents at different stages of development perceive family support and communication differently, with older adolescents often expecting more autonomy and nuanced emotional support than younger ones.

Similarly, Gupta et al. (2005) emphasized that age and developmental stage influence how students interpret and respond to parental involvement, communication, and emotional support, affecting both academic motivation and social-emotional growth.

On the other hand, some studies suggest that while age differences exist, family dynamics such as emotional support, role distribution, and communication frequency can remain stable across age groups in families with strong cohesion and consistent parenting practices.

Kumar and Lal (2014) noted that well-structured family environments often provide consistent interaction and support regardless of children's age, indicating that other factors such as family structure, parental education, and socioeconomic status can mediate the influence of age on family dynamics.

Overall, these results highlight the importance of considering age when examining family dynamics and their impact on adolescent development. Interventions aimed at improving family support, communication, and role clarity should be sensitive to the developmental stage of children, ensuring that strategies are appropriate for different age groups to optimize academic performance, behavior, and career or life expectations.

Table 14
Test of Significant Difference on the Family Dynamics of the Respondents When Grouped According to their Grade level

Profile	Family Dynamics	p-value	Analysis	Decision	Remarks
Grade level	Family interaction	0.225	$p > 0.05$	Accept H_0	Not Significant
	Family Relation	0.145	$p > 0.05$	Accept H_0	Not Significant
	Communication	0.179	$p > 0.05$	Accept H_0	Not Significant
	Roles	0.137	$p > 0.05$	Accept H_0	Not Significant

Table 14 shows the results of the test of significant difference on the family dynamics of the respondents when grouped according to their grade level, using the non-parametric one-way ANOVA Kruskal–Wallis H test at the 0.05 level of significance. As revealed in the table, the computed p-values for family interaction at 0.225, family relations at 0.145, communication at 0.179, and roles at 0.137 are all greater than the 0.05 level of significance. Therefore, the null hypotheses are accepted in all four dimensions, indicating that there are no significant differences in family dynamics when respondents are grouped according to grade level.

These findings suggest that students across different grade levels experience similar patterns of family interaction, relational support, communication practices, and role distribution within their households. This consistency may indicate that key aspects of family functioning remain stable across the middle school years rather than varying by grade. Research in adolescent development supports this interpretation. Steinberg (2014) argues that core family processes, such as emotional support and communication quality, are relatively continuous across early and middle adolescence.

Similarly, Schwartz et.al. (2005) found that family cohesion and consistent parenting practices maintain stable interaction patterns as adolescents progress through school. Smetana et al. (2006) further noted that authoritative family environments characterized by strong communication and clear roles promote consistent outcomes in adolescent adjustment regardless of the child's grade level. These studies affirm that grade level alone does not necessarily affect family dynamics, highlighting the stability of family support structures in middle childhood and adolescence

Table 15
Test of Significant Difference on the Family Dynamics of the Respondents When Grouped According to Their Academic Performance

Profile	Family Dynamics	p-value	Analysis	Decision	Remarks
Academic Performance	Family interaction	<0.001	$p < 0.05$	Reject H_0	Significant
	Family Relation	<0.001	$p < 0.05$	Reject H_0	Significant
	Communication	<0.001	$p < 0.05$	Reject H_0	Significant
	Roles	<0.001	$p < 0.05$	Reject H_0	Significant

Table 15 shows the results of the test of significant difference on the family dynamics of the respondents when grouped according to their academic performance for the first quarter, using the non-parametric one-way ANOVA Kruskal–Wallis H test at the 0.05 level of significance. As revealed in the table, all computed p-values for family interaction, family relations, communication, and roles are less than the 0.05 level of significance. Therefore, the null hypotheses are rejected in all four dimensions, indicating that there are significant differences in family dynamics when respondents are categorized according to academic performance.

These findings indicate that academic performance is directly associated with variations in how students interact with family members, maintain relationships, communicate at home, and carry out family roles. Students with higher academic achievement experience a more supportive, structured, and communicative family environment, whereas students with lower performance experience less consistent familial support.

This interpretation is supported by Hill and Tyson (2009), who found that effective parental involvement, including supportive communication and engagement, strongly promotes academic outcomes.

