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ORIGINAL ARTICLE

Influence of satisfaction with family life and child-parental violence on school satisfaction among Peruvian high school students

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ABSTRACT

Background: Within the family context, one of the problems that has gained particular relevance in adolescence is child-to-parent violence, understood as physical, verbal, or psychological behaviors perpetrated by children against their parents. Despite existing evidence, a knowledge gap persists regarding the combined effect of family life satisfaction and child-to-parent violence on school satisfaction, especially in Latin American contexts.

Objective: This study aimed to determine the association between satisfaction with family life and child-to-parent violence on school satisfaction among secondary school students in Nueva Cajamarca, Peru.

Method: An analytical-correlational study was conducted, testing a structural model of relationships between variables using SEM. Participants were selected through non-probability sampling, including 497 secondary school students from Nueva Cajamarca, Peru.

Result: The average age was 14 years, with the majority being female (255 students, or 51.3%), and 276 students (55.5%) reporting living with both parents. The instruments used were the High School Satisfaction Scale (H-SatP Scale), the Brief Child-to-Parent Violence Scale, and the Satisfaction with Family Life Scale (SWFLS).

Conclusion: The results revealed that satisfaction with family life had a significant positive effect on school satisfaction, while child-to-parent violence had a negative effect. This suggests that satisfaction with family life serves as a protective factor for school satisfaction, while child-to-parent violence represents a risk factor for school satisfaction.

Keywords: Violence, Child-to-parent violence, school satisfaction, family satisfaction.

INTRODUCTION

Adolescence is a critical stage of human development, characterized by profound biological, psychological, and social changes that directly impact overall well-being and school adjustment. During this period, well-being is expressed as a perception of emotional, social, and academic equilibrium, with school satisfaction being a key indicator of psychosocial adjustment and engagement with the educational experience (Sawyer et al., 2018). Empirical evidence shows that a lack of family support and the presence of dysfunctional relationships are associated with low academic performance, school dissatisfac-

tion, and a higher risk of absenteeism and dropout (Heinze et al., 2017; Pedditzi, 2024). In contrast, emotional family support acts as a protective factor that fosters academic motivation, reduces social anxiety, and promotes a more satisfying school experience (Halidu & Kotera, 2024).

Within the family context, one of the problems that has gained particular relevance in adolescence is child-to-parent violence, understood as physical, verbal, or psychological behaviors perpetrated by children against their parents (Beckmann et al., 2017). Previous studies indicate that this form of violence is associated with authoritarian or neglectful parenting styles,

a lack of emotional warmth, and prior exposure to dynamics of domestic violence (Calvete et al., 2015; Cano-Lozano et al., 2020; Suárez-Relinque et al., 2019). Furthermore, the adolescent's perception of poor communication, high levels of criticism, and parental rejection increases the likelihood of violent behavior toward parents, negatively impacting the family climate and psychosocial adjustment (Jiménez García-Escribano et al., 2022).

On the other hand, satisfaction with family life has been consistently identified as a protective factor in adolescent development. Previous research indicates that high levels of family satisfaction are associated with better interpersonal relationships in the school environment, a higher academic self-concept, and higher educational aspirations (Caycho-Rodríguez et al., 2022; Povedano-Díaz et al., 2020). Furthermore, adequate family functioning, characterized by cohesion and positive communication, contributes to reducing negative emotions and preventing problematic behaviors, including parent-child violence (Hassouneh & Zeiadeh, 2019; Izzo et al., 2022).

Despite existing evidence, a knowledge gap persists regarding the combined effect of family life satisfaction and child-to-parent violence on school satisfaction, especially in Latin American contexts. In Peru, this gap is particularly relevant considering recent indicators of school dropout rates and the influence of family violence on the education system (Instituto Nacional de Estadística e Informática [INEI], 2023). Therefore, the objective of this study is to determine the influence of family life satisfaction and child-to-parent violence on school satisfaction among secondary school students, using a cross-sectional predictive design. It is expected that greater family life satisfaction will be positively associated with school satisfaction, while child-to-parent violence will be negatively related, providing useful empirical evidence for the design of preventive interventions in the family and educational spheres. By identifying child-to-parent violence as a risk factor and satisfaction with family life as a protective factor for school satisfaction, this study provides an empirical basis for targeted interventions. The findings support family-focused strategies aimed at improving communication, strengthening positive parenting, and promoting school well-being through greater family engagement.

