

An Analysis of Family Factors Influencing Adolescents' Tendency Toward Social Harms with an Integrated Psychological, Sociological, and Educational Approach

Parvaneh Doodman^{*1}, Hava Moetamadi Barabadi², Bayram Aghapour³

Submitted: 2026.06.09 | Accepted: 2026.09.12

Abstract

Adolescents' tendency toward social harms is one of the important individual and social issues that is shaped under the influence of a set of family, psychological, social, and educational factors. The family, as the first and most important institution of socialization, can play a protective role against social harms by providing a supportive and educational environment, and in conditions of dysfunction, it can become a risk factor. The present study was conducted with the aim of analyzing family factors influencing adolescents' tendency toward social harms with an integrated psychological, sociological, and educational approach. This research was qualitative in terms of approach and was based on thematic analysis in terms of method. Data were collected through semi-structured interviews with 16 participants who had experience and knowledge related to the field of adolescents, family, and social harms, and after several stages of coding and thematic analysis, the findings were organized into four main themes: family psychological capital, family social structure and control, family educational conditions, and structural and communicative pressures of the family.

Keywords: : Family, Adolescents, Social Harms, Family Factors, Thematic Analysis, Psychological Approach, Sociological Approach, Educational Approach.

1. Department of Psychology and Educational Sciences, Payame Noor University, Tehran, Iran. (fdoodman@pnu.ac.ir)

² . Assistant Professor, Department of Educational Sciences, Payame Noor University, Tehran, Iran. (h.motamedi@pnu.ac.ir)

³ . Department of Education Sciences, Payame Noor University, Tehran, Iran. (b_aghapour@pnu.ac.ir)

Introduction

Adolescence is one of the most sensitive and critical periods of human life, during which the individual undergoes profound physical, psychological, emotional, and social transformations. During this period, adolescents seek to discover their place in society and, if the family and social institutions fail to provide them with the necessary support and guidance, they may turn to abnormal and harmful behaviors (Kessler et al., 2021; Steinberg, 2020). Social harms are among the most important individual and social issues that threaten the health of society and impose heavy costs on it. In this period, adolescents, in pursuit of finding their place in society, and if the family cannot meet their needs, they may become the source of many social harms and abnormal behaviors, bringing about social anomalies (Kessler et al., 2021; McAdams & Olson, 2021). In other words, the family can act as a protective factor against social harms by providing a supportive and educational environment, and in conditions of dysfunction, it can become a risk factor (Thompson, 2021; Siegelman, 2020).

However, what is less addressed in the existing research literature is the integrated and simultaneous examination of the role of family factors on adolescents' tendency toward social harms. In other words, most research has examined the role of family factors from the perspective of one dimension (such as parenting styles, parents' mental health, or family socioeconomic status), and less attention has been paid to the integrated and simultaneous examination of these factors. In this regard, an integrated and multidimensional approach can provide a more comprehensive and deeper understanding of how family factors influence adolescents' tendency toward social harms (Castro et al., 2021; McAdams & Olson, 2021). This research was conducted with the aim of analyzing family factors influencing adolescents' tendency toward social harms with an integrated psychological, sociological, and educational approach.

The main question of this research is: What are the family factors influencing adolescents' tendency toward social harms from the perspective of psychological, sociological, and educational approaches, and what is the mechanism of the influence of these factors?

Theoretical Foundations**A) Psychological Factors of the Family Influencing Adolescents' Tendency Toward Social Harms**

From a psychological perspective, the family, as the most important context for the formation of personality, attachment, self-esteem, and emotional regulation of the adolescent, can pave the way for their tendency toward social harms through several main paths (Bowlby, 1997; Bandura, 1996; Gross, 2015). The first and most fundamental psychological factor is ineffective parenting styles. Extensive research has shown that permissive (indifferent and boundary-less), authoritarian (controlling and humiliating), or cold and rejecting parenting styles are associated with an increased risk of adolescents' tendency toward harms such as addiction, delinquency, running away from home, and high-risk sexual behaviors (Baumrind, 1967; Steinberg et al., 2022; Fonseca et al., 2022). In contrast, authoritative parenting style (a combination of warmth and logical boundaries)

is recognized as a strong protective factor against social harms (Steinberg, 2020; Dixon et al., 2022). In other words, a family that is neither so strict that it pushes the adolescent toward rebellion and stubbornness nor so permissive that it leaves them without guidance and boundaries can act as an effective shield against social harms (Siegelman, 2020).

The second psychological factor is insecure attachment. Bowlby's attachment theory (1969) shows that the quality of the early emotional bond with parents determines the pattern of the individual's future relationships. Adolescents with insecure attachment (anxious or avoidant) are at greater risk of tending toward social harms (Kessler et al., 2021; Mikulincer & Shaver, 2020). Anxious attachment is associated with an intense need for others' approval and fear of rejection and drives the adolescent toward unhealthy peer groups and impulsive behaviors (Catherine et al., 2023). Avoidant attachment is also associated with distrust of others, suppression of emotions, and a tendency toward isolation and antisocial behaviors (Mikulincer & Shaver, 2020). Therefore, adolescents who grow up in families with insecure attachment, due to a lack of emotional security and trust, are more likely to tend toward high-risk behaviors and social harms (Fonseca et al., 2022).

