



Family Dynamics and Student Well-Being among College Students at First City Providential College

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Abstract

Family relationships remain an important psychosocial context for students' adjustment, academic engagement, emotional functioning, and overall well-being. This study examined the relationship between family dynamics and student well-being among College of Arts and Sciences students at First City Providential College. Using a quantitative descriptive-correlational design, the study gathered survey data from 63 respondents selected through purposive sampling. Family dynamics were examined in terms of living arrangement, parental monitoring, family communication quality, and parental warmth and support, while student well-being was examined in terms of academic engagement, self-esteem, physical well-being, and emotional well-being. The findings showed that the respondents perceived their family dynamics as moderately functional, with a composite mean of 3.43. The strongest indicators were family concern, emotional closeness despite distance, encouragement during challenges, fair discipline, parental affection, and support during difficult times. Student well-being was also rated at a moderate level overall, with a composite mean of 3.49. The strongest well-being indicators were related to healthy eating, adequate rest, academic motivation, feeling valued, physical self-care, and encouragement during school-related stress. Correlational analysis showed a significant positive relationship between family dynamics and student well-being, $r = 0.580$, which exceeded the critical value of 0.248. The findings suggest that more functional family dynamics are associated with higher student well-being. The study supports the development of a family-centered and school-supported intervention program focused on communication, emotional validation, resilience, and student adjustment.

Keywords: *family dynamics; student well-being; family communication; parental support; academic engagement; emotional well-being*

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1. Introduction

Family relationships remain one of the most immediate social environments through which students develop emotional security, self-concept, behavioral regulation, and coping capacity. Although college students gradually move toward greater autonomy, the family continues to function as a major source of support, guidance, discipline, and emotional stability. Family dynamics refer to the patterns of interaction, communication, roles, support systems, and relational processes that shape how family members respond to one another. These dynamics may either strengthen or weaken students' ability to manage academic demands, social pressures, personal challenges, and psychological stress.

The importance of family dynamics is particularly relevant in educational settings where students are expected to maintain academic engagement while also negotiating emotional and social transitions. Supportive family environments characterized by open communication, parental warmth, guidance, and appropriate monitoring may help students develop stronger confidence, better adjustment, and healthier coping responses. In contrast, weak communication, emotional distance, inconsistent discipline, and lack of support may contribute to stress, low self-esteem, and reduced well-being.

Recent evidence links healthier family functioning with psychological well-being, emotional intelligence, life satisfaction, and better adjustment among adolescents and young adults (Estrella-Proaño et al., 2024; Guevara et al., 2021; Moreno et al., 2024; Novak et al., 2021).

Family communication is also central to student well-being because it shapes how family members express concern, resolve conflict, provide reassurance, and respond to emotional difficulty. Studies suggest that parent-adolescent relationship quality, parental emotion coaching, and open communication are associated with lower emotional distress and better adjustment (Ford et al., 2023; Lobo et al., 2021; Zhang & Kong, 2021). Parental warmth and support also contribute to the development of self-esteem and self-concept, while supportive parental monitoring may promote academic motivation, engagement, and adjustment when it is experienced as guidance rather than control (Affuso et al., 2022; Fuentes et al., 2022; Grolnick & Pomerantz, 2022; Xiong et al., 2021).

In the Philippine context, family remains central to personal identity, moral formation, educational persistence, and social development. Filipino college students often continue to rely on their families not only for financial assistance but also for emotional companionship, academic encouragement, and guidance in decision-making. This makes the family environment an important area of inquiry in understanding student well-being. Student well-being is multidimensional and may include academic engagement, self-esteem, emotional well-being, and physical well-being. These dimensions are closely connected because students who feel valued, supported, and emotionally secure are more likely to participate actively in school, maintain confidence, regulate stress, and adopt healthier behaviors.

Despite the recognized importance of family relationships, there remains a need for localized institutional evidence on how students perceive their family environment and how these perceptions relate to their well-being. Much of the existing literature examines broad adolescent populations, while fewer small-scale institutional studies focus on college students within a specific school context. For First City Providential College, such evidence may help identify family-related factors that support student development and may inform school-based interventions aimed at strengthening resilience, communication, and emotional support.