Similarly, Fan and Chen (2001) reported that family factors such as home environment quality, parental expectations, and communication patterns significantly influence students' academic achievement.

Jeynes (2022) also emphasized that positive family dynamics, including open communication and emotional support, are associated with higher academic success in adolescents.

Overall, these results underscore the critical role of a supportive family environment in enhancing academic outcomes. These findings demonstrate that interventions aimed at improving family communication, relational support, and role clarity directly strengthen students' academic performance, particularly for those facing challenges in school

Table 16
Significant Difference on the Family Dynamics of the Respondents When Grouped According to their Family Structure

Profile	Family Dynamics	p-value	Analysis	Decision	Remarks
Family Structure	Family interaction	<0.001	$p < 0.05$	Reject H_0	Significant
	Family Relation	<0.001	$p < 0.05$	Reject H_0	Significant
	Communication	<0.001	$p < 0.05$	Reject H_0	Significant
	Roles	<0.001	$p < 0.05$	Reject H_0	Significant

Table 16 shows the results of the test of significant difference on the family dynamics of the respondents when grouped according to their family structure, using the non-parametric one-way ANOVA Kruskal–Wallis H test at the 0.05 level of significance. As revealed in the table, all computed p-values for family interaction, family relations, communication, and roles are less than the 0.05 level of significance. Therefore, the null hypotheses are rejected, indicating that there are significant differences in all four dimensions of family dynamics when respondents are grouped according to their family structure.

These findings indicate that family structure directly influences how respondents perceive and experience family interaction, family relations, communication, and family

roles. The variations suggest that different family setups provide distinct patterns of support, communication styles, relational quality, and role expectations. Consequently, students from diverse family structures encounter unique dynamics that shape the overall functioning of their households, which can impact their emotional well-being, academic motivation, and social development. Research supports this interpretation, as Amato (2005) found that family structure significantly affects parenting practices and children's social and emotional outcomes. Similarly, Cowan and Cowan (2002) reported that children in different family configurations experience varying levels of support, role distribution, and communication, which contribute to differences in family functioning.

Cherlin (2010) further emphasized that the inner dynamics of families—including stability, emotional support, and intrafamily communication—differ by family structure and influence children's adaptive outcomes. These studies affirm that family structure plays a meaningful role in shaping family dynamics and, by extension, adolescents' developmental and academic experiences.

Table 17
Significant Difference on the Family Dynamics of the Respondents When Grouped According to their Parent's Educational Attainment

Profile	Family Dynamics	p-value	Analysis	Decision	Remarks
Father's Educational Attainment	Family interaction	<0.001	$p < 0.05$	Reject H_0	Significant
	Family Relation	<0.001	$p < 0.05$	Reject H_0	Significant
	Communication	<0.001	$p < 0.05$	Reject H_0	Significant
	Roles	<0.001	$p < 0.05$	Reject H_0	Significant
Mother's Educational Attainment	Family interaction	<0.001	$p < 0.05$	Reject H_0	Significant
	Family Relation	<0.001	$p < 0.05$	Reject H_0	Significant
	Communication	<0.001	$p < 0.05$	Reject H_0	Significant
	Roles	<0.001	$p < 0.05$	Reject H_0	Significant

Table 17 presents the results of the test of significant difference on the family dynamics of the respondents when grouped according to their parents' educational attainment, using the non-parametric one-way ANOVA Kruskal–Wallis H test at the 0.05 level of significance. As shown in the table, all computed p-values for both the father's and mother's educational attainment are less than 0.05, indicating that the null hypotheses are rejected across all four dimensions of family dynamics. This demonstrates that significant differences exist in family interaction, family relations, communication, and roles when respondents are grouped according to their parents' level of education.

These findings indicate that parents' educational attainment directly influences how family dynamics are experienced within the household. Higher levels of parental education are associated with more structured parenting practices, clearer

communication patterns, and greater relational support, while lower educational attainment may correspond to less consistent engagement or guidance. Parents with higher educational levels tend to implement different strategies for managing roles, resolving conflicts, and fostering academic motivation compared to parents with lower educational levels.

Research supports this interpretation as Fan and Chen (2001) emphasized that parental education significantly affects the quality of parent-child interactions and home learning environments.