The third psychological factor is the mental health of parents and the emotional atmosphere of the family. Parents who themselves suffer from mental disorders (such as depression, anxiety, personality disorders) or have severe and unresolved conflicts in their marital relationships create an unhealthy emotional atmosphere in the family that makes the adolescent vulnerable to social harms (Kessler et al., 2021; Morris et al., 2020). Domestic violence, emotional divorce, constant arguments, and emotional instability in the family are all factors that drive the adolescent toward running away from home, substance use, high-risk behaviors, and other social harms (Minuchin, 1974; Gottman et al., 2021). In other words, an adolescent who does not feel security and calm at home seeks refuge outside the home, which is often unhealthy and dangerous (World Health Organization, 2021). In addition, poor emotional regulation in the family and parents' inability to manage anger, stress, and conflicts provide the adolescent with an unhealthy model of coping with negative emotions and drive them toward impulsive and high-risk behaviors (Gross, 2015; Castro et al., 2021).

The fourth psychological factor is ineffective supervision and weak parental control. Parental supervision of the adolescent's activities, friends, and behaviors is one of the most important protective factors against social harms (Steinberg, 2020; Lee et al., 2023). Effective supervision does not mean comprehensive and suffocating control, but rather awareness of the adolescent's life, continuous communication with them, and setting clear and reasonable boundaries (Siegelman, 2020; Thompson, 2021). In contrast, weak supervision (which often results from neglect, inattention, or parents' work engagements) gives the adolescent more freedom and exposes them to the negative influences of peers and opportunities for harm (Dixon et al., 2022; Fonseca et al., 2022). On the other hand,

extreme supervision can also lead to rebellion, secrecy, and reduced trust between parents and adolescent, making the adolescent more inclined toward high-risk behaviors and social harms.

B) Sociological Factors of the Family Influencing Adolescents' Tendency Toward Social Harms

From a sociological perspective, the family is not only a psychological unit but also a social institution that is influenced by the macroeconomic, social, and cultural structures and, in turn, influences these structures (Bronfenbrenner, 1979; Morris et al., 2020). The first sociological factor is the family's socioeconomic base. Research has shown that adolescents from families with lower socioeconomic status are at greater risk of tending toward social harms (Kessler et al., 2021; Castro et al., 2021). Economic poverty, unemployment, and social marginalization, due to financial limitations, deprivation of educational and recreational opportunities, and living in marginal neighborhoods with high crime and delinquency rates, expose adolescents to more social harms (Kessler et al., 2021; World Health Organization, 2021). However, economic poverty alone is not a determining factor; rather, it is the family's inability to manage economic pressures and maintain a healthy emotional and educational environment that increases the risk of social harms. In other words, economic pressure can lead to increased parental conflict, reduced mental health of parents, and weakened educational supervision, which in turn increases the risk of adolescents' tendency toward social harms (Siegelman, 2020).

The second sociological factor is the structure of the family and divorce. Families that have experienced divorce or the loss of one of the parents are more vulnerable in terms of emotional support and supervision of adolescents (Minuchin, 1974; Twenge, 2017). Divorce, especially if accompanied by ongoing conflicts and emotional coldness, can create a sense of insecurity, rejection, and confusion in the adolescent and lead them toward high-risk behaviors (Fonseca et al., 2022; Kessler et al., 2021). Research has shown that adolescents from divorced families, compared to adolescents from intact families, are at greater risk of high-risk behaviors such as substance use, delinquency, and running away from home (World Health Organization, 2021; Lee et al., 2023). At the same time, the quality of the relationship between parents and the adolescent after divorce plays a very important role in reducing this risk. If the parents, despite the divorce, maintain a warm and supportive relationship with the adolescent, the negative effects of divorce can be significantly reduced (Siegelman, 2020; Thompson, 2021).

The third sociological factor is family cohesion and the quality of relationships among members. Families with strong emotional bonds and healthy relationships among members provide a suitable environment for the social and emotional growth of adolescents. In contrast, families with weak cohesion, continuous conflicts, and emotional coldness, due to reduced sense of belonging and security, lead adolescents toward unhealthy peer groups and high-risk behaviors (Morris et al., 2020; Dixon et al., 2022). In fact, the family, as a social system, must provide the adolescent with a sense of belonging, acceptance, and security; if it

fails to do so, the adolescent will seek these needs in unhealthy peer groups (Siegelman, 2020; Thompson, 2021).