This study aimed to examine the relationship between family dynamics and student well-being among College of Arts and Sciences students at First City Providential College. Specifically, it sought to determine how students perceive their family environment in terms of parental monitoring, family communication quality, parental warmth and support, and living arrangement; assess the level of student well-being in terms of academic engagement, self-esteem, emotional well-being, and physical well-being; determine whether there is a significant relationship between family dynamics and student well-being; and develop an intervention program that may strengthen family communication and student resilience based on the findings.

2. Review of Related Literature

2.1 Family Dynamics as a Context for Student Well-Being

Family dynamics provide an important relational context for understanding student well-being. In the literature, family dynamics commonly refer to the quality of interaction, cohesion, adaptability, communication, emotional support, and conflict management within the family system. These dimensions are relevant to students because the family remains a primary source of emotional security, behavioral guidance, and social support even as young people move toward greater independence. Recent studies consistently show that healthier family functioning is associated with more favorable psychological and developmental outcomes among adolescents and young adults.

Multiple studies indicate that positive family functioning is linked with higher well-being, better adjustment, and fewer symptoms of psychological distress. Moreno et al. (2024) found that family functionality was associated with psychological well-being and emotional intelligence among high school students. Guevara et al. (2021) also identified family and parental relationships as relevant factors in adolescent well-being, suggesting that the family environment contributes meaningfully to emotional stability and adjustment. Novak et al. (2021) found that school and family factors were associated with adolescent mental health within a positive youth development framework, while Elizarov et al. (2023) reported that family functioning was linked with well-being and mental health among new immigrant families.

The protective value of family functioning becomes more visible under conditions of stress. Estrella-Proañó et al. (2024) found that family and social support were related to anxiety and depression among first-year university students, indicating that the family environment continues to matter at the tertiary level. Hua et al. (2024) similarly linked stressful life events and anxiety symptoms among adolescents with consideration of family functioning. Zhang et al. (2024) further showed that family functioning was associated with adolescent mental health through bullying victimization and resilience. These findings suggest that family dynamics do not operate as isolated background conditions. Rather, they may shape students' coping capacity, resilience, and emotional responses to stressors.

Localized Philippine evidence similarly identifies family difficulties among the stronger risk associations in university student mental health, supporting the need to situate well-being within individual, interpersonal, and systemic contexts (Malabanan, 2026).

For the present study, these findings provide the broader basis for examining family dynamics as a correlate of student well-being. Since the respondents are college students, the literature supports the assumption that family functioning remains relevant beyond childhood and early adolescence. However, the evidence also suggests caution: family dynamics should be interpreted as associated with well-being, not as a direct causal determinant unless supported by longitudinal or experimental evidence.

2.2 Family Communication and Emotional Well-Being

Family communication is one of the most important components of family dynamics because it determines how family members express concerns, resolve problems, provide reassurance, and respond to emotional difficulty. Open and supportive communication can create a sense of safety and belonging, while hostile, closed, or dismissive communication may intensify emotional distress. In the context of student well-being, communication quality is especially important because students often rely on family members for advice, encouragement, emotional validation, and stress regulation.

Recent studies support the connection between open family communication and better emotional outcomes among adolescents and young adults. Ford et al. (2023) found that stronger mother-adolescent and father-adolescent relationships were associated with better young adult health outcomes, including lower stress and depressive symptoms. Novak et al. (2021) likewise found that family factors were linked with adolescent mental health. Zhang and Kong (2021) reported that family dynamics among rural Chinese youth were related to psychological adjustment during the transition into adulthood. These findings reinforce the view that communication within the family is connected with psychological adjustment and emotional functioning.

Related Philippine evidence further shows that childhood attachment, including trust and communication with parents or guardians and peers, is moderately associated with adult relational satisfaction, underscoring the longer developmental significance of early communication patterns (Gabriel et al., 2026).

Other studies show that communication becomes particularly important in contexts of stress, illness, or emotional vulnerability. Lobo et al. (2021) found that parental emotion coaching moderated the effects of family stress on internalizing symptoms among children and adolescents. This indicates that families do not merely provide general support; they also help young people interpret, manage, and regulate difficult emotions. Zhou et al. (2025) further found that family environment was associated with loneliness, depression, and internet addiction among children and adolescents in rural China. Campione-Barr et al. (2024), in a systematic review focused on the COVID-19 pandemic, also emphasized the role of family relationships in adolescents' development and adjustment during crisis conditions.

