

Parental authority and peer influence as determinants of student deviancy in public secondary schools

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Abstract

Student deviancy is alarming. The significance of parental authority and peer influence in predicting student deviancy was determined. Using predictive research design and involving 224 Grade 12 students selected through a purposive sampling technique, it was revealed that the predictors contribute 33% moderate significant strength to predict the criterion. Baumrind's Parenting Style Theory was affirmed. The conduct of further research and implementation of positive peer influence programs to reduce student deviancy is recommended.

Keywords: Parental authority; peer influence; student deviancy; public secondary schools

1. Introduction

In this section, the researcher outlined the following: the problem and its scope; the significance of the study; the statement of the problems; the hypotheses; the theoretical framework; and the conceptual framework.

1.1. *The Problem and Its Setting*

Student deviancy in public secondary schools remains a significant problem, disrupting learning. According to Yang and Jiang (2023), habitual behaviors such as skipping classes, breaking school rules, and engaging in deviant activities often stem from the environments where students spend most of their time: at home with their families and in school with their peers.

A study conducted in the United States of America, the Netherlands, and Italy found that students' behaviors and attitudes can be shaped by social interactions within their environment, leading to the development of either positive or negative behavioral patterns (Giletta et al., 2021). Similarly, a study conducted in Turkey found that students are less likely to engage in deviant behavior when they receive consistent guidance and support from adults and their social environment (Ertanir et al., 2021).

In the Philippines, peer influence and parental authority remain important factors associated with student deviancy. Research shows that peer relationships remain a predictor of student deviancy (Abrigo, 2024). Meanwhile, in Mindanao, a study of students in Tagum City, Davao del Norte, also found that peer influence can affect students' social behavior and other academic experiences (Fudolin & Dioso, 2025). The findings establish that students are influenced by peers when parental authority is weak, leading to a consequent rise in deviant behavior in public secondary schools.

Thus, studying student deviancy has become a pressing matter. To strengthen school-based interventions, the Department of Education amended the Implementing Rules and Regulations (IRR) pursuant to the Anti-Bullying Act (DepEd, 2025). However, policy revisions will be most meaningful if they are supported by data gathered recently that reflects students' prevailing conditions in public schools (Abrigo et al., 2024). Although current reports reveal increasing concerns about behaviors, few local studies examine the extent to which parental authority and peer influence predict student deviancy in the contemporary educational context. In line with this gap, the study aims to provide updated evidence to assist schools, families, and policymakers in working together to make concerted efforts to detect deviant behavior and promote safer learning environments (Crisostomo, 2022).

1.2. *Significance of the Study*

This study is grounded in Sustainable Development Goals (SDGs) 4: Quality Education, which focuses on holistic development of learners and is also consistent with the mission and vision of Holy Cross of Davao College (HCDC) in terms of achieving academic excellence, civic mindedness, and a person with integrity. This study may yield outcomes for Department of Education officials by developing strategies and policies to minimize students' deviant behavior. The results guide school leaders in adopting appropriate interventions to support and guide students, while educators may formulate effective approaches to prevent student deviancy.

1.3. *Statement of the Problem*

This study aimed to determine the significance of parental authority and peer influence in predicting student deviancy. Specifically, it aimed to accomplish the following objectives:

1. To determine the levels of parental authority, in terms of authoritative authority, authoritarian authority, permissive authority, and neglectful authority; peer influence, in terms of positive peer influence, negative peer influence, direct peer influence, and indirect peer influence; and students' deviancy in terms of academic deviancy, behavioral deviancy, social deviancy, and status deviancy.
2. To determine the significance of the correlation between parental authority and peer influence on student deviancy.
3. To determine the significance of the individual and combined degree of influence of parental authority and peer influence on student deviancy.

1.4. *Hypotheses*

To objectively answer the problem of this study, the following null hypotheses were tested at a 0.05 significance level:

H₀₁: Parental authority and peer influence have no significant correlation with student deviancy.