Hill and Tyson (2009) noted that higher parental education is linked to increased academic involvement and emotional support, which positively impacts adolescent academic and socio-emotional outcomes.

Jeynes (2022) also highlighted that variations in parental education shape family functioning, affecting children's educational achievement and relational experiences at home.

Table 18
Significant Difference on the Family Dynamics of the Respondents When Grouped According to Their Parent's Employment Status

Profile	Family Dynamics	p-value	Analysis	Decision	Remarks
Father's Employment Status	Family interaction	<0.001	$p < 0.05$	Reject H_0	Significant
	Family Relation	<0.001	$p < 0.05$	Reject H_0	Significant
	Communication	<0.001	$p < 0.05$	Reject H_0	Significant
	Roles	<0.001	$p < 0.05$	Reject H_0	Significant
Mother's Employment	Family interaction	<0.001	$p < 0.05$	Reject H_0	Significant
	Family Relation	<0.001	$p < 0.05$	Reject H_0	Significant
	Communication	<0.001	$p < 0.05$	Reject H_0	Significant
	Roles	<0.001	$p < 0.05$	Reject H_0	Significant

Table 18 shows the results of the test of significant difference on the family dynamics of the respondents when grouped according to their parents' employment status, using the non-parametric one-way ANOVA Kruskal–Wallis H test at the 0.05 level of significance. It is evident from the table that all computed p-values for both the father's and mother's employment status are less than 0.05, indicating that the null hypotheses are rejected across all four dimensions of family dynamics at this level of significance. Accordingly, significant differences exist in family interaction, family relations, communication, and roles when respondents are grouped according to their parents' employment status.

These findings indicate that parents' employment status has a meaningful impact on how family dynamics are experienced and perceived by students. Employment status influences the amount of time parents spend at home, the level of financial and emotional stability provided, and the degree of stress or pressure present within the household. Parents who are employed full time may have less time available for direct interaction and communication with their children, whereas parents with more flexible or part-time work arrangements may be more involved in daily family routines and support structures.

This interpretation is supported by Thompson and Walker (1989), who reported that parental work schedules and employment demands shape family interaction patterns and emotional availability for children.

Reyes (2021), found that students in households where parents have irregular or multiple jobs often perceive lower levels of familial communication and support, which can affect both emotional well-being and academic engagement.

Furthermore, Grzywacz and Marks (2001) emphasized that employment stress and work-family conflict influence parent-child relationships and the quality of family communication. These studies affirm that differences in parental employment status contribute to variations in family roles, communication practices, and relational dynamics, which in turn influence students' perceptions of family functioning.

Table 19
Significant Difference on the Family Dynamics of the Respondents When Grouped According to their Combined Family Income

Profile	Family Dynamics	p-value	Analysis	Decision	Remarks
Combined Family Income	Family interaction	<0.001	$p < 0.05$	Reject H_0	Significant
	Family Relation	<0.001	$p < 0.05$	Reject H_0	Significant
	Communication	<0.001	$p < 0.05$	Reject H_0	Significant
	Roles	<0.001	$p < 0.05$	Reject H_0	Significant

Table 19 presents the results of the test of significant difference on the family dynamics of the respondents when grouped according to their parents' combined family income, using the non-parametric one-way ANOVA Kruskal-Wallis H test at the 0.05 level of significance. As shown in the table, all computed p-values for family interaction, family relations, communication, and roles are less than 0.05. Therefore, the null hypotheses are rejected, indicating that significant differences exist in respondents' family dynamics when grouped according to their combined family income.

These findings indicate that household income strongly influences how family members interact, relate, communicate, and fulfill their roles. Families with higher incomes often have access to more resources, more stable living conditions, and reduced financial stress, which can promote positive interactions, stronger relational bonds, and

more structured role distribution. They may also have more opportunities for quality family time, open communication, and consistent emotional support. In contrast, families with lower incomes frequently experience financial pressures that can disrupt daily routines, limit opportunities for communication, and alter role expectations within the household. Economic strain can lead to tension, decreased quality of interactions, and inconsistent relational support.

These results are supported by Conger et al (2010), who found that economic stress negatively affects family functioning and parent-child interactions. Similarly, Masangcay (2019), reported that Filipino families with limited income often encounter challenges in maintaining consistent communication and emotional support, which can influence children's academic engagement and socio-emotional development.