These findings support the inclusion of family communication quality as a major dimension of family dynamics in the present study. For college students, open family communication may help reduce emotional strain, strengthen coping responses, and support psychological adjustment. However, the literature also implies that communication should not be reduced to frequency alone. Its emotional quality, openness, respectfulness, and capacity to support problem-solving are more important than the mere act of talking.

2.3 Parental Warmth, Family Support, and Self-Esteem

Parental warmth and family support are central to the development of positive self-regard. Warmth is usually expressed through affection, encouragement, responsiveness, understanding, and acceptance, while family support includes emotional, practical, and motivational assistance. These forms of support may help students feel valued and capable, which can strengthen self-esteem and contribute to broader well-being.

Several studies link parental warmth and perceived family support with higher self-esteem and healthier adjustment. García et al. (2024) found that parental socialization based on warmth and strictness was associated with adjustment among adolescents and young adults. Fuentes et al. (2022) found that parental warmth, even without strictness, was associated with adolescent empathy and self-concept. Aslan (2024) reported that self-esteem mediated the relationship between perceived family social support and life satisfaction among youth, suggesting that family support may improve well-being partly through young people's sense of personal worth.

Comparable evidence among college students also shows that perceived parental emotional warmth is positively associated with self-control and self-efficacy, supporting the view that family support contributes to confidence and self-regulatory capacity (Rui, 2026).

Longitudinal and daily-process studies further suggest that warmth and self-esteem may influence each other over time. Wang et al. (2023) found reciprocal longitudinal relations among perceived parental warmth, self-esteem, and social behavior from middle childhood to early adolescence in China. Wu et al. (2022) reported daily associations among maternal warmth, mother-teen conflict, and adolescents' self-esteem, suggesting that positive maternal warmth can be stronger than negative conflict in shaping daily self-evaluations. Peng et al. (2021) also found that parenting style was related to adolescent mental health through the mediating effects of self-esteem and psychological inflexibility.

Related local evidence found a significant positive relationship between self-esteem and body image among Filipino psychology students, suggesting that self-esteem remains a relevant psychosocial indicator in broader student well-being research (Ruela et al., 2026).

However, the literature also requires a balanced interpretation. Krauss and Orth (2024) reported more cautious findings regarding the prospective effects of family environment on self-esteem development. This suggests that the relationship may be more complex than simple one-directional influence. Self-esteem may be shaped by family warmth, but it may also influence how young people perceive and respond to family relationships. For this reason, the present study treats parental warmth and self-esteem as associated constructs rather than assuming a direct causal pathway.

2.4 Parental Monitoring, Academic Engagement, and Student Adjustment

Parental monitoring is often understood as parents' awareness of their children's activities, academic responsibilities, peer associations, and general behavior. In educational contexts, monitoring may include asking about schoolwork, encouraging study habits, reminding students about responsibilities, and supporting academic progress. However, the literature distinguishes between supportive monitoring and controlling involvement. Supportive monitoring is associated with guidance, warmth, and autonomy support, while controlling monitoring may be experienced as pressure or intrusion.

Evidence suggests that supportive parental involvement and monitoring are associated with better academic motivation, engagement, and adjustment. Affuso et al. (2022) found that parental monitoring was related to academic performance over time through motivation and self-efficacy. Xiong et al. (2021) found that parental involvement was connected with academic achievement among adolescents, with academic engagement serving as a mediating factor. Liu et al. (2023) also showed that parental emotional involvement was associated with academic engagement partly through time management. These findings suggest that parental support may influence academic functioning not only through direct supervision but also by helping students develop discipline, motivation, and self-regulatory behaviors.

At the same time, research cautions against treating all parental involvement as beneficial. Grolnick and Pomerantz (2022) argued that parental involvement is most helpful when it is autonomy-supportive rather than controlling. Lerner et al. (2021) similarly found that autonomy-supportive parental involvement was associated with stronger academic competence, motivation, and grades, while pressure-based involvement was less adaptive. Yang et al. (2023) reviewed literature on parental involvement and student engagement and emphasized that the quality and style of involvement matter.

Zhu et al. (2021) reported that maternal and paternal parenting styles and parental involvement were associated with adolescents' academic engagement and burnout.

