



THE INFLUENCE OF PARENTING STYLES ON JUVENILE BEHAVIOR: MEDIATING THE ROLE OF SOCIAL BELONGINGNESS

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ABSTRACT

The primary purpose of this study is to determine the influence of parenting styles and social belongingness on the juvenile behavior. Specifically, it sought to gauge the perceived level of respondents' parenting styles, social belongingness, and juvenile behavior. The significant effect of the respondents' parenting styles and social belongingness were evaluated.

It used a descriptive design in which researcher-made questionnaire was used to gather data from the respondents. The respondents of this study are the current residents of Bahay Pag-Asa, twenty-one (21) are from Calauan and eighteen (18) are from Sta. Rosa. The data were tabulated and appropriately analyzed to extract valid results through mean, standard deviation, and linear and multiple regression.

The findings showed that the level of parenting styles was minimal in all indicators except democratic parenting style, which is verbally interpreted as being to a great extent. As to the respondents' social belongingness and juvenile behavior, all indicators were interpreted as to a great extent. Moreover, analysis showed that parenting styles significantly affect juvenile behavior, and that respondents' social belongingness significantly affects their juvenile behavior.

Parenting styles and social belongingness significantly affected juvenile behavior, thus both hypotheses are rejected. These results imply that interventions increase community engagement and that youth programs, mentoring, and neighborhood revitalization efforts, effectively reduce youth delinquent behavior. These interventions provide positive opportunities, social support, and prosocial role models, which can counteract risk factors for delinquency.

In light of the conclusions drawn from the findings, the following recommendations are advanced: parents' active involvement is needed; they may critically analyze how the different parenting styles affect the development of their children's behavior. Juveniles may comprehend the significant effect of creating their individuality as much as surrounding themselves with individuals suitable for their welfare. Furthermore, school officials and local government unit officials may propose sports and physical activity programs to benefit their community/school youth. Lastly, future researchers may conduct further studies and use other factors that can influence positive behavior in juveniles.

KEYWORDS: Influence; Parenting Styles; Juvenile Behavior

1. INTRODUCTION

Parenting is an essential component of human existence, and how parents raise their children substantially influences their growth, conduct, and overall general wellness. It involves providing guidance, emotional support, discipline, and care to help children flourish into healthy and well-adjusted individuals. It can be laborious and gratifying, requiring fortitude, compassion, and devotion. It is a never-ending journey of enlightenment and growth for both the children and the parents. Parenting style is an important aspect of parenting since it encompasses the attitudes, behaviors, and tactics parents use as caregivers and guides. Parenting styles and approaches vary widely based on cultural, societal, and individual factors.

Understanding the various parenting styles and their repercussions is critical to understanding how these methods impact children's lives. These strategies and styles are based on the parents' behaviors and emotional responses towards their children. They reflect the family's emotional environment and set the groundwork for parent-child connections.

Juvenile delinquency often refers to people under the age of 18 who engage in illegal, deviant, or socially inappropriate

behavior. It includes a wide range of behaviors, from small infractions like truancy, vandalism, and substance abuse to more serious crimes like theft, assault, and even killing. Understanding these behaviors' underlying causes and effects is critical for developing effective preventive and intervention strategies. Juvenile delinquency is a critical societal issue that has captivated the attention of academics, legislators, and the public. The behavior of young people participating in illegal activities has far-reaching effects on their own lives and families, communities, and society.

Social belonging is a basic human need that crosses cultural, geographical, and temporal borders. It expresses the intrinsic urge to connect with people, be accepted and respected as a community member, and have a sense of belonging that improves one's quality of life. This study dives into the complex and varied concept of social belongingness, attempting to highlight its importance in human well-being, mental health, and societal ramifications. The need to belong has been a motivating force in human social evolution. It has influenced the development of communities, societies, and the complicated network of interpersonal interactions that underpins human existence. From primitive tribal attachments to modern internet social networks, the need to belong has



influenced our emotional, psychological, and physical well-being.

1.1 Statement of the Problem

Specifically, this answered the following questions:

1. What is the perceived level of parenting styles in terms of:
 - 1.1 Disciplinary Parenting
 - 1.2 Democratic Parenting
 - 1.3 Indulgent Parenting, and
 - 1.4 Neglectful Parenting?
2. What is the perceived level of the following social belongingness:
 - 2.1 Community Engagement
 - 2.2 Social Norms
 - 2.3 Resilience, and
 - 2.4 Peer Relationship?
3. What is the perceived level of juvenile behavior relative to:
 - 3.1 Empathy
 - 3.2 Altruism
 - 3.3 Optimism, and
 - 3.4 Integrity?
4. Do parenting styles have a significant effect on juvenile behavior?
5. Does social belongingness have a significant effect on juvenile behavior?