Additionally, McLoyd (1998) highlighted that household income impacts parental involvement and the quality of family roles and relationships, thereby affecting adolescents' overall adjustment.

4. What is the respondents present status in terms of:

a. Academic Performance

Table 20
Respondents' Present Status in Terms of Academic Performance

Statement/Item	Weighted Mean	Equivalent Description
1. I meet the academic expectations of my courses.	3.01	Meet Expectation
2. I submit assignments and projects on time.	3.07	Meet Expectation
3. I actively participate in class discussions and activities.	3.11	Meet Expectation
4. I achieve good grades in my academic subjects.	3.26	Meet Expectation
5. I feel confident in my academic abilities.	3.17	Meet Expectation
6. I seek help when I don't understand academic material.	3.17	Meet Expectation
7. I engage in self-study outside of class to enhance my academic performance.	3.14	Meet Expectation
8. I set academic goals and strive to achieve them.	3.21	Meet Expectation
9. I prepare in advance for exams and quizzes.	3.07	Meet Expectation

10.I review my academic performance and take steps to improve.	3.11	Meet Expectation
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Table 20 presents the assessment of the respondents regarding their academic performance across ten indicators.

The data reveals that all items obtained a verbal description of “Meet Expectation,” with weighted means ranging from 3.01 to 3.26. This consistent result signifies that students demonstrate satisfactory adherence to academic standards and exhibit positive learning behaviors required in their studies.

The item “I achieve good grades in my academic subjects” obtained the highest weighted mean of 3.26. This indicates that respondents consistently attain satisfactory to high ratings in their subjects, reflecting their competence and grasp of the course content. Closely following this is the statement “I set academic goals and strive to achieve them” with a mean of 3.21, which implies that students possess a clear sense of direction and are driven to accomplish their learning objectives.

Items “I feel confident in my academic abilities” and “I seek help when I don't understand academic material” both garnered a mean of 3.17. This finding highlights that students maintain a positive perception of their capabilities while also acknowledging the importance of guidance and support as part of their learning process. Similarly, “I engage in self-study outside of class to enhance my academic performance” (3.14), “I actively participate in class discussions and activities” (3.11), and “I review my academic performance and take steps to improve” (3.11) show that students do not limit their learning to classroom hours alone; they extend effort through independent study, engagement, and self-assessment.

Meanwhile, “I submit assignments and projects on time” and “I prepare in advance for exams and quizzes” both registered a mean of 3.07, while “I meet the academic expectations of my courses” recorded the lowest mean of 3.01. Although these are still within the range of meeting expectations, the results suggest that while students comply with deadlines and course requirements, there remains room for improvement in terms of early preparation and consistently exceeding the minimum standards set by the curriculum.

Overall, the findings demonstrate that the respondents exhibit favorable academic performance characterized by goal orientation, active participation, compliance with requirements, and willingness to improve. These results align with the assertion of Broadbent et al. (2018) that students who actively monitor their progress, prepare for assessments, and engage in independent study are better positioned to meet and sustain academic standards. Furthermore, Alghamdi (2021) emphasized that confidence and goal-setting serve as motivational factors that directly contribute to achieving good grades and maintaining consistent academic performance.

Table 21
Respondents' Present Status in Terms of Behavior

Statement/Item	Weighted Mean	Equivalent Description
1. I demonstrate respectful behavior towards my peers and teachers.	3.11	Meet Expectation
2. I adhere to the rules and regulations set by the school.	3.13	Meet Expectation
3. I constructively handle conflicts with others.	3.22	Meet Expectation
4. I maintain a positive attitude towards school activities.-	3.18	Meet Expectation
5. I avoid engaging in disruptive behaviors during class.	3.15	Meet Expectation
6. I manage my time effectively, balancing school and personal activities.	3.16	Meet Expectation
7. I maintain strong relationships with classmates and teachers.	3.18	Meet Expectation
8. I demonstrate responsibility for my actions in and out of school.	3.12	Meet Expectation
9. I maintain a healthy work-life balance.	3.05	Meet Expectation
10. I avoid procrastination and complete tasks on time.	3.18	Meet Expectation

Table 21 presents the assessment of the respondents regarding their behavioral status, covering aspects of social conduct, discipline, time management, and interpersonal relations. The results reveal that all indicators obtained an equivalent description of "Meet Expectation", with weighted means ranging from 3.05 to 3.22. This consistent rating indicates that students generally display appropriate behavior, conform to institutional standards, and maintain positive social interactions within and outside the school environment.