METHODS
Design
This research is analytical-correlational because a structural model of relationships between variables was tested using SEM. The design is non-experimental because the study variables were not manipulated in any way. It is cross-sectional because the data collection instrument was applied only once (Gravetter & Forzano, 2018).

Participants
Students enrolled in the 2024 academic year at the Manuel Fidencio Hidalgo Flores Educational Institution, located in the city of Nueva Cajamarca, Peru, participated in the study. A non-probabilistic convenience sampling method was used (Hernández-Sampieri & Mendoza, 2020). All participants provided informed consent from a parent or guardian and gave their informed assent. Students who did not fully complete the survey were excluded. The educational institution was selected primarily based on accessibility and feasibility, as it had institutional authorization, the support of educational authorities, and the necessary logistical conditions for data collection.

Instruments
To assess school satisfaction, the High-school Satisfaction Scale (H-SatP Scale) was used, originally created by Lodi et. al. (2017) and adapted to the Peruvian context by (Gonzales-Valdivia et al., 2022). The scale has five dimensions: suitability of choice (CH), quality of school services (SE), peer relations (RE), effectiveness of study habits (TS) and usefulness for a future career (CA). The five dimensions group 20 items with Likert-type response options (1 = not at all, 2 = little, 3 = somewhat, 4 = a lot, and 5 = completely). In addition, this instrument has reported adequate evidence of internal structure validity (CFI = 0.982, TLI = 0.978, RMSEA = 0.065, SRMR = 0.032) as well as optimal reliability by McDonald's Omega (CH= 0.89, SE= 0.87, RE= 0.91, TS= 0.90, AC= 0.94).

Child-to-parent violence was assessed using the Brief Scale of Child-to-Parent Violence originally created by Ibabe & Jaureguizar (2011), in its version that was adapted for Peruvian high school students (Villarreal-Zegarra et al., 2023). This instrument has one dimension and 6 items with Likert-type response options ranging from never = 1 to Many times = 5. Regarding its validity evidence, it has been found that it presents adequate goodness-of-fit indices (CFI = 0.995; RMSEA = 0.074) and acceptable reliability by means of the Omega McDonald coefficient (w = 0.70).

Satisfaction with family life was assessed using the Satisfaction with Family Life Scale (SWFLS) originally constructed by Zabriskie & Ward (2013) and adapted in Peruvian adolescents (Caycho-Rodríguez et al., 2022). It has a single factor; which contains 5 items seven response categories in Likert format (1= strongly disagree; 2 = disagree; 3= slightly disagree; 4= neither agree nor disagree; 5= slightly agree; 6= agree; 7 = strongly agree). It has evidence of internal structure validity (CFI = 1.00; RMSEA = 0.00, SRMR = 0.01) as well as reliability (α = .84, ω = 0.84).

Procedure
After obtaining authorization from the institution's educational authorities and approval from the Ethics Committee, two interviewers, previously trained in data collection techniques, presented the study using informed consent forms from parents, which were distributed to students a few days prior to the survey. Students who provided parental informed consent and their own informed assent participated. The survey was administered via Google Forms in the institution's computer lab; students answered the questionnaire in classroom groups. The data collection process lasted two weeks, during June 2024.

Analysis plan
In the descriptive analyses, central tendency and dispersion analyses were performed for the numerical variables, as well as determined by the values of the asymmetry considering g1

< ± 2.0 for a normal distribution; while for categorical variables, frequencies and percentages were estimated. Likewise, the reliability of the study variables and their dimensions was estimated using Cronbach's alpha and McDonald's omega coefficients, considering values greater than 0.70 as indicators of adequate reliability.