2. METHODOLOGY

In this study, a descriptive research method was utilized. Descriptive research aims to systematically describe a

population, situation, or phenomenon, answering questions such as what, where, when, and how, but not why. Unlike experimental research, descriptive research does not involve controlling or manipulating variables but focuses on observing and measuring them. Various research methods can be employed within a descriptive research design to investigate one or more variables.

A descriptive study aims to describe and interpret what currently exists. It focuses on the conditions of existing relationships, prevalent practices, beliefs, ongoing processes, felt effects, or emerging trends. This type of research is often conducted alongside comparative research, which involves analyzing similarities and differences between different groups or conditions.

3. RESULTS AND DISCUSSION

This chapter is dedicated to presenting and discussing the diverse results gleaned from the analysis of the data collected in this study. Specifically, it examines how different parenting styles and social belongingness contribute to juvenile behavior, intending to enhance existing support systems for juveniles in Bahay Pag-Asa in Calauan and Sta. Rosa, Laguna.

In essence, this chapter represents a crucial step towards enhancing our understanding of juvenile behavior and improving support systems for at-risk youth in Laguna. Through rigorous analysis and thoughtful discussion, it strives to contribute to the ongoing efforts to promote positive outcomes for juveniles needing assistance and guidance.

Table 1 Level of Parenting Styles in terms of Disciplinary

Statement	Mean	SD	Remarks
1. My parents have very strict rules for behavior.	3.00	1.43	To a Little Extent
2. When I break the rules, my parents yell at me.	2.29	1.13	To a Very Little Extent
3. My parents believe in being tough on me when I misbehave.	2.59	1.36	To a Very Little Extent
4. I get punished harshly when I do something wrong.	2.17	1.27	To a Very Little Extent
5. My parents thump me when I am disobedient.	2.24	1.38	To a Very Little Extent
6. My parents punish me for weeks if I do not follow their rules.	1.78	1.28	No Extent at All
7. My parents use physical punishment like thumping.	1.85	1.20	To a Very Little Extent
8. I think my parents' discipline is too harsh.	2.44	1.50	To a Very Little Extent
Weighted Mean	2.30		
SD	1.32		
Verbal Interpretation			To a Very Little Extent

The data shows that “My parents have very strict rules for behavior.” has the highest mean of 3.00 and a standard deviation of 1.43 with an interpretation of “To a Little Extent.” On the other hand, the statement “My parents punish me for weeks if I do not follow their rules” has the lowest mean with a mean score of 1.78 and a standard deviation of 1.28 with an interpretation of “No Extent at All.”

Fantuzzo (2020) states that the home environment is considered a powerful influence on children. A family is viewed as

consequential for child developmental outcomes such as cognitive ability, school readiness, academic achievement, and emotional adjustment.

Historically, examinations of the influence of home environments on developmental outcomes have focused on distal variables as the primary measures of home experience, such as family income, parents’ educational level, parents’ occupational status, parental involvement, and parenting styles.



Table 2 Level of Parenting Styles in terms of Democratic

Statement	Mean	SD	Remarks
1. My parents listen to my opinion when making family decisions.	3.41	1.36	To a Great Extent
2. My parents explain the reasons behind the rules they make.	3.68	1.42	To a Great Extent
3. My parents praise me when I behave well.	3.32	1.33	To a Little Extent
4. I get punished harshly when I do something wrong.	3.85	1.37	To a Great Extent
5. My parents correct my misbehavior by discussing it with me.	4.12	1.31	To a Great Extent
6. My parents thoughtfully discipline me, not just anger.	3.93	1.37	To a Great Extent
7. I feel my parents respect my thoughts and feelings.	3.66	1.35	To a Great Extent
8. My parents set fair consequences when I misbehave.	3.34	1.37	To a Little Extent
Weighted Mean	3.66		
SD	1.36		
Verbal Interpretation	To a Great Extent		

Table 2 illustrates the Level of Parenting Styles in terms of Democratic. From the statements above, “My parents correct my misbehavior by discussing it with me.” yielded the highest mean score (M=4.12, SD=1.31) and was remarked as To a Great Extent. On the other hand, the statement “My parents encourage me to be independent and think for myself” received the lowest mean score of responses (M=3.32, SD=1.33) and was remarked to a Great Extent.

The Level of Parenting Styles in terms of Democratic attained a weighted mean score of 3.36 and a standard deviation of 1.36 and was remarked To a Little Extent among the respondents. Their study revealed that children raised by authoritative parents exhibited higher levels of emotional intelligence, including better emotional awareness, regulation, and interpersonal skills.

