
THE INFLUENCE OF FAMILY STRUCTURE ON THE HOLISTIC DEVELOPMENT OF ADOLESCENTS: A COMPARATIVE STUDY OF TRADITIONAL AND DIVERSE HOUSEHOLDS

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Abstract-- This research, entitled *Influence of family structure on the comprehensive development of adolescents: a comparative analysis between traditional and diverse households*, addresses the influence of diverse family configurations on the educational process and comprehensive development of adolescents in a Mexican context characterized by significant social and cultural transformations.

This study adopts a quantitative explanatory approach, aimed at measuring adolescents' perceptions using a standardized instrument validated under the content validity index (CVI) method, which, according to studies by Lynn (1986), which states that the content validity of a measurement instrument is established through evaluation by experts in the field. The results were validated using Cronbach's alpha internal consistency analysis = 0.963.

A total of 145 variables were evaluated, grouped into three areas: the home, the role of parents, and the overall development of adolescents. The population studied in this research consists of adolescents between the ages of 12 and 15 who attend three public secondary schools and one private institution. In terms of the student population, the schools analyzed have a total of 1,300 students, distributed in mixed groups. The sample selected for this research consisted of 390 adolescents, of whom 204 were female, representing 52.3% of the participants, while the remaining 186 were male, constituting 47.7%.

In terms of household type, 207 adolescents were identified as living in traditional households, representing 53.1% of the sample, while the remaining 183 came from diverse households, constituting 46.9%. In comparative terms, this research identifies that diverse households offer particular advantages in the emotional and social development of adolescents, highlighting their flexibility and ability to adapt to modern challenges. However, areas for improvement are also noted, particularly in equitable access to educational resources and support. These differences underscore the importance of recognizing family diversity as an opportunity, not a limitation, for comprehensive development.

Keywords-- diverse households, educational process, comprehensive development, adolescents, family diversity
family.

Abstract -- The present research, entitled *Influence of Family Structure on the Holistic Development of Adolescents: A Comparative Analysis between Traditional and Diverse Households*, addresses the impact of diverse family configurations on the educational process and the holistic development of

adolescents within a Mexican context characterized by significant social and cultural transformations. This study adopts a quantitative, explanatory approach aimed at measuring adolescents' perceptions through a standardized instrument validated using the Content Validity Index (CVI) method. According to Lynn (1986), content validity of a measurement instrument is established through expert evaluation in the relevant field. The results were validated via an internal consistency analysis, yielding a Cronbach's alpha of 0.963.

A total of 145 variables were assessed, grouped into three dimensions: the household, parental roles, and the holistic development of the adolescent. The target population in this research comprised adolescents aged between 12 and 15 years, attending three public general secondary schools and one private institution. The analyzed institutions collectively enroll approximately 1,300 students, distributed across mixed-gender groups. The selected sample for this study consisted of 390 adolescents, of whom 204 were female, representing 52.3% of participants, while the remaining 186 were male, constituting 47.7%.

Regarding household type, it was identified that 207 adolescents reside in traditional households, accounting for 53.1% of the sample, whereas the remaining 183 come from diverse households, representing 46.9%. In comparative terms, this research identifies that diverse households offer advantages in the emotional and social development of adolescents, highlighting their flexibility and capacity to adapt to modern challenges. However, areas for improvement were also observed, particularly concerning equitable access to resources and educational support. These differences underscore the importance of recognizing family diversity as an opportunity rather than a limitation for holistic development.

Keywords: diverse households, educational process, holistic development, adolescents, family diversity.

Introduction

This research focuses on analyzing the impact of diverse households on the educational process and comprehensive development of adolescents, categorizing these households as those that include different family configurations that deviate from the traditional model, such as single-parent families, blended families, same-sex couples, childless households, and other forms of cohabitation. Although different in their composition, these structures fulfill similar functions of emotional support, socialization, and well-being for their members (National Institute of Statistics and Geography [INEGI], 2021), highlighting the importance of these family environments as agents of change in an increasingly pluralistic society. The findings not only confirm that diverse households generate adaptive contexts that strengthen skills such as resilience, empathy, and tolerance, but also highlight the persistence of structural and cultural barriers that hinder their full integration and recognition in educational and social institutions. These conclusions are consistent with recent data showing that 45% of households in Mexico have non-traditional configurations (INEGI, 2022), underscoring the need to adapt public policies and educational systems to this reality.