After that, in the inferential analysis, Pearson's correlation coefficient was used to determine the correlation between the variables that will enter the Structural Equation Model (SEM). The SEM was specified to examine the direct effects of satisfaction with family life and child-to-parent violence on school satisfaction, testing a structural model in which satisfaction with family life and child-to-parent violence acted as exogenous latent variables, and school satisfaction as an endogenous latent variable. The dimensions of each construct, measured through their respective scales (SWFLS, Child-to-Parent Violence Scale, and H-SatP Scale), were included as observed indicators of the latent variables.

Once the reliability and relationships of the variables were verified, the modeling of SEM Structural Equations was developed considering the Maximum Likelihood Ratio (MRL) estimator, which was selected due to its robustness and suitability for continuous variables with approximately normal distribution, on the other hand, an adequate Comparative Fit Index (CFI) and Tucker-Lewis Index (TLI) > 0.95 were evidenced, as well as the Root of the Mean Square Error of Approximation (RMSEA) and Mean Square Root of the Standard Remainder (SRMR) < 0.08, following conventional cutoff criteria recommended in the SEM literature to determine acceptable model fit. All analyses were performed with the statistical software R Studio version 2024.12.1+563, as well as the statistical packages Lavaan, Psych, Semtools and Semplot.

Ethical aspects

This study was evaluated by the Ethics Committee of the Graduate School of the Universidad Peruana Unión and approved with Report No. 2024-CEEPG-00069. Likewise, the research team guarantees that all the ethical principles of research on human beings of the Declaration of Helsinki (World Medical Association, 2018) were respecte, such as autonomy, through the use of parental informed consent and the informed assent of adolescents; as well as the principle of confidentiality due to the fact that no data identifying the participants is disclosed and the principle of justice due to the fact that the participants are not disclosed. that our study did not pose a risk to the participants.

RESULTS

Table 1 presents the sociodemographic characteristics of the sample, which consisted of 497 students, with a mean age of 14.44 years (SD = 6.34). The majority were female (n = 255; 51.3%), had between 3 and 5 siblings (n = 260; 52.3%), were in their second year of secondary school (n = 144; 29.0%), and lived with both parents (n = 276; 55.5%).

In the descriptive analysis of the variables of interest, child-to-parent violence has the lowest mean (M = 6.73, SD = 1.77), while satisfaction with family life has the highest mean (M = 25.03, SD = 7.16). Regarding the analysis of normality, all variables meet the expected criteria (g_1 and g_2 between -2 and 2), except for child-to-parent violence in kurtosis (g_2 = 2.2), however, this does not affect normality that can be determined by asymmetry alone (Cain et al., 2017); while the reliability of the scales are adequate, with coefficients of α (0.705 - 0.835) and ω (0.711 - 0.843) (see Table 2).

In the bivariate analysis, statistically significant relationships were observed between child-to-parent violence, satisfaction with family life, and school satisfaction, considering the latter and its dimensions as dependent variables ($p < .001$). Specifically, child-to-parent violence was inversely and weakly associated with school satisfaction (r = −.167 to −.215), whereas satisfaction with family life showed direct and moderate relationships with school satisfaction (r = .382 to .433), as shown in Table 3.

The SEM model shows that satisfaction with family life has a positive and significant effect on school satisfaction (β = 0.42), while violence from children to parents has a negative effect (β = −0.14). School satisfaction is defined as a latent construct

Table 1. Characteristics of secondary school students.

		M	SD
Age		14,44	6,34
		N	%
Sex	Woman	255	51,3
	Man	242	48,7
Number of siblings	Only child	25	5
	1 to 2 siblings	174	35
	3 to 5 siblings	260	52,3
	6 or more siblings	38	7,6
Year of study	First	89	17,9
	Second	144	29
	Third	113	22,7
	Fourth	82	16,5
Live with...	Both parents	276	55,5
	Parent (only one)	142	28,6
	Parents, uncles, grandparents, cousins	33	6,6
	One of my parents and his partner	46	9,3

measured by five indicators, all of which have high factor load-ings, demonstrating adequate representation of the construct. Specifically, usefulness for a future career, effectiveness of study habits, and relationships with peers show factor loadings of λ = 0.90, while the quality of school services (λ = 0.89) and the suitability of the school choice (λ = 0.88) also have high values. Overall, these results indicate adequate convergent validity of the measurement model. Furthermore, the overall fit indices reflect an excellent fit of the model to the data (CFI = 0.999, TLI = 1.009, RMSEA = 0.000, 90% CI = 0.000–0.022, SRMR = 0.009), which supports the suitability of the proposed structure (Figure 1).