Table 3 Level of Parenting Styles in terms of Indulgent

Statement	Mean	SD	Remarks
1. I have parents who give me whatever I ask for.	3.07	1.13	To a Little Extent
2. My parents have few rules for my behavior.	3.20	1.31	To a Little Extent
3. I have parents who do not discipline me much when I misbehave.	2.02	1.18	To a Very Little Extent
4. My parents make excuses when I break rules instead of disciplining me.	1.71	1.09	No Extent at All
5. I believe my parents spoiled me with gifts and treats.	3.02	1.52	To a Little Extent
6. I feel that my parents do not punish me enough when I do something wrong.	2.32	1.39	To a Very Little Extent
7. My parents allow me to do whatever I want most of the time.	2.78	1.35	To a Little Extent
8. My parents rarely say no if I ask for something.	2.63	1.24	To a Little Extent
Weighted Mean	2.59		
SD	1.28		
Verbal Interpretation	To a Very Little Extent		

Table 3 illustrates the level of parenting styles in terms of indulgence. From the statements above, “My parents have few rules for my behavior.” yielded the highest mean score (M=3.20, SD=1.31) and was remarked as To a Little Extent. On the other hand, the statement “My parents make excuses when I break the rules instead of disciplining me.” received the lowest mean score of responses with (M=1.71, SD=1.09) remarked No Extent at All. The Level of Parenting Styles in terms of

Indulgent attained a weighted mean score of 2.59 and a standard deviation of 1.28, which was remarked to a very small extent among the respondents. While indulgent parenting may initially seem appealing due to its emphasis on warmth and lack of strict rules, it can lead to adverse outcomes in children's development. These include poor self-regulation, academic underachievement, emotional difficulties, and increased risk of delinquent or aggressive behaviors.

Table 4 Level of Parenting Styles in terms of Neglected

Statement	Mean	SD	Remarks
1. My parents are often too busy to listen to my problems.	2.56	1.42	To a Very Little Extent
2. My parents frequently fail to provide for my basic needs (food, clothes, etc.).	2.32	1.26	To a Very Little Extent
3. My parents leave me on my own a lot.	2.39	1.36	To a Very Little Extent
4. My parents do not comfort me when I am upset.	1.93	1.28	To a Very Little Extent
5. My parents do not care if I do poorly in school.	1.98	1.09	To a Very Little Extent
6. My parents are often under the influence of alcohol or drugs and do not care about me.	1.37	0.93	No Extent at All
7. My parent forgets important events like my birthday or sports games.	2.07	1.37	To a Very Little Extent
8. I feel unsupported and neglected by my parent.	1.98	1.37	To a Very Little Extent
Weighted Mean	2.07		
SD	1.26		
Verbal Interpretation	To a Very Little Extent		



Table 4 illustrates the Level of Parenting Styles in terms of Neglected. From the statements above, “My parents are often too busy to listen to my problems.” yielded the highest mean score (M=2.56, SD=1.42) and was remarked as To a Very Little Extent.

On the other hand, the statement “My parents are often under the influence of alcohol or drugs and do not care about me.” received the lowest mean score of responses with (M=1.37,

SD=0.93) was remarked No Extent at All. The Level of Parenting Styles in terms of Neglected attained a weighted mean score of 2.07 and a standard deviation of 1.26 and was remarked To a Very Little Extent among the respondents. The negative consequences of neglectful parenting on various aspects of child development, including psychological well-being, academic performance, social adjustment, and risk for delinquent behavior and mental health problems.

Table 5 Level of Social Belongingness in terms of Community Engagement

Statement	Mean	SD	Remarks
1. I feel comfortable being myself around my peers.	3.66	1.20	To a Great Extent
2. I feel confident in my individuality compared to other kids my age.	3.88	1.27	To a Great Extent
3. I know I can be accepted for who I am by people around me.	3.73	1.21	To a Great Extent
4. I feel free to have different interests than my friends.	3.44	1.21	To a Great Extent
5. I feel at ease around peers who are different than my friends.	3.37	1.30	To a Little Extent
6. I treat all my classmates with kindness regardless of their style.	3.73	1.15	To a Great Extent
7. I avoid judging people based on societal stereotypes.			
8. I make an effort to include all classmates, not just those in my friend group.	3.29	1.45	To a Little Extent
Weighted Mean	3.59		
SD	1.25		
Verbal Interpretation	To a Great Extent		

Table 5 presents the level of social belongingness in terms of community engagement.

From the statements above, “I actively participate in community events and activities.” yielded the highest mean score (M=3.78, SD=1.30) and was remarked as To a Great Extent. On the other hand, the statement “I attend community organization meetings (church, sports, etc.)” received the lowest mean score of responses with (M=2.90, SD=1.23) yet was also remarked To a Little Extent.