These findings are relevant to the present study because parental monitoring is included as a dimension of family dynamics, while academic engagement is included as a dimension of student well-being. The literature suggests that monitoring should be interpreted carefully. When students perceive monitoring as care, guidance, and support, it may strengthen academic engagement and adjustment. When monitoring is experienced as excessive control, it may weaken autonomy and increase stress. Therefore, the present study's interpretation emphasizes supportive parental monitoring rather than control-oriented supervision.

2.5 Synthesis and Literature Gap

The reviewed literature consistently shows that family dynamics are associated with student and adolescent well-being. Positive family functioning, open communication, parental warmth, family support, and supportive monitoring are linked with psychological adjustment, emotional well-being, self-esteem, academic engagement, and resilience (Affuso et al., 2022; Ford et al., 2023; García et al., 2024; Guevara et al., 2021; Moreno et al., 2024; Novak et al., 2021; Xiong et al., 2021). The literature also suggests that the family environment remains relevant for young adults and university students, not only for younger adolescents (Estrella-Proañó et al., 2024; Ford et al., 2023).

At the same time, the evidence requires careful interpretation. Many of the relationships between family dynamics and well-being are correlational, and some studies indicate that the effects may be reciprocal or mediated by other factors such as self-esteem, resilience, emotional regulation, self-efficacy, and academic engagement (Peng et al., 2021; Wang et al., 2023; Zhang et al., 2024). Moreover, parental monitoring appears beneficial only when it is perceived as supportive rather than controlling (Grolnick & Pomerantz, 2022; Lerner et al., 2021).

Student adjustment may also be shaped by peer contexts, as local evidence links peer influence experiences with personal-social competencies among late adolescents (Balut et al., 2026).

The gap addressed by the present study is the need for localized institutional evidence on how college students perceive their family environment and how these perceptions relate to their well-being. While existing studies provide broad international support for the association between family dynamics and youth outcomes, fewer studies focus on students within a specific Philippine college context. The present study contributes by examining family dynamics and student well-being among College of Arts and Sciences students at First City Providential College, with attention to parental monitoring, family communication, parental warmth and support, academic engagement, self-esteem, emotional well-being, and physical well-being.

Campus wellness evidence also supports the physical well-being dimension, with nutrition, sleep, screen time, and physical activity showing meaningful associations with distress and burnout indicators among dormitory medical students (Quinto et al., 2025).

3. Methodology

3.1 Research Design

This study employed a quantitative descriptive-correlational research design to examine the relationship between family dynamics and student well-being among College of Arts and Sciences students at First City Providential College. The descriptive component was used to determine the respondents' perceived level of family dynamics and student well-being, while the correlational component was used to determine whether a significant relationship existed between the two variables. Since the study did not manipulate any variable, the design was appropriate for identifying the direction and strength of association between family dynamics and student well-being.

3.2 Respondents and Sampling Technique

The respondents were 63 students from the College of Arts and Sciences of First City Providential College in San Jose del Monte, Bulacan. Purposive sampling was used to select respondents who were directly relevant to the objectives of the

study. This sampling approach was appropriate because the study focused on a specific institutional group whose perceptions of family dynamics and student well-being were directly related to the research problem.

3.3 Research Instrument

Data were gathered using a survey questionnaire designed to measure two major constructs: family dynamics and student well-being. The family dynamics scale included indicators related to current living arrangement, parental monitoring, family communication quality, and parental warmth and support. The student well-being scale included indicators related to academic engagement, self-esteem, physical well-being, and emotional well-being.

The questionnaire used Likert-type items interpreted through descriptive ranges. For family dynamics, higher scores reflected more functional family dynamics, while lower scores reflected less functional family dynamics. For student well-being, higher scores reflected higher levels of well-being, while lower scores reflected lower levels of well-being. The source manuscript described the instrument as researcher-made and adapted from related studies; however, detailed validation and reliability information were not reported and should be strengthened in future studies.

3.4 Data Gathering Procedure

The researchers administered the survey questionnaire to selected College of Arts and Sciences students of First City Providential College. The questionnaire gathered information on the respondents' family environment, parental monitoring, communication patterns, parental support, academic engagement, self-esteem, emotional well-being, and physical well-being. The collected responses were organized, encoded, and analyzed using descriptive and correlational statistics.