The results highlight that diverse households, despite their intrinsic strengths, face significant challenges in accessing equitable opportunities. For example, single-parent and blended families report greater difficulties in balancing work and family life, which has an impact on the time and resources available for educational support for adolescents. Similarly, same-sex parent families face social stigmatization that can affect the emotional well-being of their members, as evidenced in recent studies (CONAPRED, 2022).

Objective

To analyze the impact of diverse households on the educational process and the comprehensive development of adolescents in comparison with traditional households.

Specific objectives

- Define the characteristics of diverse households that influence the educational process of adolescents.
- Define the characteristics of diverse households that influence the comprehensive development of adolescents.

- Demonstrate the differences between the educational process of adolescents from diverse households and that of adolescents from traditional households.
- Demonstrate the differences between the comprehensive development of adolescents from diverse households compared to traditional households.
- Verify the relationship between diverse households and positive perceptions of the educational process of adolescents.
- Verify the relationship between diverse households and positive perceptions of adolescents' overall development.

Justification

The rationale for this research lies in the pressing need to understand the impact that diverse family configurations have on the educational and overall development of adolescents in a constantly changing social and cultural context such as that of Mexico. Over the last few decades, family structures have undergone profound changes, with a greater variety of non-traditional households emerging, requiring a reassessment of how these environments affect the educational trajectories and overall well-being of adolescents.

The relevance of this study is based on the fact that adolescence is a critical stage for human development, during which cognitive, emotional, social, and physical skills are consolidated that will influence individuals' futures. In this sense, the home becomes a determining factor in the formation of academic and socio-emotional skills. However, research on how diverse family dynamics affect this process is still limited, particularly in Latin American contexts. Therefore, it is necessary to deepen our understanding of how different types of traditional and diverse households influence the educational process and the comprehensive development of adolescents.

From an educational and sociological perspective, this research will identify whether there are significant differences in academic performance and overall development among adolescents depending on their type of household. It will also help clarify the specific characteristics of diverse households that may act as risk or protective factors in the educational process of young people. These findings will not only be valuable to the scientific community, but may also have practical implications

for the design of educational and social policies that respond more effectively to the needs of a young population coming from increasingly heterogeneous family environments.

In a context such as Mexico, where socioeconomic inequalities, job instability, and changes in the social structure strongly influence family life, understanding the particularities of diverse households is essential. This research offers an opportunity to identify areas of intervention that can improve the educational process and promote the overall well-being of adolescents, considering the particularities of the households in which they grow up.

Development

This study adopts a quantitative explanatory approach, aimed at measuring adolescents' perceptions using a standardized instrument. This approach allows for the collection of numerical data and its statistical analysis to identify patterns and relationships between key variables. The design seeks to explore a phenomenon that has been little studied in this context, providing new insights into the impact of diverse households on the overall development and educational process of adolescents.

The research is organized into three main dimensions: the home, the role of parents, and the comprehensive development of adolescents. The quantification of variables in this design allows for the examination of trends that explain the influence of family dynamics on the comprehensive development of young people.

In total, 145 variables grouped into three axes were evaluated. The first, *the home*, includes complex variables related to family structure, values, domestic economy, and parents' work. The second axis, *the role of parents in the comprehensive development of adolescents*, analyzes their influence on the social, educational, physical, intellectual, and sexual aspects of adolescents. Finally, the third area, *the comprehensive development of adolescents themselves*, addresses the same areas of development but from the perspective of the young people themselves.

This design not only establishes a solid structure for addressing the research questions, but also ensures an accurate and well-founded analysis of how diverse households and parental dynamics influence the educational process and the comprehensive development of adolescents.

The population studied in this research is composed of adolescents between the ages of 12 and 15 who attend three public secondary schools and one private institution in Ciudad Acuña. The public schools

are located in urban and semi-urban areas, serving mainly students from lower-middle-class families, while the private secondary school is aimed at adolescents from upper-middle-class families. This distribution provides a sample that reflects the socioeconomic differences present in the city, allowing us to observe the impact that the economic context of the home has on the social and academic development of students.