The Level of Social Belongingness in terms of Community Engagement attained a weighted mean score of 3.50 and a

standard deviation of 1.28 and was noted To a Great Extent among the respondents. This actively involved in community activities and decision-making processes exhibited higher levels of civic engagement, leadership skills, and a stronger sense of empowerment and social responsibility.

Additionally, communities with active youth participants experienced enhanced safety and stronger cohesion. The study underscored the crucial role of youth community engagement in promoting individual development and overall community well-being.

Table 6 Level of Social Belongingness in terms of Social Norms

Statement	Mean	SD	Remarks
1. I actively participate in community events and activities.	3.78	1.30	To a Great Extent
2. I volunteer to help out at my school.	3.44	1.29	To a Great Extent
3. I know our neighbors well.	3.71	1.23	To a Great Extent
4. I attend community organization meetings (church, sports, etc.)	2.90	1.23	To a Little Extent
5. I invite neighbors to our home for dinners and celebrations.	3.39	1.41	To a Little Extent
6. I know the importance of being involved in our community.	3.66	1.32	To a Great Extent
7. I help out and interact with people in need in our community.	3.61	1.21	To a Little Extent
Weighted Mean	3.50		
SD	1.28		
Verbal Interpretation	To a Great Extent		

Table 6 illustrates the Level of Social Belongingness in terms of Social Norms. From the statements above, “I feel confident in my individuality compared to other kids my age.” yielded the highest mean score (M=3.66, SD=1.20) and was remarked as To a Great Extent. On the other hand, the statement “I avoid judging people based on societal stereotypes” received the lowest mean score of responses (M=3.29, SD=1.45) yet was also remarked To a small extent.

The Level of Social Belongingness in terms of Social Norms attained a weighted mean score of 3.59 and a standard deviation of 1.25 and was noted To a Great Extent among the respondents. Social norms are crucial in shaping individuals' sense of social belongingness. When individuals perceive that their attitudes and behaviors align with the norms of a particular social group, they are more likely to experience a heightened sense of belongingness and social acceptance.



Table 7 Level of Social Belongingness in terms of Resilience

Statement	Mean	SD	Remarks
1. I can make new friends even if I have to change schools.	3.54	1.33	To a Great Extent
2. I try again if someone rejects me the first time I approach them.	3.00	1.41	To a Little Extent
3. I feel confident starting conversations with peers I do not know well.	3.12	1.31	To a Little Extent
4. I do not take rejection from others personally.	3.10	1.28	To a Little Extent
5. I feel capable of overcoming social setbacks.	3.63	1.36	To a Great Extent
6. I keep trying even if I feel excluded from some social situations.	3.41	1.40	To a Great Extent
7. I can adapt my social skills to connect with different groups.	3.61	1.21	To a Great Extent
8. I see social challenges as chances to learn and grow.	3.61	1.21	To a Great Extent
Weighted Mean	3.40		
SD	1.33		
Verbal Interpretation			To a Great Extent

Table 7 illustrates the Level of Social Belongingness in terms of Resilience. From the statements above, “I see social challenges as chances to learn and grow.” yielded the highest mean score (M=3.76, SD=1.38) and was remarked as To a Great Extent. On the other hand, the statement “I try again if someone rejects me the first time I approach them.” received the lowest mean score of responses with (M=3.00, SD=1.41) yet was also remarked To a Little Extent.

The Level of Social Belongingness in terms of Resilience attained a weighted mean score of 3.40 and a standard deviation of 1.33 and was remarked as To a Great Extent among the respondents.

The crucial role of social belongingness in fostering resilience. Strong social connections, supportive communities, and a sense of belonging to positive social groups have enhanced individuals' ability to cope with adversity, promote psychological well-being, and facilitate resilience in the face of challenges.

The study's findings underscored that a robust sense of belonging within these supportive networks acts as a crucial buffer against the detrimental impacts of violence exposure. Specifically, youths who experienced a higher degree of social belongingness exhibited greater psychological well-being. This includes reduced levels of anxiety, depression, and trauma-related symptoms, as the emotional support and acceptance from these groups provide a vital source of stability and comfort.

Table 8 Level of Social Belongingness in terms of Peer Relationship

Statement	Mean	SD	Remarks
1. I feel accepted by other kids my age.	3.78	1.20	To a Great Extent
2. I feel like I fit in with other kids my age.	3.07	1.31	To a Little Extent
3. Other kids want me to be their friend.	3.56	1.27	To a Great Extent
4. It is easy for me to make friends with other kids my age.	3.66	1.28	To a Great Extent
5. I have a lot of fun with other kids my age.	3.37	1.39	To a Little Extent
6. I do not feel lonely when I am around other kids my age.	3.41	1.31	To a Great Extent
7. I feel like I belong when I am with other kids my age.	3.32	1.24	To a Little Extent
8. I had more friends of my age.	3.54	1.38	To a Great Extent
Weighted Mean	3.46		
SD	1.30		
Verbal Interpretation			To a Great Extent