3.5 Data Analysis

Descriptive statistics were used to summarize the respondents' perceptions of family dynamics and student well-being. Frequencies and percentages were used for respondent profile characteristics, while mean scores and standard deviations were computed for each indicator and composite measure. The mean scores were interpreted using the descriptive equivalents provided in the study.

To determine the relationship between family dynamics and student well-being, Pearson correlation analysis was used. The computed correlation coefficient was compared against the critical value to determine whether the null hypothesis should be rejected. The results showed an r value of 0.580, which exceeded the critical value of 0.248, indicating a significant positive relationship between family dynamics and student well-being.

3.6 Ethical Considerations

The study involved student respondents and therefore required appropriate ethical safeguards. Participation was treated as voluntary, and respondents were expected to be informed about the purpose of the study, the confidentiality of their responses, and their right to decline or withdraw from participation. The final use of the data should ensure confidentiality and responsible handling of respondent information.

4. Results and Discussion

4.1 Profile Characteristics of the Respondents

The study was conducted among 63 College of Arts and Sciences students of First City Providential College. The profile variables presented in the results were living arrangement and academic grade range. These characteristics provide context for interpreting the respondents' family environment and student well-being.

Table 1. Profile Characteristics of the Respondents

Profile Variable	Category	Frequency	Percentage
Living arrangement	Both parents	16	25.40
	Single parent	34	53.97
	Guardians/grandparents	10	15.87
	Other relatives	0	0.00

Profile Variable	Category	Frequency	Percentage
	Non-family members, such as boarding house or dormitory	3	4.76
Total		63	100.00
Academic grade range	90-100, Outstanding	37	58.73
	85-89, Very satisfactory	22	34.92
	80-84, Satisfactory	4	6.35
	75-79, Fairly satisfactory	0	0.00
	Below 75, Did not meet expectations	0	0.00
Total		63	100.00

Table 1 shows that the largest group of respondents lived with a single parent, representing 34 students or 53.97% of the sample. This was followed by students living with both parents, representing 16 students or 25.40%. Ten respondents, or 15.87%, lived with guardians or grandparents, while three respondents, or 4.76%, lived with non-family members such as in a boarding house or dormitory.

In terms of academic performance, most respondents had strong reported academic standing. Thirty-seven students, or 58.73%, had grades within the outstanding range of 90-100. Another 22 students, or 34.92%, had very satisfactory grades, while four students, or 6.35%, had satisfactory grades. No respondents were reported under the fairly satisfactory or failing categories. This indicates that the respondents generally had favorable academic performance despite coming from varied household arrangements.

4.2 Level of Family Dynamics

The first major variable examined in the study was family dynamics. The indicators covered family involvement, family bonding, guidance from older family members, emotional closeness, household rules, discipline, parental monitoring, family communication quality, and parental warmth and support. The results reported a composite mean of 3.43, interpreted as moderately functional family dynamics.

Table 2. Level of Family Dynamics among the Respondents

Indicator	Mean	SD	Descriptive Equivalent
Family members are involved in each other's lives and show concern for one another's well-being.	3.78	0.90	Likely functional
Family members often spend time together, especially during meals or weekends.	3.48	1.06	Moderately functional
Older family members give guidance and advice to younger ones.	3.51	1.01	Likely functional
Family members make time for family activities and bonding despite personal responsibilities.	3.32	1.08	Moderately functional
Family members maintain communication and emotional closeness even when some work or study far away.	3.63	0.97	Likely functional
The family has clear rules, and everyone is expected to follow them with respect.	3.48	0.91	Moderately functional
Parents discipline family members fairly and with understanding.	3.57	1.01	Likely functional
Parents regularly ask where the student is going, who the student is with, and whether the student comes home at the agreed time.	3.48	1.08	Moderately functional
Parents remind the student to focus on studies and household responsibilities.	3.48	0.93	Moderately functional
Parental checking of online or social media activities is perceived as concern rather than control.	3.40	1.13	Moderately functional
Family members are satisfied with how they talk and listen to one another.	3.40	0.95	Moderately functional
Family members can calmly discuss problems even when they have different opinions.	2.84	1.18	Moderately functional
Parents encourage children to share their thoughts and feelings with respect.	3.33	1.50	Moderately functional
Family members talk openly about family matters during meals or	3.22	1.17	Moderately functional