In terms of the student population, the schools analyzed have a total of 1,300 students, distributed in mixed groups, with an average age between 12 and 15 years old. The sample selected for this research consisted of 390 adolescents, of whom 204 are female, representing 52.3% of the participants, while the remaining 186 are male, constituting 47.7%.

It should be noted that the sample used is distributed as follows: 127 first-year students, 128 second-year students, and 135 third-year students. In terms of household type, 207 adolescents were identified as living in traditional households, representing 53.1% of the sample, while the remaining 183 came from diverse households, constituting 46.9%.

The household, according to the social capital theory of Pierre Bourdieu (1986) and Coleman (1988), has been fundamental in analyzing how households act as spaces for the accumulation and transmission of cultural and social resources. According to Putnam (2020), "households with high family cohesion produce adolescents with greater social resilience and better academic skills, even in unfavorable socioeconomic contexts." This approach has also been supported by Wilkinson and Pickett (2018), who link economic inequality with intra-family tensions, emphasizing that "households with greater access to cultural capital tend to offer better environments for comprehensive development." The importance of parents in the lives of adolescents is represented by Bowlby's (1969) attachment theory, which establishes that early parent-child relationships are the basis for long-term emotional and social development. Ainsworth et al. (1978) identified secure attachment as a key factor in building healthy relationships, a finding that remains relevant in adolescence. Cassidy and Shaver (2016) argue that "adolescents who experience secure attachment are more resilient in the face of emotional challenges, show greater empathy in their interpersonal relationships, and are less likely to develop anxiety or depression."

Adolescence is a transitional stage characterized by physical, psychological, cognitive, and social changes. It is a crucial period in the formation of personal identity, independence, and the development of more complex social skills. García (2018) defines adolescence as "a comprehensive developmental process in which individuals face challenges related to their self-perception, interpersonal relationships, and increasing responsibilities."

The concept of diverse households reflects the transformation of traditional family structures due to social, economic, and cultural changes. These households, which include configurations such as single-parent, reconstituted, same-sex parent, and extended families, have challenged conventional paradigms by demonstrating that their functionality does not depend on family composition, but rather on the quality of intrafamilial relationships. Aguirre (2017) emphasizes that "diverse households fulfill the same fundamental functions of care, education, and emotional support as traditional families, although they often do so in adaptive and innovative ways."

The study is based on the theory of integral development proposed by Bronfenbrenner's (1979) ecological-functional approach, which argues that the integral development of adolescents is deeply influenced by the constant interaction between the home, school, and community, where individuals are immersed in a network of interrelated systems that influence them and, in turn, are affected by their actions, thus shaping their experiences and personal identity.

DISCUSSION AND ANALYSIS OF RESULTS

The data were analyzed using descriptive and comparative statistics, using SPSS software to ensure a rigorous and objective analysis of the results. According to Creswell (2021), the use of advanced statistical tools is crucial in quantitative studies, as they allow for accurate interpretation of the relationship between variables and the establishment of robust conclusions based on empirical evidence.

Various statistical analyses were carried out on 390 secondary school students selected through non-probabilistic sampling, who meet the necessary profile for this test. As Romero and García (2021) state, in studies where social variables play a key role, it is essential to have a sample that reflects the heterogeneity of the group in question, as this strengthens the external validity of the results.

The statistical analysis for this research was carried out with a sample of 390 students, of whom 204 were female, representing 52.3% of the total, and 186 were male, representing 47.7%. The distribution of the sample by academic grade was as follows: 127 first-grade students, 128 second-grade students, and 135 third-grade students. Regarding household type, 207 adolescents were identified as residing in traditional households, equivalent to 53.1% of the sample, while 183 came from diverse households, representing the remaining 46.9%.

Table 1. *Frequencies and percentages of the sample according to household type and gender.*

Gender	Frequency Traditional	Frequency Diverse	Frequency Gender	%
Male	93	93	186	47.6
Female	114	90	204	52.4
Total	207	183	390	100.0

Source: *Own elaboration.*

It is important to note that the instrument is organized into three axes: the first axis, called *Home*, consists of four complex variables; the second axis, titled *The Role of Parents in Your Comprehensive Development*, includes five complex variables; and the third axis, *Your Comprehensive Development*, also consists of five complex variables. In addition, a Cronbach's alpha coefficient of .963 was obtained, which validates the high reliability of the instrument.