Table 8 illustrates the Level of Social Belongingness in terms of Peer Relationships. From the statements above, “I feel accepted by other kids my age.” yielded the highest mean score (M=3.78, SD=1.38) and was remarked as To a Great Extent. On the other hand, the statement “I feel like I fit in with other kids my age.” received the lowest mean score of responses with (M=3.07, SD=1.31) yet was also remarked To a Little Extent. The Level of Social Belongingness in terms of Peer Relationship attained a weighted mean score of 3.46 and a standard deviation of 1.30 and was remarked as To a Great Extent among the respondents.

Ferris, Lian, Brown, and Morrison (2015) explored the impact of peer relationships on organizational commitment and job satisfaction. The results indicated that employees who experienced high-quality peer relationships characterized by trust, respect, and support reported a stronger sense of belongingness within their work environment, leading to increased job satisfaction, organizational commitment, and reduced intentions to leave their jobs.



Table 9 Level of Juvenile Behavior in terms of Empathy

Statement	Mean	SD	Remarks
1. I try to understand how other people feel.	3.73	1.25	To a Great Extent
2. I feel bad when I see someone else being bullied.	3.54	1.36	To a Great Extent
3. I try to help others when they need it.	3.90	1.23	To a Great Extent
4. I can tell when someone else is unhappy.	3.34	1.34	To a Little Extent
5. I compliment others when they have done something well.	3.88	1.23	To a Little Extent
6. When a friend is upset, I try to understand how they feel.	3.59	1.38	To a Little Extent
7. I offer to help others if they need it.	3.59	1.21	To a Great Extent
8. I care if my actions upset someone.	3.22	1.35	To a Little Extent
Weighted Mean	3.60		
SD	1.29		
Verbal Interpretation			To a Great Extent

From the statements above, “I try to help others when they need it.” yielded the highest mean score (M=3.90, SD=1.23) and was remarked as To a Great Extent. On the other hand, the statement “I care if my actions upset someone.” received the lowest mean score of responses with (M=3.22, SD=1.35) yet was also remarked To a Little Extent. The Level of the Teenage Positive Behavior relative to Empathy. Attained a weighted mean score of 3.60 and a standard deviation of 1.29 and was remarked as To a Great Extent among the respondents.

High levels of empathy have been associated with increased prosocial behavior, positive peer relationships, emotional well-being, and academic performance.

Table 10 Level of Juvenile Behavior in terms of Altruism

Statement	Mean	SD	Remarks
1. I go out of my way to help someone in need.	3.88	1.11	Agree
2. I share my things with other kids, even if I do not know them well.	3.46	1.27	Agree
3. I help other kids with projects or schoolwork when they need it.	3.55	1.14	Agree
4. I give money or donations to charity to help others.	3.32	1.18	Undecided
5. I volunteer my time to help groups or causes I care about.	3.25	1.30	Undecided
6. I stand up to friends if they are bullying someone weaker.	3.20	1.38	Undecided
7. I go out of my way to include someone if they look lonely.	3.56	1.25	Agree
8. Helping others makes me feel good.	3.85	1.14	Agree
Weighted Mean	3.51		
SD	1.22		
Verbal Interpretation			To a Great Extent

Table 10 illustrates the Level of Teenage Positive Behavior relative to Altruism. From the statements above, “I go out of my way to help someone in need.” yielded the highest mean score (M=3.88, SD=1.11) and was remarked as To a Great Extent. On the other hand, the statement “I stand up to friends if they are bullying someone weaker” received the lowest mean score of responses (M=3.20,SD=1.38) yet was also remarked To a small extent.

The Level of Juvenile Behavior relative to Altruism attained a weighted mean score of 3.51 and a standard deviation of 1.22 and was remarked as To a Great Extent among the respondents.

The positive impacts of altruism on various aspects of adolescent development, including social skills, peer relationships, self-esteem, emotional well-being, personal growth, and academic achievement.

Table 11 Level of Juvenile Behavior in terms of Optimism

Statement	Mean	SD	Remarks
1. I expect more good things to happen to me than bad.	3.95	1.23	To a Great Extent
2. I believe more good things than bad things will happen in the future.	3.98	1.16	To a Great Extent
3. I am hopeful even when things do not go my way.	3.35	1.28	To a Little Extent
4. When bad things happen, I expect I will bounce back quickly.	3.24	1.32	To a Little Extent
5. I try to see the positive side of every situation.	3.73	1.10	To a Great Extent
6. I believe I will be successful with the goals I set.	3.98	1.14	To a Great Extent
7. Thinking about my future makes me excited and happy.	4.05	1.08	To a Very Great Extent
8. I do not let bad experiences get me down for long.	3.76	1.21	To a Great Extent
Weighted Mean	3.75		
SD	1.19		
Verbal Interpretation			To a Great Extent



Table 11 illustrates the Level of Teenage Positive Behavior relative to Optimism. From the statements above, “Thinking about my future makes me excited and happy.” yielded the highest mean score (M=4.05, SD=1.08) and was remarked as To a Great Extent. On the other hand, the statement “When bad things happen, I expect I will bounce back quickly.” received the lowest mean score of responses with (M=3.24, SD=1.32) yet was also remarked To a Little Extent.