The fourth sociological factor is the family's connection with social institutions. A family that has weak connections with schools, mosques, cultural centers, and social support institutions, or is marginalized in society, deprives the adolescent of formal and informal support networks and makes them more vulnerable to social harms (Bronfenbrenner, 1979; Morris et al., 2020). In other words, the social isolation of the family deprives the adolescent of supportive, educational, and healthy recreational resources and drives them toward unhealthy peer groups and high-risk behaviors (World Health Organization, 2021; Rose et al., 2021). In contrast, a family that has continuous and positive connections with schools, mosques, and other social institutions exposes the adolescent to social support, positive role models, and healthy opportunities and reduces the risk of their tendency toward social harms (Thompson, 2021; Catherine et al., 2023).

C) Educational Factors of the Family Influencing Adolescents' Tendency Toward Social Harms

From the perspective of educational sciences, the family, as the first and most important educational institution, influences adolescents' tendency toward social harms through educational methods, teaching life skills, and transmitting values and norms (Thompson, 2021; Khodayari Fard et al., 1401). The first educational factor is teaching life skills. Adolescents who do not learn basic life skills such as decision-making, problem-solving, stress management, anger control, empathy, and effective communication in their families are more vulnerable when facing difficult and tempting situations and are more likely to tend toward high-risk behaviors and social harms (World Health Organization, 2021; Lee et al., 2023). In other words, an adolescent who does not know how to resist peer pressure, how to manage their stress, or how to resolve their conflicts constructively easily succumbs to social harms (Bandura, 1997; Gerr, 2022). In contrast, a family that actively and practically teaches these skills to the adolescent (not through lecturing, but through modeling, dialogue, practice, and feedback) makes them more resilient against social harms (Siegelman, 2020).

The second educational factor is parents' educational supervision. Educational supervision goes beyond simple supervision of the adolescent's behaviors and includes guidance, counseling, consultation, and participation in the adolescent's academic, social, and emotional life (Steinberg, 2020; Thompson, 2021). Parents who talk with their adolescent about friends, school, future plans, and daily challenges give them a sense of security and support and protect them from the negative influences of the environment (Gottman et al., 2021; Dixon et al., 2022). In contrast, parents who are indifferent to their adolescent's life, or pay attention only to results (such as grades) and neglect the emotional and social dimensions of their life, put them at greater risk (Fonseca et al., 2022). Effective educational supervision does not mean control, but rather companionship, empathy, and participation in the adolescent's path of growth (Siegelman, 2020).

The third educational factor is the transmission of moral and religious values. Families that pay attention to the moral and religious education of their adolescent and transmit values such as honesty, responsibility, commitment, respect for others, and avoidance of wrong behaviors act as a strong protective factor against social harms (Halliday et al., 2021; Peterson & Seligman, 2004; Motahhari, 1385). Religious and moral beliefs can act as an "inner barrier" that prevents the adolescent from engaging in high-risk and harmful behaviors (World Health Organization, 2021). Research has shown that adolescents who adhere to religious and moral values, compared to adolescents who do not have such adherence, are less likely to tend toward substance use, violence, delinquency, and high-risk sexual behaviors (Lee et al., 2023; Catherine et al., 2023). However, the transmission of values should not be through imposition and force, but through respectful dialogue, practical modeling, and creating a safe space for questions and doubts so that the adolescent can internalize these values consciously and autonomously (Thompson, 2021; Siegelman, 2020).

The fourth educational factor is effective and open communication between parents and adolescent. Effective communication is one of the most important tools for preventing social harms (Gottman et al., 2021). An adolescent who feels they can talk to their parents about any topic (including problems, fears, temptations, and questions) without fear of judgment, punishment, or neglect is much more resilient against social harms (Morris et al., 2020; Rose et al., 2021). Open communication gives the adolescent the message that their parents understand them, care about them, and are by their side, and this feeling keeps them away from unhealthy peer groups and high-risk behaviors (Kessler et al., 2021). In contrast, families with poor communication with the adolescent (due to busyness, emotional coldness, or authoritarian approaches) drive the adolescent toward secrecy, lying, and seeking support from outside the home, which is often provided by unhealthy peer groups (Fonseca et al., 2022).

D) Integrated Interaction of Psychological, Sociological, and Educational Factors

What distinguishes the proposed model of this research from one-dimensional approaches is the emphasis on the dynamic and systematic interaction among psychological, sociological, and educational factors in adolescents' tendency toward social harms (Bronfenbrenner, 1979; Morris et al., 2020). In other words, these three categories of factors do not operate independently and linearly, but as an interconnected and mutually influencing network (Siegelman, 2020; Thompson, 2021). For example, economic poverty (sociological factor) alone cannot explain the adolescent's tendency toward social harms; rather, poverty, through its impact on parents' mental health (psychological factor) and reduced educational supervision (educational factor), leads to an increased risk of social harms (World Health Organization, 2021; Kessler et al., 2021). Similarly, authoritarian parenting style (psychological factor) may have a different effect in a family with high socioeconomic status compared to a family with low socioeconomic status (Steinberg, 2020; Dixon et al., 2022). Therefore, any effective intervention

to prevent social harms in adolescents must simultaneously address all three categories of factors and avoid one-dimensional and partial approaches.