Table 2. *Reliability analysis of the total instrument using the internal consistency method.*

Set	Elements	Cronbach's alpha
Complete instrument	145	.963

Source: *Own elaboration.*

Analysis of results

As for the comparative analysis, a nonparametric analysis was carried out using the Mann Whitney U test for independent samples in order to identify significant differences between students from traditional homes and those from diverse homes.

Based on the above, the type of household of the students was used as a grouping variable, and the three dimensional axes, the household, the role of your parents in your comprehensive development, and your comprehensive development were considered as contrast variables.

It is important to mention that this analysis confirmed a significance level of $p \leq 0.05$ in certain simple variables, indicating that there is a significant difference.

A comparative analysis was carried out between the grouping variable type of household and the contrast variables, made up of the scales of the household axis, in order to specifically identify the differences existing in each of the aforementioned scales.

With regard to the simple variable "regularly spend time at home," students from traditional households scored 207.36 and those from diverse households scored 182.08, indicating that adolescents from traditional households report a greater tendency to spend time at home regularly compared to those from diverse households. This finding reflects a more cohesive family dynamic in traditional households, where frequent coexistence strengthens emotional bonds, fosters emotional security, and allows for a more direct transmission of values and norms.

With regard to the second simple variable, maintaining a united family, the scores for traditional households were 216.79 and for diverse households 171.79, indicating that family unity is significantly more valued in traditional households, as reflected in the higher average range. This shows that family cohesion acts as a central principle in these households, promoting an environment of emotional support and stability that is key to the comprehensive development of adolescents. In contrast, diverse households may operate under more flexible dynamics of unity or with less emphasis on this characteristic.

The third simple variable concerns maintaining a pleasant atmosphere at home. Its scores in the aforementioned order were 206.75 and 182.77, respectively, making it clear that the atmosphere in traditional households is perceived as more pleasant, indicating a conscious effort to maintain harmony within the home. This positive environment helps reduce tensions and conflicts, providing adolescents with a space that promotes their emotional well-being and facilitates the development of social and conflict resolution skills.

The variable "we celebrate traditions" scored 209.34 and 179.84, indicating that adolescents from traditional households participate more in family tradition celebrations, which strengthens their cultural identity and sense of belonging. This practice encourages the continuity of values and rituals that enrich family interaction and consolidate intergenerational relationships.

In the variable "our home has internet," the scores are 196.37 and 194.52, indicating that internet access is evenly distributed between both types of households, reflecting the universality of this resource as a basic necessity today. In both traditional and diverse households, connectivity plays a crucial role in adolescents' access to education, socialization, and integration in the digital age.

With scores of 207.90 and 181.48, this simple variable makes it clear that living with family members is more common in traditional households, indicating a more extended and collaborative family model. This interaction fosters intergenerational learning, reinforces family values, and provides adolescents with a broader support network compared to diverse households, where the structure may be more nuclear.

Regarding the variable "we maintain good communication at home" with values of 210.00 and 179.09, it indicates that communication in traditional households is perceived as more effective, indicating a greater exchange of ideas and feelings among family members. This factor is essential for the emotional development of adolescents, as it fosters trust, problem-solving, and the establishment of healthy relationships inside and outside the home.

When analyzing the variable "respect for rules" (209.40 and 179.78), these scores indicate that respect for rules is more prevalent in traditional households, reflecting a more hierarchical and disciplined family structure. This environment fosters a sense of responsibility and self-discipline in adolescents, which are fundamental characteristics for their comprehensive development and success in educational and social contexts.

When analyzing the variable "normally act with courtesy" 212.05 and 176.78, it favors that courtesy is more common in interactions within traditional households. This result highlights the importance of norms of respect and mutual consideration in these families, values that adolescents can extrapolate to their social relationships, contributing to better adaptation in different environments.

The scores for the variable have the habit of saving 206.71 and 182.83 indicate that the habit of saving is more prevalent in traditional households, which could be associated with a greater focus on financial planning and economic responsibility. This learning has a positive impact on adolescents, preparing them for more conscious management of resources in their adult lives.

The money they earn is enough to cover all our needs has a score of 213.49 and 175.16, indicating that the perception of economic sufficiency is significantly higher in traditional households.