DISCUSSION

The objective of this study was to determine whether satis-faction with family life and child-to-parent violence influence school satisfaction in secondary school students. The results showed that there is an adequate fit in a model where satisfac-tion with family life has a significant positive effect on school satisfaction, while child-parent violence has a negative effect.

Child-to-parent violence has a negative effect on school sat-isfaction; that is, the more violence between children and par-ents increases, the lower school satisfaction will be. Children's violence towards parents can be due to an aggressive person-ality, a rigorous parenting style, and violence, being a spectator or participant in peer violence (Junco-Guerrero et al., 2023). Exposure to violence in parenting generates a moral disconnec-tion that generates a lack of respect for parents, which can lead to situations of violence between children and their parents and generates disinterest in school activities, especially in ado-lescence (Bautista-Aranda et al., 2023), which can even end in school dropout (Pedditzi et al., 2022). This finding highlights the influence of healthy relationships in the family on school satis-faction. In this regard, a systematic review found direct and sig-

Table 2. Descriptive analysis of the variables of interest

Variable	M	SD	g1	g2	α	ω
Child-to-parent violence	6,73	1,77	1,8	2,2	0,72	0,72
Satisfaction with family life	25,03	7,16	-0,9	0,2	0,84	0,84
Appropriateness of choice	13,95	3,63	-0,2	-0,7	0,72	0,72
Quality of school services	15,31	3,31	-0,6	-0,3	0,71	0,71
Peer Relationships	15,16	3,47	-0,5	-0,5	0,78	0,78
Effectiveness of study habits	14,57	3,58	-0,4	-0,6	0,72	0,72
Usefulness for a future career	15,27	3,48	-0,6	-0,3	0,72	0,72

Table 3. Relationships between study variables

	Child-to-parent violence	Satisfaction with family life
Appropriateness of choice	-0.215**	0.391**
Quality of school services	-0.167**	0.382**
Peer Relationships	-0.174**	0.415**
Effectiveness of study habits	-0.187**	0.398**
Usefulness for a future career	-0.181**	0.396**
School satisfaction	-0.202**	0.433**

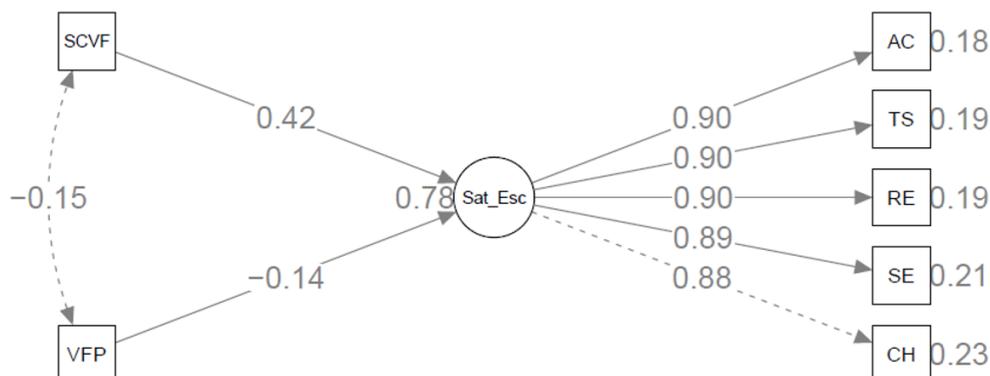Note: Pearson correlation was used. ** $p < 0.001$

Figure 1. SEM graph of the studied model.
Note: SVVF: Satisfaction with family life, VFP: Child-to-parent violence, Sat_Esc: School satis-faction, CH: suitability of choice, SE: quality of school services, RE: relationships with peers, TS: effectiveness of study habits, and AC: usefulness for a future career.

nificant effects of exposure to domestic violence as a risk factor for academic achievement that would be an indicator of school satisfaction (Supol et al., 2021).