The Level of the Teenage Juvenile behavior as to Optimism. Attained a weighted mean score of 3.75 and a standard deviation of 1.19 and was, To a Great Extent among the respondents. Positive impacts of optimism on various aspects of adolescent development, including psychological well-being, prosocial behavior, academic achievement, resilience, and health-related behaviors.

Table 12 Level of Juvenile Behavior in terms of Integrity

Statement	Mean	SD	Remarks
1. When I find something that is not mine, I return it to its owner.	4.20	1.04	To a Very Great Extent
2. I think it is important to live by my values.	3.83	1.23	To a Great Extent
3. I stand up for people who are bullied or teased.	3.88	1.17	To a Great Extent
4. I confess to my mistakes even if no one would know I made them.	3.66	1.20	To a Great Extent
5. I think honesty is an important quality in a friend.	4.24	1.03	To a Very Great Extent
6. I work hard even on school subjects I do not like.	3.56	1.36	To a Great Extent
7. I try to do the right thing, even if it is unpopular.	3.90	1.21	To a Great Extent
8. I keep my promises and commitments to others.	4.02	1.16	To a Great Extent
Weighted Mean	3.91		
SD	1.18		
Verbal Interpretation	To a Great Extent		

From the statements above, “I think honesty is an important quality in a friend.” yielded the highest mean score (M=4.24, SD=1.03) and was remarked as To a Very Great Extent. On the other hand, the statement “I work hard even on school subjects I do not like.” received the lowest mean score of responses with (M=3.56, SD=1.36) yet was also remarked To a Great Extent.

The Level of Teenage Positive Behavior relative to Integrity attained a weighted mean score of 3.91 and a standard deviation of 1.18 and was remarked To a Great Extent among the respondents.

Integrity positively impacts various aspects of adolescent development, including prosocial behavior, academic achievement, psychological well-being, moral decision-making, and reduced delinquent behavior.

Table 13 Regression Analysis of the Juvenile as Predicted by Disciplinarian Parenting Style

Model	B	SE	β	t	p
Constant	0.14	0.06		2.36	0.019
Empathy		.03	0.02	0.58	0.561
Pro Social Behavior		.05	-0.01	-0.12	0.906
Altruism		.05	0.19	3.54*	< .001
Optimism		.05	-0.29	-5.83*	< .001
Integrity		.04	1.04	26.41*	< .001
R-squared			0.94		
Adjusted R-squared			0.93		
Standard Error of the Estimate			8.39		
F(5,394)				1133*	< .001

*p < 0.05

The table presents the results of a multiple regression analysis examining the effect of parenting style in terms of discipline on juvenile behavior.

The regression model explains 94% of the variance in teenage positive behavior (R-squared = 0.94). Specifically, altruism (β = 0.19, p < .001); optimism (β = 0.19, p < .001); integrity (β =

1.14, p < .001). The F-test of the overall model is significant (F (5,394) = 1133, p < .001), indicating that the egression model is a good fit for the data. The standard error of the estimate is 8.39, reflecting the average deviation between observed and predicted juvenile behavior.



Table 14 Regression Analysis of the Juvenile as Predicted by the Democratic Parenting Style

Model	B	SE	β	t	p
Constant	0.35	0.09		3.763	< .001
Empathy		0.046	0.11	2.344*	0.020
Pro Social Behavior		0.084	-0.08	-0.959	0.338
Altruism		0.084	0.29	3.450*	< .001
Optimism		0.076	-0.20	-2.682*	0.008
Integrity		0.062	0.81	13.094*	< .001
R-squared			0.84		
Adjusted R-squared			0.84		
Standard Error of the Estimate			20.22		
F(5,394)				411*	< .001

*p < 0.05

The table presents the results of a multiple regression analysis examining the effect of parenting style in terms of democratic style on teenage positive behavior.

The F-test of the overall model is significant ($F(5,394) = 411, p < .001$), indicating that the regression model is a good fit for the data. The standard error of the estimate is 20.22, reflecting the average deviation between observed and predicted juvenile behavior.