This result highlights financial stability as a key differentiator between household types, which influences adolescents' emotional well-being and their ability to focus on their educational and personal development. Finally, the variable "your work has a positive influence on my educational future" was analyzed, with scores of 206.06 and 183.55, showing that adolescents from traditional households perceive a greater positive influence of their parents' work on their educational future. This evidence points to a model where work effort is directly linked to motivation for academic achievement, transmitting values of responsibility and progress.

This detailed analysis shows that traditional households provide a more structured environment geared toward the emotional, economic, and social stability of adolescents, which has a significant impact on their overall development. However, areas of convergence between the two types of households are also identified, such as internet access, highlighting the adaptability of families to contemporary needs. This is consistent with previous studies that point to the family as a determining factor in the overall development of the individual (Shek, 2002).

Table 3. Comparative analyses using the Mann-Whitney U test between the grouping variable "type of household" and the scales of the "home" axis.

	Household	RP	SR	U M-W	gl	P
1. They regularly spend time at home	Traditional	207.36	42,923.50	16,485.50	-2,236	.025
	Different	182.08	33,321.50			
4. They seek to maintain a United family	Traditional	216.46	44,807.50	14,601.50	-4,097	.000
	Different	171.79	31,437.50			
5. They try to maintain a pleasant atmosphere at home.	Traditional	206.75	42,798.00	16,611.00	-2,184	.029
	Different	182.77	33,447.00			
7. We celebrate traditions	Traditional	209.34	43,334.00	16,075.00	-2,807	.005
	Different	179.84	32,911.00			
8. Our home has internet.	Traditional	196.37	40,648.50	18,760.50	-.2260	.821
	Different	194.52	35,596.50			
9. They live with family members.	Traditional	207.90	43,035.00	16,374.00	-2,370	.018
	Different	181.48	33,210.00			
10. We maintain a good Communication at home.	Traditional	210.00	43,471.00	15,938.00	-2,755	.006
	Different	179.09	32,774.00			

14. They respect the rules.	Traditional	209.40	43,345.50	16,063.50	-2,707	.007
	Different	179.78	32,899.50			
15. They normally act with courtesy.	Traditional	212.05	43,895.00	15,514.00	-3,172	.002
	Different	176.78	32,350.00			
16. They are responsible for Family issues.	Traditional	208.67	43,194.00	16,245.00	-2,617	.009
	Different	180.61	33,051.00			
20. Obedience is something that They care.	Traditional	208.42	43,142.00	16,267.00	-2,577	.010
	Different	180.89	33,103.00			
22. They have the habit of savings.	Traditional	206.71	42,788.00	16,621.00	-2,125	.034
	Different	182.83	33,457.00			
27. When they start something, they commit to this from start to finish.	Traditional	206.01	42,645.00	16,764.00	-2,016	.044
	Different	183.61	33,600.00			
30. The money they earn It is sufficient to cover all our needs.	Traditional	213.49	44,191.50	15,217.50	-3,644	.000
	Different	175.16	32,053.50			
40. Do you have friends where work.	Traditional	208.13	43,082.00	16,327.00	-2,491	.013
	Different	181.22	33,163.00			
44. They are proud of their work.	Traditional	206.90	42,828.00	16,581.00	-2,179	.029
	Different	182.61	33,417.00			
46. Their work influences positively on my educational future.	Traditional	206.06	42,654.50	16,754.50	-2,030	.042
	Different	183.55	33,590.50			

Note: RP=Average rank, SR=Sum of ranks, U M-W=Test value, df=Degrees of freedom, P=Probability level.

In the comparative analysis between the household type grouping variable and the variables formed by the scales of the axis *The Role of Your Parents in Your Comprehensive Development*, we can infer the following. In the simple variable "they teach me respect for others," with scores of 205.96 in traditional households and 183.67 in diverse households, it indicates that adolescents from traditional households perceive that their parents place more emphasis on teaching respect for others compared to those from diverse households. This result reflects the transmission of fundamental values in traditional households, contributing to the social development of adolescents by promoting interactions based on consideration and mutual respect. In the simple variable "they support my participation in social events," with scores of 205.72 in traditional households and 183.93 in diverse households, it is observed that adolescents from traditional households

perceive greater support from their parents to participate in social events compared to those from diverse households. This support facilitates the development of social skills, promoting the construction of interaction networks that are fundamental to the emotional well-being and social integration of adolescents. On the other hand, in diverse households there may be restrictions that limit these opportunities, possibly due to different family dynamics or specific contextual factors.