Similarly, a qualitative study found that exposure to family violence has direct and indirect negative effects on the academic performance of adolescents. This impact can manifest itself through a decrease in the effectiveness of study habits due to the lack of a supportive environment and emotional stability at home (Sonsteng-Person et al., 2023). For some scholars, child-parent violence is the result of past events, traumatic experiences of violence on the part of parents, or having witnessed violence between parents; The act of violence directed towards parents is a way of relieving the stress they carry due to parental pressure or correctly or incorrectly perceived injustices. This affects interest in studying and distorts study habits (Okamura, 2016); Another qualitative study indicates that child-to-parent violence is a way to relieve parental stress and abrupt changes in parenting styles that end up affecting all aspects of an adolescent's development, including their study habits due to a lack of interest in the academic area (Kinsworthy & Garza, 2010). The stress generated by parents seems to be the triggering factor of child-parent violence (Jiménez et al., 2019), which should be studied in further research.

This study also showed that family satisfaction has a positive effect on school satisfaction, indicating that the greater the satisfaction with family life, the greater the school satisfaction.

This finding is like the one found in Turkey, a study where it was evidenced that satisfaction with family life directly influenced career decision-making and the perception of future opportunities. Students who report high levels of family satisfaction tend to have a more positive view of the education received and its importance (Aslan & Koçak, 2023); another study in Brazil found that satisfaction with family life is positively correlated with the perception of usefulness of the study and success in the future professional career, suggesting that a positive family environment provides the emotional foundation of the adolescent (Vautero et al., 2021).

This finding can also be explained by social cognitive theory, expectations and family support play a crucial role in students' self-efficacy and life satisfaction. This theory postulates that a high level of satisfaction with family life improves students' confidence in their academic and professional abilities, which in turn increases the perception of the usefulness of their studies for their future career (Bandura, 1986). On the other hand, attachment theory suggests that early and secure relationships with parents are fundamental to children's emotional and social development; likewise, it assumes that secure attachment styles are associated with better coping skills and healthy interpersonal relationships (Mendiola, 2008). Likewise, the positive family environment that has generated microsystems that provide security, emotional support, rules, and healthy habits Contributes directly to the school experience, reflecting on better academic performance (Lui et al., 2020).

Limitations and strengths

The present research is subject to some limitations such as the sample, which because it is not probabilistic its results can-not be generalized to the entire population of Peruvian high school students, however. One limitation of this study is the exclusion of relevant covariates from the analytical model, such as sociodemographic or contextual variables, which could influence school satisfaction. While this decision allowed for a parsimonious model focused on the main relationships of interest, the omission of these variables may have limited the complete explanation of the phenomenon. Future studies should incorporate invariance analyses for sociodemographic and contextual variables for greater certainty. Finally, further studies could use SEM modeling to be able to more accurately explore these findings.

Conclusions and recommendations

The results of the SEM model show that satisfaction with family life is positively associated with school satisfaction, while child-parent violence is negatively associated. School satisfaction was explained by five indicators with high factor loads. The adjustment indices confirm the soundness of the proposed model. It is concluded that strengthening the family environment could be key to improving school satisfaction in adolescents.

In view of this, subsequent studies could explore other family variables such as communication and parenting styles in the predictive model of school satisfaction; Likewise, efforts should be made to develop interventions focused on family relationships for better school satisfaction of secondary school students in educational institutions.

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REVIEW PROCESS
This study has been reviewed by Carlos Narváez Gaitán, SettingsAmmy Reyes, and Leonardo Andrés Aguilar in double-blind mode. The editor in charge was Renzo Rivera. The review pro-

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DATA AVAILABILITY STATEMENT
Available in: https://doi.org/10.5281/zenodo.16740722.

DECLARATION OF THE USE OF GENERATIVE ARTIFICIAL INTELLIGENCE
The authors declare that we have not used artificial intelligence in any part of the manuscript.

DISCLAIMER
The authors are responsible for all statements made in this article.

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