H₀₂: Parental authority and peer influence do not significantly predict student deviancy.

1.5. *Theoretical Framework*

The theory of Baumrind's Parenting Style is the foundation of this research. This theory posits that how parents exercise authority influences how students respond to peer pressure and their likelihood of engaging in deviant behavior. Nurturing and consistent parenting is likely to enhance a child's capacity for self-discipline and adaptability, reducing their susceptibility to harmful peer influences. On the other hand, unstable or rigid parenting can erode the parent-child relationship, raising the probability that young people

will seek support from peers to affirm their sense of belonging, which may lead to deviant conduct. Thus, parenting approaches extend their impact beyond the family setting, influencing how young individuals build and sustain relationships, withstand peer influence, and decide whether to adhere to norms or engage in deviance (Baumrind, 1991).

In this study, the parental authority variable, indicated by authoritative, authoritarian, permissive, and neglectful authority, is associated with the parental authority concept highlighted in the theory. Peer influence, as indicated by positive, negative, direct, and indirect influence, refers to the peer influence described in the theory. Lastly, student deviancy, as indicated by academic, behavioral, social, and status deviance, relates to the deviant behaviors emphasized in the theory. With this, all assertions in this theory are considered in this study.

1.6. Conceptual Framework

Independent Variables

Dependent Variable

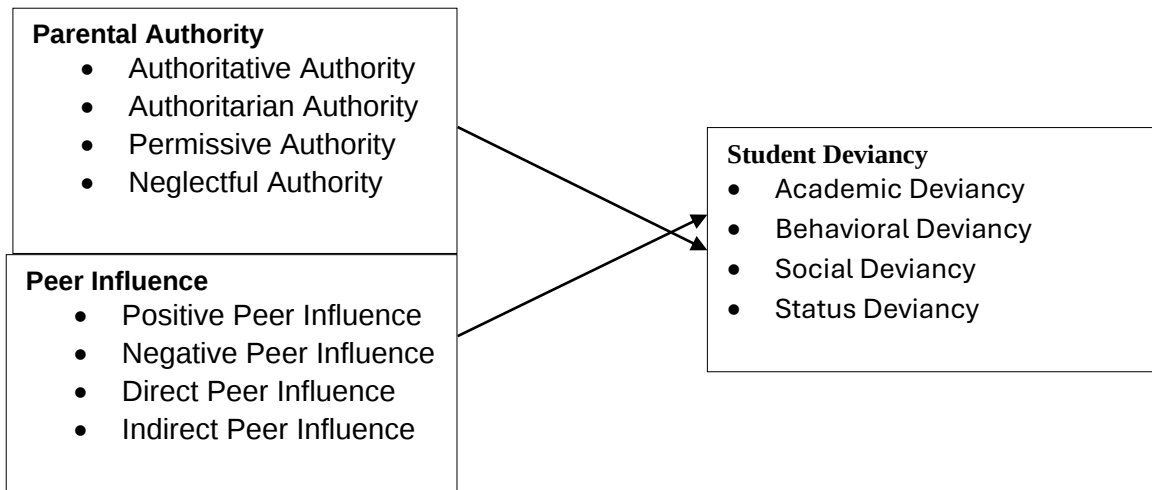


Figure 1. Conceptual Framework of the Study

2. Methodology

This section presents the research design, the locale of the study, the sample and sampling technique, the data gathering technique, the data analysis technique, and the ethical considerations.

2.1. Research Design

In this study, a predictive research design was employed to examine deviancy behavior as predicted by parental authority and peer influence. Predictive research design is a quantitative approach used to determine whether one or more variables can predict an outcome variable through statistical analysis. In this research design, multiple linear regression was used to determine the extent to which parental authority and peer influence significantly predict student deviancy (Creswell & Creswell, 2023).

2.2. Locale of the Study

Davao Occidental, located in Region XI in the southern Philippines, served as the study's locale. It has several municipalities and is part of the Department of Education (DepEd) Schools Division of Davao Occidental. The province has students from various socio-economic backgrounds, providing a relevant context for educational research with senior high school learners.