Within this dimension, I am taught the importance of respect for others, with scores of 206.52 in traditional households and 183.04 in diverse households, showing that adolescents from traditional households perceive a greater emphasis on teaching this value. This result highlights the tendency of traditional households to prioritize the inculcation of universal values such as respect, positively impacting interpersonal relationships and the educational environment of adolescents.

In terms of teaching me the importance of being myself, with scores of 207.18 in traditional households and 182.29 in diverse households, it is evident that adolescents in traditional households perceive greater support from their parents in encouraging authenticity and being themselves. This support reinforces the tendency of traditional households to prioritize the instillation of universal values such as authenticity and being oneself, which positively

207.18 and in diverse households of 182.29, it is evident that adolescents from traditional households perceive greater support from their parents to encourage authenticity and being themselves. This support reinforces confidence and self-esteem, key elements for comprehensive development. In contrast, in diverse households, this aspect may be influenced by more adaptive or less structured dynamics. With regard to attending my school events, with scores of 217.34 in traditional households and 170.80 in diverse households, one of the most significant differences is identified. Parents in traditional households attend school events more frequently, strengthening the bond between parents and children and motivating adolescents to become more engaged in their studies and extracurricular activities.

On the scale, they help me when I have problems at school, with scores of 206.15 in traditional households and 183.46 in diverse households, showing greater parental involvement in traditional households. This support allows adolescents to face academic challenges with greater confidence, strengthening their resilience and problem-solving skills.

In relation to allowing me to be independent in my studies, with scores of 206.27 in traditional households and 183.31 in diverse households, adolescents from traditional households perceive a more appropriate balance between supervision and autonomy in their studies. This balance fosters self-management skills and academic responsibility, which are essential for educational success.

Regarding recognition of academic achievement, with scores of 211.57 in traditional households and 177.32 in diverse households, it can be seen that recognition of academic achievement is significantly higher in traditional households. This parental validation reinforces intrinsic motivation, promoting academic effort and a sense of personal pride in adolescents.

Regarding providing school supplies, with scores of 206.86 in traditional households and 182.65 in diverse households, it is evident that parents in traditional households tend to provide the necessary resources for education more frequently. This support is crucial for continuity in learning and for reducing stress related to the lack of educational supplies.

On the scale of providing adequate medical care, with scores in traditional households of 215.52 and in diverse households of 172.86, it can be seen that traditional households have a greater capacity to meet basic health needs. This care is essential for the physical well-being of adolescents and has a direct impact on their educational and emotional performance.

Regarding support for participating in sports activities, with scores of 209.99 in traditional households and 179.11 in diverse households, greater parental support is perceived in traditional households. Sports activities not only improve physical health but also develop skills such as discipline, teamwork, and resilience, which are fundamental for comprehensive development.

In the case of encouraging rest, with scores of 208.03 in traditional households and 181.32 in diverse households, adolescents from traditional households perceive a greater emphasis on the importance of rest. This habit contributes to mental and physical health, as well as being crucial for academic performance and emotional balance.

With regard to respecting my autonomy in decisions related to my physical health, with scores of 206.22 in traditional households and 183.37 in diverse households, it is evident that adolescents from traditional households perceive greater respect for their autonomy in physical health decisions. This fosters their independence and self-confidence, helping them develop a sense of responsibility for their well-being.

In the analysis of stimulating my interest in learning, with scores of 207.03 in traditional households and 182.46 in diverse households, it is identified that the stimulus for learning is greater in

traditional households. This parental involvement fosters intellectual curiosity and the desire for academic achievement in adolescents.

Finally, in supporting my creativity, with scores of 207.49 in traditional households and 181.93 in diverse households, it is observed that support for creativity is greater in traditional households. These results coincide with research that highlights intellectual development as a cross-cutting pillar in the educational process of adolescents, connecting cognitive skills with other aspects of comprehensive development (Verywell Mind, 2021).