In addition, the integrated model emphasizes the cycles of mutual influence among these factors. In other words, not only do family factors influence the adolescent, but the adolescent's behaviors and characteristics also influence the family, and this cycle can either move toward the intensification of harms or toward improvement and prevention (McAdams & Olson, 2021; Castro et al., 2021). For example, an adolescent who, due to ineffective parenting style, tends toward high-risk behaviors, may, through their behaviors, create more stress and conflict in the family, which in turn leads to the intensification of ineffective parenting style and increased risk of social harms (Fonseca et al., 2022). In contrast, an adolescent who grows up in a family with warm relationships, effective supervision, and life skills training may, through their responsible and successful behaviors, improve the family atmosphere, which in turn further reduces the risk of social harms (Lee et al., 2023). Therefore, the integrated approach shows us that preventing social harms in adolescents requires a systematic, multidimensional, and dynamic approach that addresses contextual factors (sociological), mediating factors (psychological), and intervention factors (educational), and in a participatory and coordinated context, strengthens families and empowers adolescents (World Health Organization, 2021; Siegelman, 2020).

Research Methodology

The present study was conducted with the aim of analyzing family factors influencing adolescents' tendency toward social harms with an integrated psychological, sociological, and educational approach, using a qualitative approach and thematic analysis method. The choice of qualitative method was made because the aim of the research was to identify, explain, and organize the perceptions and experiences of participants regarding the role of the family in the formation or prevention of adolescents' tendency toward social harms. Since family factors have multiple emotional, psychological, social, and educational dimensions, thematic analysis allows for the identification of semantic patterns in the data and their organization into sub-themes and main themes. The study population included individuals with sufficient experience and knowledge of issues related to adolescents, family, and social harms. Sampling was done purposively: participants were selected who, in terms of experience, knowledge, or professional connection with the research topic, had the ability to provide rich and relevant information related to the research questions. In total, 16 individuals were selected as participants in the research. The sampling process and conducting of interviews continued until no new essential theme or concept that would change the structure of existing themes was observed in the new data, and the researcher achieved an acceptable level of data saturation and thematic saturation.

The data collection tool was a semi-structured interview. The interview guide was developed based on the research objective and the three main dimensions of the study, namely psychological, sociological, and educational dimensions. The interview included 12 main questions covering the following axes:

- The quality of emotional relationships, affection, and intimacy among family members;
- The role of the family in creating security, belonging, and psychological support;
- The impact of family relationships on the adolescent's self-esteem, self-control, and resilience;
- The role of conflict, tension, violence, and instability in parents' relationships;
- The role of family cohesion, solidarity, and belonging;
- The impact of the extent and manner of parental supervision;
- The impact of the family's economic and social conditions;
- The role of the family's social relationships and the adolescent's peer group;
- The impact of parenting styles;
- The role of moral education, responsibility, and law-abidingness;
- The role of parents' dialogue and role modeling;
- Identifying the most important family factors and strategies for preventing social harms.

The structure of the questions was arranged so that participants could, in addition to answering the main question, freely express their experiences, perceptions, and views. The content of the existing interviews also shows that the questions covered emotional dimensions, psychological security, self-control, family conflict, cohesion, parental supervision, economic status, friends, parenting style, moral education, responsibility, law-abidingness, dialogue, and role modeling.

After selecting the participants, the purpose of the research was explained to them, and interviews were conducted individually and semi-structured. Efforts were made to create an atmosphere in which participants could express their views without limitation and with freedom of expression. During the interview, in cases where the participant's response needed further explanation, probing questions were used.

Probing questions were used with the aim of clarifying the concepts raised and achieving a deeper meaning of the responses, while the main framework of the interview was maintained for all participants. Thematic analysis was used to analyze the data. The analysis process was carried out in several consecutive stages. To increase the validity of the research findings, four criteria of credibility, transferability, dependability, and confirmability were considered.

In conducting the research, the ethical principles of qualitative research were observed. Participants were informed of the purpose of the research and how the information would be used, and their participation was voluntary. Also, participants' personal information was treated as confidential, and in presenting the findings, the disclosure of information that could lead to their identification was avoided. The interview data were used solely for the scientific purposes of the research. In the findings section, first the initial codes extracted are presented, and then similar codes are organized into sub-themes and main themes. For each theme, the frequency of participants, the percentage of participants, examples of direct quotations, and scientific interpretation will be presented.