Among the items, "I constructively handle conflicts with others" recorded the highest weighted mean of 3.22. This finding highlights the respondents' maturity and emotional regulation, showing their ability to resolve disagreements or misunderstandings through calm and respectful communication rather than through confrontation. Items "I maintain a positive attitude towards school activities", "I maintain strong relationships with classmates and teachers", and "I avoid procrastination and complete tasks on time" all garnered an identical mean of 3.18. These results suggest that students value their educational experience, observe proper decorum, and actively build supportive networks with peers and educators. Furthermore, their consistent avoidance of procrastination demonstrates discipline and a strong work ethic, which are vital components of responsible student behavior.

Following closely are “I manage my time effectively, balancing school and personal activities” (3.16), “I avoid engaging in disruptive behaviors during class” (3.15), “I adhere to the rules and regulations set by the school” (3.13), “I demonstrate responsibility for my actions in and out of school” (3.12), and “I demonstrate respectful behavior towards my peers and teachers” (3.11). These ratings confirm that respondents are generally compliant with school policies, observe proper classroom conduct, and acknowledge accountability for their actions. This aligns with the findings of Gana et.al. (2024), who highlighted that adherence to school norms and the development of positive relationships foster an environment where students can succeed academically and socially.

The lowest-rated item, “I maintain a healthy work-life balance,” registered a weighted mean of 3.05. Although still within the “Meet Expectation” category, this result suggests that students experience difficulty in managing their time between academic responsibilities and personal life. Maintaining a balance between school demands and personal well-being is essential for sustained academic success. Kumar and Lal (2014) noted that students who struggle with work-life balance are more likely to experience stress and burnout, which negatively affect both their academic performance and overall well-being. This relatively lower rating highlights the need for interventions that support students in developing effective time management skills and promoting self-care practices.

Overall, the findings establish that the respondents exhibit desirable behavioral traits characterized by respect, discipline, positive social relations, and accountability, while indicating areas for improvement in balancing academic and personal life.

Table 22
Respondents’ Present Status in Terms of Career and Life Expectations

Statement/Item	Weighted Mean	Equivalent Description
1. I have clear career goals and work towards them.	3.08	Meet Expectation
2. I have a realistic understanding of the career options available for me.	3.07	Meet Expectation
3. I actively explore opportunities to gain skills relevant to my future career.	3.16	Meet Expectation
4. I feel confident in my ability to achieve my career goals.	3.09	Meet Expectation
5. I set personal goals related to my career and life path.	3.10	Meet Expectation
6. I often seek advice and guidance on career planning.	3.08	Meet Expectation
7. I am aware of the steps necessary to achieve my desired career.	3.07	Meet Expectation

8. I maintain a positive attitude towards achieving my life goals.	3.09	Meet Expectation
9. I am open to exploring new opportunities in my career and life.	3.20	Meet Expectation
10. I feel that I am on the right path to achieving both my academic and personal life expectations.	3.10	Meet Expectation

Table 22 illustrates the assessment of the respondents regarding their status in terms of career orientation, goal-setting, and life aspirations. The data reveals that all indicators obtained an equivalent description of “Meet Expectation”, with weighted means ranging from 3.07 to 3.20. This outcome signifies that students generally possess a satisfactory level of awareness, preparedness, and positive outlook concerning their future professional and personal endeavors.

The highest-rated item, “I am open to exploring new opportunities in my career and life,” obtained a weighted mean of 3.20, indicating that students demonstrate flexibility and a progressive mindset regarding their future paths. According to Gao (2022), openness to new opportunities can lead to greater career adaptability, as students are more willing to explore and embrace emerging career possibilities. This trait allows them to adjust effectively to changes in the professional landscape and consider various pathways beyond their initial plans.