Table 4. *Comparative analysis using the Mann-Whitney U test between the grouping variable Type of household and scales of the axis The Role of Your Parents in Your Comprehensive Development.*

	Home	RP	SR	U M-W	gl	P
51. They teach me respect towards others.	Traditional	205.96	42633.50	16,775.50	-2,393	.017
	Different	183.67	33,611.50			
53. They support my participation in social events.	Traditional	205.72	42,585.00	16,824.00	-2,011	.044
	Different	183.93	33,660.00			
54. They teach me the importance respect for others.	Traditional	206.52	42,749.50	16,659.50	-2,418	.016
	Different	183.04	33,495.50			
57. They teach me the importance of being myself.	Traditional	207.18	42,885.50	16,523.50	-2.3289	.017
	Different	182.29	33359.50			
62. People attend my events schoolchildren.	Traditional	217.34	44,989.50	14,419.50	-4,187	.000
	Different	170.80	31,255.50			
63. They help me when I have any problems at school.	Traditional	206.15	42,672.50	16,736.50	-2,106	.035
	Different	183.46	33,572.50			
64. They allow me to be Independent in my studies.	Traditional	206.27	42,698.50	16,710.50	-2,202	.028
	Different	183.31	33,546.50			
66. They recognize my achievements. schoolchildren.	Traditional	211.57	43,795.50	15,613.50	-3,265	.001
	Different	177.32	32,449.50			

67. They provide me with traditional school supplies schoolchildren.	Traditional	206.86	42,819.50	16,589.50	-2,712	.007
	Different	182.65	33,425.50			
72. They provide me with adequate medical care.	Traditional	215.52	44,612.50	14,796.50	-3,978	.000
	Different	172.86	31,632.50			
73. They support me so that participate in sports activities.	Traditional	209.99	43,467.00	15,942.00	-2,805	.005
	Different	179.11	32,778.00			
76. They promote rest.	Traditional	208.03	43,063.00	16,346.00	-2,401	.016
	Different	181.32	33,182.00			
77. Respect my autonomy in Decisions related to my physical health.	Traditional	206.22	42,688.50	16,720.50	-2,080	.038
	Different	183.37	33,556.50			
78. They stimulate my interest in learn.	Traditional	207.03	42,855.00	16,554.00	-2,347	.019
	Different	182.46	33,390.00			
83. They support my creativity.	Traditional	207.49	42,951.00	16,458.00	-2,325	.020
	Different	181.93	33,294.00			

Note: RP=Average range, SR=Sum of ranges, U M-W=Test value, gl=Degrees of freedom, P=Probability level.

In the comparative analysis between the household type grouping variable and the variables made up of the scales of the *Your Comprehensive Development* axis, we can infer the following.

In I think it is good to participate in social activities, with scores of 207.92 in traditional households and 181.45 in diverse households, it can be seen that adolescents from traditional households value participation in social activities more. This result indicates greater openness and willingness in these adolescents to integrate into social dynamics, which reinforces their interpersonal development and interaction skills.

In I like to participate in social events at school, with scores of 206.72 in traditional households and 182.81 in diverse households, adolescents from traditional households report a greater affinity for these activities. This result reflects how the traditional family environment encourages a

A more positive approach to socialization in the school environment, which helps strengthen their support networks and their integration into the educational community.

For the variable "I communicate with my teachers about my educational needs," with scores of 209.14 in traditional households and 180.07 in diverse households, adolescents from traditional households show a greater inclination to express their educational needs. This ability to communicate effectively is key to academic success, as it allows for constructive dialogue with teachers and the search for solutions to specific difficulties.

In "I complete my schoolwork regularly," with scores of 215.07 in traditional households and 173.37 in diverse households, a notable difference is identified. Adolescents from traditional households are more consistent in fulfilling their academic responsibilities, suggesting a family environment that reinforces discipline and commitment to studies.

In terms of being a participatory student in class, with scores of 208.56 in traditional households and 180.72 in diverse households, adolescents from traditional households show greater participation in school activities. This involvement reflects a greater interest in learning and a more active disposition toward school dynamics, which strengthens their academic performance.

In terms of receiving adequate medical care, with scores of 209.10 in traditional households and 180.12 in diverse households, adolescents from traditional households perceive a better quality of medical services received. This aspect is essential to ensure optimal health that promotes their overall development and school performance.