This is supported by the study of Gove and Crutchfield (2020). characteristics of the parents' marriage play an important role for boys, while the misbehavior of girls is more strongly predicted by variables measuring parent-child interaction and parental control.

In a 2021 study, Schroeder explored the relationship between family formation (through marriage or cohabitation) and increased offending behavior. The findings revealed that forming a family is associated with simultaneous rises in

delinquent behavior, challenging the expectation that family establishment reduces offending.

Schroeder identified changes in family time and parental attachment as critical factors. Shifts in time spent with family and the quality of parental bonds significantly influence the likelihood of delinquent behavior during family formation. Additionally, prior parental attachment and juvenile offending history were found to condition this effect. Strong, pre-existing parental attachment can mitigate the risk of increased offending, whereas weak attachment or a history of delinquency can exacerbate it.

Moreover, Schroeder's study highlighted that the effects of these changes are not uniform and can be significantly conditioned by prior experiences of parental attachment and an individual's juvenile offending history. A strong pre-existing attachment to parents can serve as buffer, mitigating the risk of heightened offending behavior.

Table 15 Regression Analysis of the Juvenile Behavior as Predicted by Indulgent Parenting Style

Model	B	SE	β	t	P
Constant	0.66	0.1092		6.07	< .001
Empathy		0.0540	0.205	3.80*	< .001
Pro Social Behavior		0.0990	-0.212	-2.14*	0.033
Altruism		0.0996	0.341	3.42*	< .001
Optimism		0.0899	-0.228	-2.54*	0.011
Integrity		0.0725	0.748	10.31*	< .001
R-squared			0.76		
Adjusted R-squared			0.76		
Standard Error of the Estimate			28.15		
F(5,394)				254*	< .001

*p < 0.05

The table presents the results of a multiple regression analysis examining the effect of parenting style in terms of indulgent style on the juvenile behavior.

The regression model explains 76% of the variance in teenage positive behavior ($R\text{-squared} = 0.76$). Specifically, empathy ($\beta = 0.21, p < .001$), pro social behavior ($\beta = -0.21, p = .03$), altruism ($\beta = 0.34, p < .001$) optimism ($\beta = -0.228, p = .01$); and

integrity ($\beta = 0.75, p < .001$). The F-test of the overall model is significant ($F(5,394) = 411, p < .001$), indicating that the regression model is a good fit for the data. The standard error of the estimate is 28.15, reflecting the average deviation between observed and predicted juvenile behavior.



Table 16 Regression Analysis of the Juvenile Behavior as Predicted by Neglected Parenting Style

Model	B	SE	β	t	p
Constant	-0.79	0.1102		7.15	< .001
Empathy		0.0545	-0.261	4.78*	< .001
Pro Social Behavior		0.0999	-0.294	-2.94*	0.003
Altruism		0.1005	-0.263	2.61*	0.009
Optimism		0.0907	-0.177	-1.95	0.051
Integrity		0.0732	-0.780	10.66*	< .001
R-squared			0.75		
Adjusted R-squared			0.75		
Standard Error of the Estimate			28.64		
F(5,394)				240*	< .001

*p < 0.05

The table presents the results of a multiple regression analysis examining the effect of parenting style in terms of neglectful style (independent Variable) on teenage positive behavior (dependent variable). The regression model explains 75% of the variance in teenage positive behavior (R-squared = 0.75). Specifically, Empathy ($\beta = 0.26$, $p < .001$), Pro social behavior ($\beta = -0.29$, $p = .003$), altruism ($\beta = 0.26$, $p = .009$); and integrity

($\beta = 0.78$, $p < .001$). The F-test of the overall model is significant ($F(5,394) = 240$, $p < .001$), indicating that the regression model is a good fit for the data. The standard error of the estimate is 28.64, reflecting the average deviation between observed and predicted juvenile behavior.

Table 17 Regression Analysis of Juvenile Behavior as Predicted by Community Engagement

Model	B	SE	β	t	p
Constant	0.56	0.1101		5.12	< .001
Empathy		0.0544	0.193	3.55	< .001
Pro Social Behavior		0.0998	0.186	-1.86	0.063
Altruism		0.1004	0.190	1.89	0.059
Optimism		0.0906	0.109	-1.20	0.230
Integrity		0.0731	0.781	10.69	< .001
R-squared			0.77		
Adjusted R-squared			0.77		
Standard Error of the Estimate			28.59		
F(5,394)				261*	< .001

*p < 0.05

The table presents a multiple regression analysis examining the effect of social belongingness in terms of community engagement (independent Variable) on teenage positive behavior (dependent variable). The regression model explains 77% of the variance in teenage positive behavior (R-squared = 0.77). Specifically, empathy ($\beta = 0.19$, $p < .001$) and integrity

($\beta = 0.78$, $p < .001$). The F-test of the overall model is significant ($F(5,394) = 261$, $p < .001$), indicating that the regression model is a good fit for the data. The standard error of the estimate is 28.59, reflecting the average deviation between observed and predicted juvenile behavior.