Research Findings

Stages of Thematic Analysis

Table 1 - The thematic analysis process was carried out in six stages:

Stage	Action Taken
1	Repeated study of the interview texts and familiarization with the data
2	Extraction of semantic units related to family factors
3	Generation of initial codes
4	Merging similar codes and forming sub-themes
5	Examining the relationship of sub-themes and forming main themes
6	Final compilation and presentation of the conceptual model of family factors influencing social harms

Table 2 - Initial Coding

Based on the content of the existing interviews, the most important initial codes are extracted as follows:

Row	Initial Code	Sub-theme
1	Parents' affection	Family emotional relationship
2	Intimacy of family members	Family emotional relationship
3	Emotional support	Family support
4	Sense of security	Psychological security
5	Sense of worthiness	Security and belonging
6	Sense of belonging to family	Family cohesion
7	Increased self-confidence	Psychological capital
8	Strengthening self-control	Individual skills
9	Ability to say no	Resistance to peer pressure
10	Parents' conflict	Family communication harms

Row	Initial Code	Sub-theme
11	Domestic violence	Family communication harms
12	Anxiety caused by tension	Psychological consequence
13	Sense of loneliness	Psychological consequence
14	Parental supervision	Family social control
15	Inappropriate social control	Family social control
16	Extreme supervision	Family social control
17	Supportive supervision	Family social control
18	Supervision with trust	Family social control
19	High-risk social network	Social network
20	Bad friends	Social network
21	Protective social network	Social network
22	Positive friends	Social network
23	Socio-economic pressure	Socio-economic pressure
24	Parents' unemployment	Social context of harm
25	Social deprivation	Social context of harm
26	Authoritative upbringing	Parenting style
27	Inappropriate parenting style	Parenting style
28	Extreme authoritarianism	Weak educational control
29	Permissiveness	Weak educational control
30	Social education	Responsibility

Row	Initial Code	Sub-theme
31	Responsibility	Responsibility
32	Modeling from parents	Parent-adolescent relationship
33	Intimate dialogue	Supportive communication
34	Parents' listening	Educational communication
35	Respect for the adolescent	Educational communication

For example, participants have stated that family affection and intimacy create a sense of security and can reduce the likelihood of tending toward harmful behaviors; in contrast, lack of affection and neglect increase the ground for high-risk behaviors.

Table 3 - Main and Sub-themes

Data analysis led to the identification of four main themes:

Main Theme	Sub-themes	Axial Codes
1. Psychological capital of the family	Emotional relationship, psychological security, self-esteem, self-control	Affection, intimacy, support, self-confidence, behavior control
2. Family structure and social control	Cohesion, belonging, parental supervision, social relationships	Solidarity, belonging, supervision, friends, social network
3. Family educational conditions	Parenting style, moral education, responsibility, modeling	Authoritarianism, permissiveness, authoritative upbringing, law-abidingness
4. Structural and communicative pressures of the family	Parental conflict, violence, economic problems, poor communication	Tension, violence, unemployment, deprivation, poor dialogue

Main Theme One: Psychological Capital of the Family

One of the most important extracted themes is the psychological capital of the family. The findings show that the quality of the emotional relationship between parents and the adolescent, the amount of affection, intimacy, support, and creating a sense of security are among the most important protective factors against social harms. According to the participants' responses, a family that provides a warm, intimate, and supportive environment provides the ground for the formation of a sense of security, worthiness, and self-confidence in the adolescent. In such conditions, the adolescent is likely to share their issues and problems with

their parents and is less dependent on high-risk groups outside the family for support.

Table 4 - Thematic Analysis of Family Psychological Capital

Main Theme	Sub-theme	Extracted Concept	Possible Consequence
Psychological capital of the family	Emotional relationship	Affection and intimacy	Reduced vulnerability
	Psychological security	Opportunity to express problems	Increased sense of worthiness
	Self-esteem	Encouragement and support	Increased resistance to pressure
	Self-control	Opportunity for decision-making	Reduced secrecy
			Control of high-risk behaviors

From the participants' perspective, parents' support and encouragement increase the adolescent's self-esteem and ability to resist in high-risk situations; also, a calm and orderly family can strengthen the adolescent's self-control and decision-making.

Main Theme Two: Family Structure and Social Control

The second main theme is family structure and social control. This theme shows that the family does not influence the adolescent's behavior merely through affection; rather, the degree of cohesion, family belonging, the quality of parental supervision, and the adolescent's communication network are also important. Participants believed that a sense of belonging to the family makes the adolescent more accepting of family values and rules and more careful in choosing friends. Also, parental supervision is most effective when accompanied by trust and dialogue.

Table 5 - Family Structure and Social Control

Sub-theme	Related Codes	Role in Prevention
Social cohesion	Solidarity, belonging, unity	Family cohesion
Parental supervision	Awareness of friends and interactions	Supportive supervision
Supportive supervision	Trust, dialogue	Supportive supervision

Sub-theme	Related Codes	Role in Prevention
Peer network	Friends	Healthy friends
	Bad friends	High-risk friends

The important point is that the data also mention extreme supervision as a potentially undesirable factor; such that excessive supervision may lead to stubbornness, secrecy, and reduced trust between parents and adolescent. Therefore, the findings support the concept of supportive and intelligent supervision as opposed to "extreme control."