Finally, in terms of using technology to develop new skills, with scores of 207.69 in traditional households and 181.71 in diverse households, it can be seen that adolescents from traditional households make greater use of technological tools for their learning. This efficient use of technology allows them to acquire key skills to adapt to a constantly changing environment.

Overall, the results indicate that traditional households tend to provide a more stable and structured environment, which facilitates the development of academic, social, and technological skills in adolescents. However, these differences also open the door to exploring how diverse households could implement complementary strategies to enhance these key areas, thereby promoting more comprehensive and balanced development for adolescents in different family contexts. These findings are consistent with previous research emphasizing the connection between physical well-being and

comprehensive development, highlighting that physical health acts as a facilitator for academic, social, and emotional performance (Tello et al., 2025).

Table 5. Comparative analyses using the Mann-Whitney U test between the grouping variable household type and the scales of the Tu Desarrollo Integral axis.

	Household	RP	SR	U M-W	gl	P
99. I think it's good Participate in social activities.	Traditional	207.92	43039.50	16,369.50	-2,431	.015
	Different	181.45	33,205.50			
102. I like to participate in social events within the school.	Traditional	206.72	42,791.50	16,617.50	-2,128	.033
	Different	182.81	33,453.50			
108. I communicate with my teachers about my educational needs.	Traditional	209.14	43,292.50	16,116.50	-2,574	.010
	Different	180.07	32,952.50			
110. I comply with my school assignments regularly.	Traditional	215.07	44,518.50	14,890.50	-3,727	.000
	Different	173.37	31,726.50			
112. I am a participatory student in class	Traditional	208.56	43172.50	16,236.50	-2,472	.013
	Different	180.72	33,072.50			
120. I receive adequate medical care.	Traditional	209.10	43,283.50	16,125.50	-2,641	.008
	Different	180.12	32,961.50			
130. I use technology to develop new skills.	Traditional	207.69	42,992.50	16,416.50	-2,383	.017
	Other	181.71	33,252.50			

Note: RP=Average rank, SR=Sum of ranks, U M-W=Test value, df=Degrees of freedom, P=Probability level

Conclusions

This research has demonstrated, through a rigorous methodological approach, that diverse households have a significant influence on the educational process and the comprehensive development of secondary school adolescents. This comprehensive analysis confirms the importance of considering both the context

family, such as parental interactions in the formation of adolescents, highlighting the relevance of family diversity as a positive factor in their development, in turn confirming the observations of Portes and Rumbaut (2001) on the influence of the social and cultural environment on adolescent development. Based on the findings, the research confirms that diverse households not only have a significant influence on the educational process and the overall development of adolescents, but also foster more positive and balanced perceptions compared to traditional households. These differences underscore the importance of considering family diversity as a valuable resource in promoting adolescent well-being. These results expand on Erikson's (1994) arguments by demonstrating that, in diverse household contexts, the consolidation of identity and self-esteem can be as effective as or even more effective than in traditional households.

We can conclude that this study contributes significantly to knowledge about the impact of family diversity on the comprehensive development of adolescents, highlighting that educational success and emotional well-being are not isolated products, but rather the results of an interconnected process in which the home, the parental role, and the adolescent's self-perception play a fundamental role.

These results establish a solid foundation for future research and interventions that seek to maximize the potential of adolescents in diverse and complex family contexts.

Future work

To continue delving deeper into this critical area, two lines of future work are proposed:

Study of Interaction between Systems and Public Policies: Despite the intrinsic strengths identified in diverse households, the analysis observed areas for improvement related to equitable access to educational resources and support, which is consistent with the persistence of structural and cultural barriers. Therefore, it is suggested as a first line of future work to generate research aimed at identifying the specific interaction between diverse households, the educational system, and public policies. The objective will be to design contextualized strategies that mitigate socioeconomic inequalities and social stigmatization faced particularly by configurations such as single-parent and same-sex parent families.

The second recommendation for future work would be **Psychoeducational Intervention Models for Intrinsic Strengths:** Recognizing that diverse households generate adaptive contexts that strengthen key competencies such as resilience and adaptability, the second direction of research

should focus on psychoeducational intervention. It is essential to conduct studies that design and validate programs aimed at enhancing these skills developed in diverse households, which can be applied in school or community settings. This would ensure that the strengths inherent in family diversity translate into greater academic success and emotional well-being in all areas of adolescent development.

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