Other items, such as “I actively explore opportunities to gain skills relevant to my future career,” with a weighted mean of 3.16, and “I set personal goals related to my career and life path,” with a weighted mean of 3.10, demonstrate that students are moderately engaged in career planning and development. This suggests that while many students recognize the importance of skill-building and setting personal goals, they may not be fully proactive in exploring all available career opportunities. Wang (2021) argued that students who actively seek skill development and set career goals are more likely to succeed in achieving their aspirations, as it helps them stay focused and motivated.

Furthermore, items such as “I have clear career goals and work towards them” and “I often seek advice and guidance on career planning” both recorded a mean of 3.08, while “I feel confident in my ability to achieve my career goals” and “I maintain a positive attitude towards achieving my life goals” registered 3.09. These results confirm that students generally maintain optimism and direction, yet they still rely on external guidance to solidify their plans and build confidence in their chosen paths.

The lowest-rated items were “I have a realistic understanding of the career options available for me” and “I am aware of the steps necessary to achieve my desired career,” both with a weighted mean of 3.07. Although still within the “Meet Expectation” category, these results suggest that some students lack clarity about the full scope of career opportunities and the specific requirements needed to pursue them. Chen et al., (2024) noted that students with a more comprehensive understanding of available career paths tend to make more informed decisions about their education and career, which improves their overall trajectory. The moderate rating here indicates the need for further guidance

and career exploration activities to help students gain a clearer understanding of their options and the practical steps required to reach their goals.

Overall, the findings show that respondents possess favorable career and life expectations characterized by openness, goal orientation, and positive outlook. However, the results also highlight that while students have aspirations and basic plans, there remains a gap in their understanding of specific career realities and pathways, which can be addressed through more comprehensive career guidance programs.

5. Is there a significant relationship on the effect of family dynamics on the academic performance, behavior and career and life expectations of the respondents?

Table 23
Test of Significant Relationship on the Effect of Family Dynamics on the Academics, Behavior and Career, and the Expectations of the Respondents

Variables	Pearson's r- value	p-value	Analysis	Decision	Remarks
Family Dynamics and Academic performance	0.992	<0.001	$p < 0.05$	Reject H_0	Significant
Family Dynamics and Behavior and Career	0.986	<0.001	$p < 0.05$	Reject H_0	Significant
Family Dynamics and life expectations	0.992	<0.001	$p < 0.05$	Reject H_0	Significant

Table 23 reveals the results of the test of significant relationship on the effect of family dynamics on academic performance, behavior and career development, and life expectations of the respondents using the Pearson r test at the 0.05 level of significance. It is evident from the table that all computed p-values are less than 0.001, which are significantly lower than the 0.05 level of significance. Thus, the null hypothesis is rejected in all cases. This indicates that there is a significant relationship between family dynamics and academic performance, between family dynamics and behavior and career development, and between family dynamics and life expectations of the respondents. This means that family dynamics significantly affect the respondents' academic performance, behavior and career development, as well as their life expectations. These findings are consistent with previous research.

Moreover, the correlation coefficient r-value of 0.992 between family dynamics and academic performance indicates an extremely strong positive relationship, suggesting that improvements in family interaction, communication, and relationships are strongly associated with better academic outcomes among the respondents. This implies that students who experience supportive and functional family environments tend to perform better academically.

This finding is supported by Hill and Tyson (2009), who reported that positive family engagement and communication practices are significant predictors of student academic achievement. Similarly, Fan and Chen (2001) found that family factors such as emotional support and parent–child communication are strongly linked to students' academic success.

The computed Pearson r of 0.986 for the relationship between family dynamics and behavior and career reflects another very strong positive correlation. This suggests that positive family dynamics contribute greatly to students' development of appropriate behaviors, constructive attitudes, and clearer career orientations.

Groleau et al., (2011) emphasized that family cohesion and emotional support shape adolescents' conduct and capacity to develop future career goals. Santos (2022) also affirmed that students from supportive family environments demonstrate better discipline, greater career awareness, and stronger motivation to pursue long-term life goals

Lastly, the correlation of 0.992 between family dynamics and life expectations demonstrates an extremely strong positive relationship, indicating that students with healthier family dynamics generally have higher aspirations, more defined goals, and more positive expectations about their futures.