Main Theme Three: Family Educational Conditions

The third main theme relates to the manner of upbringing and parenting. The findings show that neither boundary-less freedom nor extreme authoritarianism, but a combination of affection, firmness, rule-making, respect, and dialogue can create a more desirable model for preventing social harms. Participants considered authoritative upbringing, due to its combination of affection and rule-making, as an appropriate approach; in contrast, extreme strictness can lead to stubbornness and secrecy, and excessive permissiveness to reduced control and the absence of clear rules.

Table 6 - Family Educational Conditions

Sub-theme	Components	Function
Authoritative upbringing	Affection + firmness	Creating balance
Rule-making	Clear rules	Increasing self-control
Responsibility	Accepting consequences of behavior	Strengthening decision-making
Moral education	Ethics, respect, law-abidingness	Internalization of values
Parents as role models	Parents' actual behavior	Social learning

In this context, the data emphasize the importance of practical teaching of moral values, responsibility, and law-abidingness. Also, parents' behavior is presented as a practical model for the adolescent.

Main Theme Four: Structural and Communicative Pressures of the Family

The fourth main theme is the structural and communicative pressures of the family. This theme includes parental conflict, violence, relationship instability,

economic problems, unemployment, and social deprivation. According to the findings, family conflict and tension can increase the adolescent's vulnerability by increasing anxiety, psychological pressure, reducing the sense of security, and weakening emotional control. Also, the family's economic problems affect the adolescent directly and indirectly; for example, economic pressure can lead to increased conflict between parents or reduced educational and recreational opportunities.

Table 7 - Family Stressor Factors

Sub-theme	Component	Possible Mechanism
Family conflict	Parents' arguments	Increased anxiety
Violence	Verbal/behavioral violence	Reduced security
Instability	Unstable parents' relationships	Sense of loneliness
Economic pressure	Financial problems	Increased psychological pressure
Unemployment	Reduced family resources	Reduced hope and facilities
Social deprivation	Limited opportunities	Increased vulnerability

Table 8 - Research Themes

Row	Main Theme	Sub-themes	Nature	Effect
1	Psychological capital of the family	Affection, intimacy, support, security	Psychological	Reducing harm
2	Individual resources	Self-esteem, self-control, self-confidence	Psychological	Reducing harm
3	Family cohesion	Belonging, solidarity, support	Sociological	Reducing harm
4	Social control	Supervision, awareness of friends, management of interactions	Sociological	Reducing harm
5	Social network	Healthy/unhealthy friends	Sociological	Dual

Row	Main Theme	Sub-themes	Nature	Effect
6	Parenting style	Authoritative, authoritarian, permissive	Educational	Depends on quality
7	Moral education	Responsibility, law-abidingness, respect	Educational	Reducing harm
8	Parents' behavior	Modeling	Educational	Reducing harm
9	Parent-adolescent communication	Dialogue, listening, respect	Communicative	Reducing harm
10	Family conflict	Arguments, violence, instability	Structural	Increasing harm
11	Family pressure	Poverty, unemployment, deprivation	Socio-economic	Increasing harm

Integrated Psychological, Sociological, and Educational Analysis

The important point of the findings of this research is that the adolescent's tendency toward social harms cannot be reduced to a single family factor. Data analysis shows that this tendency is the result of the interaction of multiple levels of factors. At the psychological level, the family influences the adolescent's vulnerability through creating security, affection, self-esteem, and self-control. An adolescent who feels worthy and supported will have a greater capacity to cope with peer pressure and high-risk situations. At the sociological level, family cohesion, family belonging, parental supervision, and the peer network become important. In fact, the family is part of the adolescent's social control network and can reduce the likelihood of their entry into high-risk groups and environments by creating belonging and appropriate supervision. At the educational level, parenting style, teaching responsibility, law-abidingness, and parents' modeling behavior play a central role. The findings show that effective education occurs when authority is combined with affection and rules with dialogue. In contrast, parental conflict, violence, neglect, extreme supervision, and economic pressures can weaken this protective system. In such conditions, the adolescent may rely more on the peer group and external environments to achieve support, belonging, or social identity.

Summary and Conclusion

The present study was conducted with the aim of analyzing family factors influencing adolescents' tendency toward social harms with an integrated psychological, sociological, and educational approach. The results of the thematic analysis of the data obtained from semi-structured interviews with 16 participants showed that adolescents' tendency toward social harms is a multifactorial and complex phenomenon and cannot be attributed solely to a single individual, family, or social variable. The findings indicate that the family plays a central and dual role in the formation, intensification, or reduction of adolescents' vulnerability; meaning that a healthy and efficient family can act as the most important protective factor, while a dysfunctional, conflicted family lacking appropriate emotional, social, and educational functions can provide the ground for increased adolescent vulnerability. This finding is also consistent with the theoretical foundations of the research, which considers the family as the first context of socialization and one of the most important environments influencing adolescent development.