2.3. Sample and Sampling Techniques

The respondents in this study were 224 Grade 12 students enrolled in the 2025-2026 school year from two schools, selected using a purposive sampling technique. Purposive sampling is a nonprobability sampling technique in which the researcher selects participants who have specific characteristics or qualities needed for the research study. This technique enables the researcher to gain insight from the respondents with the most experience or knowledge of the phenomenon under inquiry (Nikolopoulou, 2022). The number of respondents in this study was sufficient to conduct statistical analysis of the collected data and to address the problem being investigated (Memon et al. 2020).

2.4. Data Gathering Technique

This study utilized the survey technique. The survey technique is a method of collecting data using a structured set of questions designed to gather information about respondents' attitudes, behaviors, or characteristics related to the study's variables (Creswell & Creswell, 2023).

The research used three questionnaires to assess parental authority, peer influence, and student deviancy. The first instrument was adapted from the Parental Authority Questionnaire (PAQ) (Buri, 1991; Alhazmi et al., 2024). This instrument measures adolescents' perceptions of their parents' authority styles. It has four indicators and has a 16-item instrument. The second instrument was adapted from Resistance to Peer Influence (RPI) (Steinberg & Monahan, 2007; Kawabata et al., 2024). This instrument assesses adolescents' ability to resist peer pressure when making decisions or engaging in behaviors. It has four indicators and has a 16-item instrument. Finally, the third instrument was adapted from the Self-Reported Delinquency Scale (SRD) (Carrol et al., 1996; Concha-Salgado et al., 2022). This instrument measures the frequency of adolescents' involvement in deviant or delinquent behaviors through self-reported responses. It has 4 indicators and has a 15-item instrument.

The instruments were pilot-tested to determine their reliability. The parental authority questionnaire yielded a Cronbach's alpha coefficient of 0.863; the peer influence questionnaire, 0.728; and the student deviancy questionnaire, 0.896, indicating good internal consistency for the instrument. In examining the variables, the respondents used the 4-point Likert scale to answer the questionnaire, namely: 4 = very strong; 3 = strong; 2 = weak; and 1 = very weak.

2.5. Data Analysis Technique

In this research, the following data analysis techniques were used: descriptive, correlation, and multiple regression analyses.

Descriptive, correlational, and multiple regression analyses were statistical techniques used in quantitative research to summarize data, determine relationships among variables, and examine how multiple independent variables predict a dependent variable (Field, 2020). Descriptive statistics summarize the basic features of a dataset, such as the mean and standard deviation (Mishra et al., 2021). Correlation analysis measures the strength and direction of the relationship between two variables (Mishra et al., 2021). It employs Pearson product-moment correlation. Lastly, Multiple regression analysis examines how two or more independent variables predict a dependent variable (Dorta-González, 2023). It utilizes unstandardized and standardized beta coefficients as statistical treatment.

2.6. Ethical Consideration

The researcher obtained approval from school administrators and informed students and, when necessary, their parents about the study's purpose, procedures, risks, and benefits to ensure voluntary participation. Parental consent, student assent, and informed consent from adults were secured, and respondents were informed of their right to withdraw at any time. Confidentiality and anonymity were maintained in accordance with the Data Privacy Act of 2012 (Republic Act No. 10173), with data accessible only to the researcher and securely stored. After the study, all physical and electronic data were properly destroyed. The research also obtained ethical clearance from the Society for Moral Integrity and Legal Ethics (SMILE).

3. Results

This section presents the descriptive, correlation, and multiple regression tabular results, along with the corresponding analyses and interpretations.

3.1. Descriptive Analysis

Table 1 presents the descriptive statistics for the study's variables: parental authority, peer influence, and student deviancy. The number of samples, standard deviation, mean, and interpretation are also included.