This is consistent with the findings of Jeynes (2022), who highlighted that positive family involvement and communication significantly influence adolescents' life aspirations and future expectations.

Conclusions

Based on the indicated findings of the study, the following conclusions are drawn:

Students reported a generally positive view of their family dynamics. Family interaction was frequent, particularly in terms of communication during family gatherings and daily activities. Family relationships were characterized by strong emotional support, trust, and respect, though there were some instances where students felt less supported during times of need. Communication was seen as effective, with many students noting the use of technology to maintain contact with family members when not at home. Role clarity within the family was another strength, as most students felt that family responsibilities were well-defined and understood, contributing to a well-functioning household.

Also, students largely reported positive academic self-assessments, with many feeling confident in their abilities and achieving good grades. Behavior-wise, students demonstrated respectful conduct towards peers and teachers, adhered to school rules, and maintained positive relationships with classmates and teachers. However, some challenges were noted in terms of maintaining a healthy work-life balance, indicating that while students were generally performing well, some struggled with time management. In terms of career and life expectations, students showed openness to exploring new

opportunities and felt confident in their ability to achieve their goals. While they demonstrated proactive steps towards their career paths, a few lacked a comprehensive understanding of all the career options available to them.

Finally, the study revealed a strong and significant relationship between family dynamics and students' academic performance, behavior, and career and life expectations. Positive family dynamics, including emotional support, communication, and role clarity, were strongly correlated with better academic outcomes, more responsible behavior, and clearer career expectations. Students who experienced strong family support were more likely to perform well academically, engage positively with peers and teachers, and have higher aspirations for their future careers.

Recommendations

Based on the findings and conclusions, the following recommendations are made:

1. Schools could offer programs that emphasize the importance of family bonding and suggest easy, low-cost activities that families can engage in together. This initiative would particularly benefit younger students and those from single-parent or lower-income families who may face more significant challenges in balancing academic and personal responsibilities.
2. The finding that some students feel their families are not always available to provide emotional support during challenging times indicates a need for more consistent emotional engagement. It is recommended that schools provide workshops for parents on how to offer emotional support and recognize signs of stress in their children. This would benefit students who come from families with lower levels of education, as they may not always have the resources or knowledge to provide the emotional guidance their children need. Enhancing emotional support would improve students' resilience, leading to better academic and personal outcomes.
3. The lower ratings related to career and life expectations, especially regarding students' understanding of career options, suggest a need for more career exploration initiatives. Schools should provide career counseling services and partner with local businesses or universities to expose students to a wide range of career opportunities. This would benefit students from lower-income families or those with less parental guidance in career planning, helping them set realistic career goals and better prepare for their futures.
4. The moderate rating for open communication within families suggests that there may be barriers to fully transparent exchanges. Schools should promote open dialogue workshops for both students and parents, encouraging conversations about challenges, successes, and future aspirations. These workshops could be particularly helpful for families from lower-income or single-parent backgrounds, where communication may be more strained due to time or emotional stresses.

Clear and open communication fosters better academic motivation and emotional well-being.

5. For students reporting the least frequency in spending quality leisure time together, it is recommended that families be encouraged to prioritize shared recreational activities despite time constraints.
6. Conduct a Parent-Teacher Conference in relation to the proposed thesis entitled "The Impact of Family Dynamics on Students' Academic Success, Behavior, Career Aspirations, and Life Expectations."

Compliance with Ethical Standards

This study complied with established ethical standards for research involving student participants. Prior to data collection, approval was obtained from the Schools Division Office and the administration of Isabela National High School. Informed consent was secured from the parents or legal guardians, while the students were informed about the study's purpose, procedures, voluntary nature, and their right to decline or withdraw without penalty. The researchers ensured that participation posed no foreseeable harm or undue pressure on the respondents. To protect privacy, no personally identifying information was collected, and all responses were treated with strict confidentiality and used solely for academic purposes. Survey data were coded, securely stored, and reported only in summarized form to prevent the identification of individual participants. The researchers further maintained honesty, objectivity, and integrity in gathering, analyzing, interpreting, and presenting the findings, with proper acknowledgment of all sources used. No conflict of interest was identified in the conduct of this study.

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