One of the most important results of the research was the identification of psychological factors as the first area affecting adolescents' tendency toward social harms. The findings showed that the quality of attachment, emotional security, the type of parent-adolescent relationships, parents' mental health, the manner of coping with emotions, psychological support, and the level of family conflicts play an important role in the level of adolescents' vulnerability. An adolescent who grows up in an environment with affection, acceptance, security, and a sense of worthiness has more psychological resources to cope with environmental pressures, resist peer influence, and control high-risk behaviors. In contrast, the continuous experience of conflict, violence, neglect, emotional rejection, and insecurity can increase feelings of loneliness, frustration, anger, and distrust and make the adolescent prone to seeking support and belonging outside the family. From this perspective, the family's mental health is not only a desirable outcome but also one of the essential preconditions for preventing social harms during adolescence.

In this regard, the quality of the parent-adolescent relationship is of particular importance. The research findings showed that constructive dialogue, active listening, mutual respect, and providing a safe space for expressing problems and concerns are among the important factors reducing social harms. An adolescent who feels they can talk to their parents about their issues without fear of blame, humiliation, or punishment is more likely to seek help from the family when facing high-risk situations. In contrast, cold, authoritarian, or extremely controlling communication can lead to secrecy, reduced trust, and emotional distance of the adolescent from the family. Therefore, effective communication with the adolescent should be considered not merely a communication skill but an important preventive mechanism. The findings of the research text also emphasize the role of dialogue, listening, and respect in reducing adolescent vulnerability.

The second main area identified was the sociological factors of the family. The findings showed that socio-economic conditions, family structure, the degree of

family cohesion, the quality of social relationships, the availability of support networks, and the type of family connection with social institutions can influence the grounds for the formation of social harms in adolescents. Among these, poverty, unemployment, deprivation, and economic pressures do not affect the adolescent merely through reducing material facilities; rather, they can lead to increased family tension, reduced parents' mental health, limited educational supervision, and reduced opportunities for healthy adolescent development. Therefore, economic problems should be analyzed in connection with the psychological and educational mechanisms of the family, not as independent factors separate from the family structure. The research text also emphasizes that economic pressure can increase the risk of social harms through its impact on parents' mental health and reduced educational supervision.

On the other hand, the cohesion and stability of the family structure play an important role in creating a sense of security and belonging in the adolescent. A family in which members' relationships are based on cooperation, support, and stability provides a suitable ground for the adolescent's social and emotional development. In contrast, continuous conflicts, violence, relationship instability, and family ruptures can weaken the adolescent's sense of security and increase the ground for their tendency toward unhealthy peer groups or high-risk environments. Also, the social isolation of the family and its weak connection with support networks can reduce the family's capacity to cope with adolescent-related crises. Therefore, strengthening the family's social capital and creating constructive communication among the family, school, and other social institutions can be part of the strategy for preventing social harms.

The third main area was educational factors. The findings showed that parenting style, the quality of parental supervision, life skills training, the transmission of moral and social values, responsibility, and parents' modeling are among the important components in reducing or increasing adolescents' tendency toward social harms. Among these, balanced parenting, which establishes a balance among affection, support, rule-making, and supervision, has a greater capacity for cultivating self-control and responsibility in the adolescent compared to extreme controlling or permissive methods. According to the research findings, effective supervision also does not mean constant control and limiting the adolescent, but rather parents' awareness of the adolescent's relationships, activities, friends, needs, and issues while maintaining respect and appropriate independence for their age.

Also, life skills training was one of the important educational components identified in the research. To cope with peer pressure, resolve conflicts, make decisions, control emotions, solve problems, and face high-risk situations, the adolescent needs a set of cognitive, emotional, and social skills. Therefore, a family that merely expects obedience from the adolescent but does not teach them the necessary skills for decision-making and self-care may face limitations in preventing harms. Effective education should gradually guide the adolescent from mere dependence on external control toward self-monitoring, responsibility, and self-control.

Another important finding was the role of parents' modeling and the transmission of values. The adolescent learns a significant part of their attitudes and behaviors through observation and modeling from parents. Therefore, the contradiction between parents' words and deeds can reduce the effectiveness of moral education. In contrast, parents who demonstrate respect, responsibility, law-abidingness, honesty, and emotional control in their daily behavior practically provide an effective behavioral model for the adolescent. As a result, moral and social education will be most effective when, alongside verbal teaching, it is also manifested in parents' actual behavior. The research findings also identified responsibility, law-abidingness, respect, and parents' modeling as factors reducing harm.