Table 1. Descriptive Analysis Results, n = 224

Variables	SD	Mean	Interpretation
Parental Authority	0.41	2.60	High
Authoritative Authority	0.69	3.30	Very High
Authoritarian Authority	0.71	2.73	High

Permissive Authority	0.72	2.51	High
Neglectful Authority	0.70	2.66	High
Peer Influence	0.62	1.87	Low
Positive Peer Influence	0.83	3.69	Very High
Negative Peer Influence	0.86	1.97	Low
Direct Peer Influence	0.81	2.10	Low
Indirect Peer Influence	0.80	2.08	Low
Student Deviancy	0.69	1.90	Low
Academic Deviancy	0.78	2.45	Low
Behavioral Deviancy	0.90	1.86	Low
Social Deviancy	0.66	1.28	Very Low
Status Deviancy	0.94	2.00	Low

1.00-1.75 Very Low, 1.76-2.50 Low, 2.51-3.25 High, 3.26-4.00 Very High, * reverse coded

Table 1 specifically showed that the parental authority variable had a mean of 2.60, indicating a high level of parental authority. It indicates that parental authority is strong, as perceived by the respondents. One of its indicators is described as very high, while the rest are high. The standard deviation of 0.41 is highly consistent with a tight clustering around the mean. Moreover, the peer influence variable had a mean of 1.87, indicating a low level of influence. It denotes that peer influence is weak, as perceived by the respondents. One of its indicators is very high, and the other three are low. The standard deviation of 0.62 obtained is consistent with a minimal difference.

Furthermore, the student deviancy variable had a mean of 1.90, indicating low deviance. It indicates that respondents' deviant behavior is very weak. Three of its indicators are described as low, and one is very low. The standard deviation of .69 obtained is consistent with a minimal difference.

Table 1 shows that the respondents perceived parental authority as strong, with highly consistent responses. In contrast, peer influence was perceived as weak, and student deviancy was also low, indicating that respondents generally exhibited minimal deviant behavior and provided relatively consistent responses.

3.2. Correlation Analysis

Table 2 presents the correlation results for the variables. The table presents the values of r , reflecting the strength and direction of relationships, and p , indicating whether the relationship is statistically significant at the 0.05 confidence level. Interpretations are also provided to better understand the interrelatedness of variables.

Table 2. Correlation Analysis Results

Variables	Student Deviancy			
	r-value	p-value	Decision on the <i>H_o</i> @0.05 level of significance	Interpretation
Parental Authority	-0.242	0.000	Reject <i>H_o</i>	Negative, Weak and Significant Relationship
Peer Influence	0.574	0.000	Reject <i>H_o</i>	Positive, Moderate and Significant Relationship

Table 2 specifically shows that the correlation between parental authority and student deviancy obtained a p-value of 0.000, which is less than the 0.05 significance level. Hence, the null hypothesis was rejected. This indicates that the correlation between these variables is significant—the r-value of -0.242 indicates a negative correlation. The table further shows a significant correlation between peer influence and student deviancy (p-value = 0.000), which is less than the 0.05 significance level. Therefore, the null hypothesis was likewise rejected. It indicates that the correlation between peer influence and student deviancy is significant. The r-value of 0.574 indicates a moderately high correlation.

The results show that both parental authority and peer influence are significantly related to students' deviancy. However, parental authority shows a weak inverse relationship with student deviancy, whereas peer influence shows a stronger positive relationship, suggesting that peers are more closely associated with students' deviant behavior.

3.3. Regression Analysis

Table 3 presents the regression analysis of the predictors of students' deviancy. The table also shows the unstandardized beta coefficients, standardized beta coefficients, standard errors, t-values, p-values, decision on null hypothesis, and the corresponding interpretation.