Indicator	Mean	SD	Descriptive Equivalent
gatherings.			
When misunderstandings happen, family members try to understand one another's feelings before reacting.	3.06	1.09	Moderately functional
Family members support one another during difficult times.	3.52	1.01	Likely functional
Parents show affection and express pride in efforts and achievements.	3.54	1.06	Likely functional
Even with busy schedules, parents make time to bond with their children.	3.37	1.18	Moderately functional
Family members pray, reflect, or share words of encouragement when facing challenges.	3.62	1.01	Likely functional
Family members express love and gratitude through both words and actions.	3.49	0.96	Moderately functional
Composite Mean	3.43	1.06	Moderately functional family dynamics

Table 2 shows that the respondents perceived their family dynamics as moderately functional overall, with a composite mean of 3.43. This indicates that the respondents generally experienced supportive family relationships, but the level of family functioning was not consistently high across all indicators.

The highest-rated item was family involvement and concern for one another's well-being, with a mean of 3.78. Other relatively strong indicators included maintaining communication and emotional closeness despite distance, praying, reflecting, or sharing encouragement during challenges, fair discipline with understanding, parental affection and pride in achievements, and support during difficult times. These findings suggest that the respondents generally perceived their families as caring and supportive.

However, the lower-rated indicators suggest that communication quality is a weaker area. The lowest mean was recorded for calmly discussing problems despite differences of opinion, with a mean of 2.84. Other relatively lower indicators included understanding one another's feelings during misunderstandings and openly discussing family matters during meals or gatherings. These findings imply that while families were generally perceived as caring, open communication, conflict resolution, and emotional processing within the family may still require improvement.

4.3 Level of Student Well-Being

The second major variable examined was student well-being. The study measured well-being in terms of academic engagement, self-esteem, physical well-being, and emotional well-being. The composite mean was 3.49, interpreted as a moderate level of student well-being. Although the result is close to the threshold for high well-being, it remains within the moderate category based on the study's scale.

Table 3. Level of Student Well-Being among the Respondents

Indicator	Mean	SD	Descriptive Equivalent
The family motivates the student to do well in school.	3.81	0.15	High level
Parents or guardians regularly ask about schoolwork and grades.	3.38	1.01	Moderate level
The student studies harder because of wanting to make the family proud.	2.65	1.32	Moderate level
The family provides a quiet or comfortable place to study.	3.51	1.12	High level
Even when school is stressful, the family encourages the student not to give up.	3.65	0.98	High level
The student feels valued and appreciated by the family.	3.75	0.91	High level
The family helps the student feel confident about who they are.	3.51	1.06	High level
The student feels proud because the family acknowledges their efforts.	3.43	1.12	Moderate level
Even when mistakes are made, the family helps the student see personal worth.	3.27	1.10	Moderate level
The family encourages the student to express thoughts and opinions freely.	3.14	1.06	Moderate level
The family encourages healthy eating.	4.02	0.77	High level
The family reminds the student to rest and get enough sleep.	3.86	1.08	High level

Indicator	Mean	SD	Descriptive Equivalent
The student feels physically healthy because the family promotes good habits.	3.43	1.03	Moderate level
The family encourages participation in physical or recreational activities.	3.27	1.02	Moderate level
The family motivates the student to take care of the body.	3.71	1.07	High level
The family helps the student stay calm when stressed.	3.37	1.08	Moderate level
The family helps the student handle problems in a positive way.	3.60	0.90	High level
The family helps the student recover quickly after experiencing difficulties.	3.49	1.03	Moderate level
Composite Mean	3.49	0.99	Moderate level of student well-being

Table 3 shows that the respondents had a moderate level of student well-being overall. The strongest item was family encouragement to eat healthy foods, with a mean of 4.02. This was followed by family reminders to rest and get enough sleep, family motivation to do well in school, feeling valued and appreciated by the family, and family motivation to take care of the body. These results suggest that students experienced relatively strong family support in terms of physical care, academic encouragement, and personal affirmation.

The lower-rated indicators show areas where student well-being may still be strengthened. The lowest mean was recorded for studying harder because of wanting to make the family proud, with a mean of 2.65. Other moderate indicators included encouragement to express thoughts and opinions freely, support in recognizing personal worth after mistakes, encouragement to join physical or recreational activities, and support in staying calm when stressed.