Table 18 Regression Analysis of Juvenile Behavior as Predicted by Social Norms

Model	B	SE	β	t	p
Constant	0.05	0.41		0.111	0.911
Empathy		0.13	0.01	0.144	0.89
Pro Social Behavior		0.13	0.20	1.595	0.11
Altruism		0.13	0.03	0.269	0.79
Optimism		0.13	0.32	2.512*	0.01
Integrity		0.11	0.38	3.471*	< .001
R-squared			0.41		
Adjusted R-squared			0.39		
Standard Error of the Estimate			78.17		
F(5,394)				24.7*	< .001

*p < 0.05

The table presents the results of a multiple regression analysis examining the effect of social belongingness in terms of social norms (independent Variable) on juvenile behavior (dependent variable).

The regression model explains 41% of the variance in teenage positive behavior (R-squared = 0.41). Optimism ($\beta = 0.32$, $p = .01$); and Integrity ($\beta = 0.38$, $p < .001$). The F-test of the overall model is significant ($F(5,394) = 24.7$, $p < .001$), indicating that the regression model is a good fit for the data. The standard error of the estimate is 78.17, reflecting the average deviation between observed and predicted juvenile behavior.



Table 19 Regression Analysis of Juvenile Behavior as Predicted by Resilience

Model	B	SE	β	t	p
Constant	0.50	0.37		1.33	0.951
Empathy		0.12	0.01	0.06	0.25
Pro Social Behavior		0.11	0.13	1.16	0.08
Altruism		0.11	0.20	1.75	0.08
Optimism		0.11	0.14	1.29	0.20
Integrity		0.09	0.36	3.63*	< .001
R-squared			0.41		
Adjusted R-squared			0.39		
Standard Error of the Estimate			62.88		
<u>F(5,394)</u>				24.8*	< .001

*p < 0.05

The table presents the results of a multiple regression analysis examining the effect of social belongingness in terms of resilience to juvenile behavior.

The regression model explains 41% of the variance in teenage positive behavior (R-squared = 0.41). Specifically, integrity ($\beta = .36, p < .001$). The F- test of the overall model is significant

(F(5,394) = 36.5, $p < .001$), indicating that the regression model is a good fit for the data

The standard error of the estimate is 50.21, reflecting the average deviation between observed and predicted teenage positive behavior.

Table 20 Regression Analysis of the Juvenile Behavior as Predicted by Peer Relationship

Model	B	SE	β	t	p
Constant	0.32	0.33		0.978	0.329
Empathy		0.11	0.11	1.03	0.30
Pro Social Behavior		0.10	0.07	0.694	0.49
Altruism		0.10	0.02	0.269	0.79
Optimism		0.10	0.15	1.522	0.13
Integrity		0.08	0.54	6.075*	< .001
R-squared			0.50		
Adjusted R-squared			0.49		
Standard Error of the Estimate			50.21		
<u>F(5,394)</u>				36.5*	< .001

The table presents a multiple regression analysis examining the effect of social belongingness in terms of resilience (independent Variable) on teenage positive behavior (dependent variable). The regression model explains 50% of the variance in teenage positive behavior (R-squared = 0.50). Specifically, Integrity ($\beta = 6.075, p < .001$). The F-test of the overall model is significant (F(5,394) = 36.5, $p < .001$), indicating that the regression model is a good fit for the data. The standard error of the estimate is 50.21, reflecting the average deviation between observed and predicted teenage positive behavior.

4. CONCLUSION AND RECOMMENDATIONS

Based on the findings, the following were concluded:
 Based on the findings, it was concluded that parenting styles and social belongingness significantly affect juvenile behavior, thus rejecting both hypotheses. These results imply that interventions increase community engagement and that youth programs, mentoring, and neighborhood revitalization efforts, effectively reduce youth delinquent behavior. These interventions provide positive opportunities, social support, and prosocial role models, which can counteract risk factors for delinquency.

In light of conclusions drawn from the findings, the recommendations of the study were as follows:

1. Parent may critically analyze how the different parenting styles affect the development of their children’s behavior. Active involvement.
2. Juveniles may comprehend the significant effects of creating their individuality as much as surrounding themselves with good individuals for their welfare.
3. School officials and Local Government Unit officials may propose a sport and physical activity program to benefit the youth of their community/school.

REFERENCE

1. Mowen, T. J., & Schroeder, R. D. (2018), *Maternal parenting style and delinquency by race and the moderating effect of structural disadvantage*. *Youth & Society*, 50(2), 139- 159.