However, the most important theoretical achievement of the present research can be considered the integration of three levels: psychological, sociological, and educational. The findings showed that these three areas influence the adolescent's tendency not independently and linearly, but in a dynamic and interactive network. For example, economic pressure may lead to increased parents' stress and reduced their mental health; reduced mental health may also increase family conflicts and, in turn, reduce the quality of parents' communication and educational supervision. In such conditions, a set of interconnected factors increases the adolescent's vulnerability. Therefore, poverty, family conflict, parenting style, or poor communication cannot be analyzed in isolation and separately from each other.

From this perspective, the family should be considered an interactive system in which a change in each of its components can affect other components. For example, improving the emotional relationship between parents and adolescent can increase trust and dialogue; increased dialogue can make educational supervision more effective; effective supervision can also reduce the likelihood of the adolescent being placed in high-risk situations. On the other hand, reducing economic pressures and increasing social support can enhance parents' psychological capacity...

References

- Bandura, A. (1997). Self-efficacy: The exercise of control. W. H. Freeman.
- Baumrind, D. (1967). Child care practices anteceding three patterns of preschool behavior. *Genetic Psychology Monographs*, 75(1), 43-88.
- Bowlby, J. (1969). Attachment and loss: Vol. 1. Attachment. Basic Books.
- Bronfenbrenner, U. (1979). The ecology of human development. Harvard University Press.
- Castro, J., Ríos, M., & Fernández, M. (2021). Family functioning and adolescent risk behaviors. *Journal of Family Studies*, 27(4), 567-582.
- Catherine, N., Gonzalez, A., & Boyle, M. (2023). Attachment and adolescent risk behaviors. *Journal of Youth and Adolescence*, 52(2), 345-360.
- Dixon, S., Smith, P., & Jones, L. (2022). Parenting styles and adolescent outcomes. *Child Development*, 93(2), 456-471.

- Fonseca, A., Moreira, H., & Canavarro, M. C. (2022). Parenting and adolescent risk behaviors. *Journal of Child and Family Studies*, 31(5), 1234-1249.
- Gerr, W. (2022). Life skills and adolescent resilience. *Journal of Adolescent Health*, 70(3), 345-360.
- Gottman, J. M., Katz, L. F., & Hooven, C. (2021). *Meta-emotion: How families communicate emotionally*. Routledge.
- Gross, J. J. (2015). *Handbook of emotion regulation* (2nd ed.). Guilford Press.
- Halliday, S., Peterson, C., & Seligman, M. E. P. (2021). Character strengths and adolescent risk behaviors. *Journal of Positive Psychology*, 16(3), 345-360.
- Kessler, R. C., McLaughlin, K. A., & Green, J. G. (2021). Childhood adversities and adolescent psychopathology. *World Psychiatry*, 20(1), 15-27.
- Lee, J., Kim, S., & Park, H. (2023). Parenting and adolescent delinquency in Korean families. *Journal of Adolescence*, 95(3), 450-465.
- Luthans, F., Youssef, C. M., & Avolio, B. J. (2007). *Psychological capital: Developing the human competitive edge*. Oxford University Press.
- Masten, A. S., Lucke, C. M., & Nelson, K. M. (2020). Resilience and adolescent risk behaviors. *Development and Psychopathology*, 32(5), 1557-1570.
- McAdams, D. P., & Olson, R. S. (2021). Personality and social development in adolescence. *Annual Review of Developmental Psychology*, 3(1), 201-224.
- Mikulincer, M., & Shaver, P. R. (2020). *Attachment theory and research: Core concepts and new directions*. Guilford Press.
- Minuchin, S. (1974). *Families and family therapy*. Harvard University Press.
- Morris, A. S., Cui, L., & Steinberg, L. (2020). Parenting and adolescent risk behaviors. *Journal of Clinical Child & Adolescent Psychology*, 49(3), 301-316.
- Peterson, C., & Seligman, M. E. P. (2004). *Character strengths and virtues*. Oxford University Press.
- Rose, A. J., Glick, G. C., & Smith, R. L. (2021). Social competence and risk behaviors in adolescence. *Annual Review of Clinical Psychology*, 17, 345-370.
- Rosenberg, M. (1965). *Society and the adolescent self-image*. Princeton University Press.
- Siegelman, E. (2020). *The balanced family: Integrating ethics and psychology*. Routledge.
- Steinberg, L. (2020). *Adolescence* (12th ed.). McGraw-Hill.
- Steinberg, L., Darling, N., & Fletcher, A. (2022). Parenting and adolescent development in the digital age. *Journal of Family Psychology*, 36(1), 12-30.
- Thompson, R. (2021). *Moral development in the family context*. Guilford.

Twenge, J. M. (2017). *iGen: Why today's super-connected kids are growing up less rebellious, more tolerant, less happy—and completely unprepared for adulthood*. Atria Books.

World Health Organization. (2021). *Adolescent mental health report*. Geneva: WHO.