These findings suggest that while respondents received practical and motivational support from their families, some aspects of emotional affirmation, autonomy support, and stress regulation were less strongly experienced. In particular, the moderate scores for expressing thoughts freely and recovering after mistakes indicate that students may need more emotionally safe family environments where they can communicate openly and receive support without fear of judgment.

4.4 Relationship between Family Dynamics and Student Well-Being

The study also examined whether family dynamics had a significant relationship with student well-being. The correlation result showed an r value of 0.580, which was higher than the critical value of 0.248. Therefore, the null hypothesis was rejected.

Table 4. Relationship between Family Dynamics and Student Well-Being

Independent Variable	Dependent Variable	r value	Critical Value	Decision	Remarks
Family dynamics	Student well-being	0.580	0.248	Reject Ho	Significant

Table 4 shows a significant positive relationship between family dynamics and student well-being. The computed correlation coefficient of 0.580 indicates that students who perceived their family dynamics more positively also tended to report better well-being. This relationship may be interpreted as moderate in strength.

This finding supports the central assumption of the study that family dynamics and student well-being are meaningfully associated. However, because the study used a descriptive-correlational design, the result should not be interpreted as evidence that family dynamics directly cause student well-being. Rather, the result indicates that better family dynamics are associated with higher levels of student well-being among the respondents.

4.5 Discussion

The results indicate that the respondents experienced moderately functional family dynamics and a moderate level of student well-being. These two findings are consistent with each other. The family environment of the respondents appears to be generally supportive, but not strongly functional across all areas. In the same way, student well-being appears generally favorable, but still moderate rather than high.

The family dynamics results show that students perceived their families as caring, involved, emotionally present, and supportive during difficulties. High indicators were observed in family concern, guidance, emotional closeness, fair discipline, affection, and encouragement during challenges. These findings suggest that the respondents were not detached from their families. Many still experienced family connection and support despite being college students.

However, the weaker family dynamics indicators point to communication and emotional processing as areas for improvement. Students gave lower ratings to calm discussion of problems, open discussion of family matters, and efforts to understand one another's feelings during misunderstandings. This means that the issue is not necessarily the absence of family concern. Rather, the issue appears to be the quality of communication within the family. Families may care for students, but they may not always provide the kind of open, emotionally safe, and reflective communication that students need.

The student well-being results show a similar pattern. The respondents gave relatively high ratings to family encouragement in relation to health, rest, academic motivation, and feeling valued. These findings suggest that families provide practical care and general encouragement. However, the lower indicators were related to emotional autonomy, self-expression, recovery from mistakes, and stress regulation. This suggests that students may receive advice and support, but they may still need stronger emotional affirmation, deeper listening, and more supportive responses when they experience difficulty or failure.

The significant positive relationship between family dynamics and student well-being reinforces the importance of the family environment in student development. A correlation coefficient of 0.580 suggests a meaningful association between the two variables. Students who perceived stronger family dynamics also tended to report better well-being. This aligns with literature suggesting that positive family functioning, open communication, parental warmth, family support, and supportive monitoring are associated with emotional adjustment, self-esteem, academic engagement, and psychological well-being (Affuso et al., 2022; Ford et al., 2023; García et al., 2024; Moreno et al., 2024; Xiong et al., 2021).

The findings also support the development of the proposed FAM-CARE: Family Connection and Adolescent Resilience Enhancement Program. However, the program should be aligned with the actual weak points in the results. Since family concern and general support were already moderately present, the intervention should not focus only on increasing family involvement. Instead, it should prioritize family communication, emotional validation, constructive problem discussion, autonomy-supportive guidance, and resilience-building. These areas correspond directly to the lower-rated indicators in both family dynamics and student well-being.

Overall, the results suggest that family dynamics remain relevant to student well-being even among college students. While students may be developing greater independence, their well-being continues to be associated with the quality of family relationships, particularly in terms of communication, warmth, support, and emotional safety.

5. Conclusions, Recommendations, and Implications

5.1 Conclusions

Based on the findings, the respondents generally perceived their family dynamics as moderately functional, with a composite mean of 3.43. This indicates that the students experienced a reasonable level of family concern, guidance, emotional closeness, discipline, affection, and support. However, the results also show that family functioning was not uniformly strong. The weakest areas were related to communication, particularly calm discussion of problems, open sharing of family matters, and understanding one another's feelings during misunderstandings. Thus, the family environment of the respondents may be described as generally supportive but still in need of improvement in communication quality, emotional openness, and conflict resolution.