Table 3. Regression Analysis Results

Independent Variables	Student Deviancy						Interpretation
	Estimate	Stand. Estimate	SE	t	p	Decision on the <i>H_o</i> @0.05 level of significance	
Intercept	0.8152		0.336	2.423	0.016		
Parental Authority	-0.0321	-0.019	0.102	-0.315	0.753	Failed Reject <i>H_o</i>	Influence is not Significant
Peer Influence	0.6254	0.567	0.067	9.391	0.000	Reject <i>H_o</i>	Influence is Significant
Model Summary: Predictive Model:	R= 0.574, R ² = 0.330, Adjusted R ² =0.324, F=53.6, Sig.=0.000 SD = - 0.0321 (PA) + 0.6254 (PI) + 0.8152.						

Table 3 shows that the model predicting student deviancy with parental authority and peer influence as predictors is $SD = -0.0321 (PA) + 0.6254 (PI) + 0.8152$. With a p-value of 0.000, which is less than the 0.05 confidence level, the null hypothesis was rejected, indicating that the predictive model is significant. The R² value of 0.330 obtained indicates that the model moderately predicts student deviancy. The model implies that for every unit increase in parental authority, there is a corresponding 0.321-unit decrease in student deviancy; or vice versa. Likewise, for every positive unit change in peer influence, there is a corresponding 0.6254-unit increase in student deviancy.

The table also shows that parental authority and peer influence significantly predict student deviancy. The results indicate that parental authority is associated with lower student deviancy. In contrast, peer influence is associated with increased student deviancy, and the model provides moderate predictive accuracy.

Summary of Findings

Based on the analyses, the study established that:

1. Parental authority and peer influence are significantly correlated with student deviancy.
2. Parental authority inversely predicts student deviancy, while peer influence positively predicts it. Nevertheless, both variables together significantly predict the criterion.

4. Discussion

This section presents a discussion of the correlation between parental authority and peer Influence as determinants of student deviancy. The presentation of data is organized according to the statement of the problem.

4.1. Parental Authority and Peer Influence Correlates Student Deviancy

The present study found that parental authority and peer influence are significantly correlated with student deviancy, suggesting that both family and peer contexts play important roles in shaping students' behavioral outcomes. The study's findings are consistent with those of Jiang (2023), who concluded that peer engagement in deviant behaviors increases the likelihood that students will engage in such behavior. Moreover, this current finding reinforces Walters's (2020) finding that peer influence is a strong predictor of students' deviant behavior.

However, the correlation observed in this study contrasts with that reported by Allen et al. (2024), who found that peer influence does not directly correlate with deviant behaviors. This suggests that peer influence alone cannot predict student deviancy. Their study, which involved 184 respondents, found that peer pressure is not always directly linked to delinquent behavior. In comparison, the present study, with 224 respondents, identified a significant relationship.

4.2. Both Parental Authority and Peer Influence Predict Student Deviancy, but the Former Has a Negative Strength.

The findings of this study indicate that parental authority serves as a protective factor against student deviancy. At the same time, peer influence increases the likelihood that students engage in deviant behavior, which affirms the finding of Zhu et al. (2023), which states that strong parental guidance reduces student deviancy. In contrast, peer influence may encourage risky or antisocial behaviors. Similarly, the current

finding supports Kawabata et al. (2024), who noted that peer influence is a strong predictor of student deviancy, whereas strong parental authority is associated with reduced levels of student deviancy.

However, the current finding contradicts Genovia et al. (2023), who found that peer influence did not significantly affect students' social behavior, suggesting that peer influence may not always predict deviant behavior. The current study involved 224 respondents.

4.3. Conclusion

Based on the findings, it is concluded that parental authority and peer influence significantly predict student deviancy at a moderate level (33%). Hence, Baumrind's Parenting Style Theory, positing that the way parents exercise authority influences how students respond to peer influence and their likelihood of engaging in deviant behavior, was affirmed.

4.4. Recommendations

Based on the conclusion, further research may be conducted using other variables not covered in the study to account for the remaining 67% of the variance in student deviancy. Exploratory studies may yield potential predictive variables for the recommended quantitative research design. Efforts and resources of educational institutions may be focused on implementing programs relevant to quality peer influence in the school campus to diminish and mitigate student deviancy.

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