The respondents also reported a moderate level of student well-being, with a composite mean of 3.49. Several indicators were rated highly, particularly those related to healthy eating, adequate rest, academic encouragement, feeling valued by the family, and motivation for physical self-care. However, moderate ratings were observed in areas such as expressing thoughts freely, seeing personal worth after mistakes, participating in recreational activities, staying calm during stress, and recovering quickly from difficulties. These results suggest that while students receive practical and motivational support from their families, their emotional affirmation, autonomy support, and stress-regulation support may still be strengthened.

The study further found a significant positive relationship between family dynamics and student well-being. The computed correlation coefficient of $r = 0.580$ was higher than the critical value of 0.248, leading to the rejection of the null hypothesis. This means that students who perceived their family dynamics more positively also tended to report higher levels of well-being. However, since the study used a descriptive-correlational design, the finding should be interpreted as an association rather than proof of direct causation.

Overall, the findings support the development of a family-centered and school-supported intervention program that strengthens communication, emotional support, resilience, and student adjustment. The proposed FAM-CARE: Family Connection and Adolescent Resilience Enhancement Program is appropriate, provided that it directly addresses the weaker areas found in the results, particularly communication, emotional validation, problem-solving, self-expression, and coping with stress.

5.2 Recommendations

First, First City Providential College may implement the proposed FAM-CARE Program as a student-support initiative focused on strengthening family communication and student resilience. The program should not merely promote general family involvement, since the respondents already reported moderate levels of family concern and support. Instead, it should focus on improving the quality of family interaction, especially open communication, respectful listening, emotional validation, and constructive problem-solving.

Second, the Guidance Office or Student Affairs Office may conduct structured sessions for students on emotional expression, family communication, stress management, and resilience. These sessions should help students recognize healthy ways of communicating their needs, managing disagreement at home, responding to academic pressure, and seeking support during periods of difficulty.

Third, parent or guardian orientation activities may be developed to help families understand how communication patterns affect student well-being. Parents and guardians should be encouraged to move beyond monitoring grades or reminding students about responsibilities. They should also provide reassurance after mistakes, allow respectful expression of opinions, and respond to student stress with empathy rather than criticism or pressure.

Fourth, faculty advisers may be oriented to observe possible signs of weakened student well-being, such as declining engagement, emotional distress, low confidence, withdrawal, or difficulty coping with academic demands. When such indicators are observed, students may be referred to appropriate guidance or counseling support.

Fifth, future studies may expand the sample to include students from other departments, programs, or year levels. Future researchers may also examine additional variables such as peer support, academic pressure, school climate, socioeconomic background, mental health status, resilience, and digital behavior. A larger and more rigorous study may also test whether self-esteem, emotional regulation, or resilience mediates the relationship between family dynamics and student well-being.

5.3 Implications of the Study

The findings have practical implications for student development and guidance services. Student well-being should not be treated only as an academic concern because the results show that family dynamics are significantly associated with well-being. Schools that aim to support student adjustment should therefore consider the family environment as part of the broader student-support system.

The findings also have institutional implications for First City Providential College. Since both family dynamics and student well-being were rated only at moderate levels, the institution may use the results as a basis for developing targeted guidance programs, family engagement activities, and resilience-building initiatives. The school may serve as a bridge between students and families by promoting healthier communication, emotional support, and constructive family involvement.

This implication is consistent with broader higher education evidence framing student well-being as part of a wider institutional system involving academic pressure, generational needs, faculty support, and leadership responsiveness (Bermido et al., 2025).

The findings also have behavioral and social implications. They reinforce the idea that family relationships remain relevant even among college students. Although college students are expected to exercise greater independence, their well-being remains associated with family communication, parental warmth, support, monitoring, and emotional safety.

Finally, the study has methodological implications. The use of a descriptive-correlational design was useful in identifying the association between family dynamics and student well-being in a specific institutional context. However, future studies should improve methodological rigor by clearly reporting instrument validation, reliability coefficients, ethical safeguards, and respondent profile. These improvements would strengthen the credibility and replicability of future research on family dynamics and student well-being.

6. References

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