

Struggles and Motivational Stories: Reflective Experiences of a Student with Dysfunctional Family Relationship



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ABSTRACT: The family is considered the basic unit of society and portrays an important function as one of the main social institutions. However, the family system is confronted by challenges thus, suffers disintegration which results in dysfunctional family relationship. Numerous studies have been conducted exploring family relationships and how an unhealthy living environment could affect the well-being of an individual from properly portraying his or her vital role in society. This study also focuses the research process around what works, rather than trying to fix what does not. This study however aims to focus on the reflective experiences – the stories of struggles and motivation of an individual dealing with dysfunctional family relationship. The researcher utilized appreciative inquiry as the main design and used a single case study approach, in which the main participant faces a dysfunctional family set-up but still finds ways to live a productive life through engaging in the community. Through thematic analysis, the study revealed that individuals coming from dysfunctional homes are not always the ones who misbehave, are in conflict with the law, or become a rebel. Oftentimes, they value their life and develop their coping mechanisms to be a productive member of society. Through the narrative and experiences of the participant, this study has established that a dysfunctional home can also create and develop the most goal-driven and not disinterested in civic involvement and activities type of individuals.

KEYWORDS: Family System, Social Institutions, Dysfunctional family relationship, Struggles, Motivation, Coping Mechanism

I. INTRODUCTION

Social institutions shape the lives of people living together in a society. Barnes (2012) define social institutions as social structure and machinery through which human society organizes, directs, and executes the multifarious activities required by society for human need. One of its institutions is the family. The family is responsible for shaping a person's well-being. Burgess and Locke define family as a group of persons united by ties of marriage, blood or adaptation, consisting of a single household, interacting and inter-communicating with each other in their respective social rules creating a common culture. The family also has an important part for a child or a person to showcase initial socialization and provide education. Marples (2022) pointed out that family connections play a role for the children to feel accepted and learn their strengths and weaknesses while growing up in a safe environment. However, the family system is confronted with problems and sometimes suffers disintegration. This problem led to resentment and the rise of toxic patterns, thus causing dysfunctional family relationships. The dysfunctional family relationship had long-lasting adverse consequences affecting one's development (Alm, Laftman, Sivertson, and Bohman, 2020).

A dysfunctional family relationship is defined and characterized by conflict, misbehavior, unsupportiveness, and lack of genuine communication among family members. In a study published by the Journal of Family Psychology in 2009, manifestations of dysfunctional or poor family relationships include but are not limited to emotional consequences and depressive symptoms. If not intervened, this problem will expand and can create a total evidence pattern from the perspective of the person. However, this study centers its attention on an individual who amidst dealing with a dysfunctional family relationship, still manages to possess values and a growth mindset and continuously live a life not being influenced by the problem this study focuses on. Hence, in this context, the researcher aims to determine the reflective experiences of this student with dysfunctional family relationship. To be specific, this proposal focuses on the reflective experiences – the stories of struggles and motivation of an individual dealing with dysfunctional family relationship. There is a need to conduct this study because identifying the reflections and learnings will put the researcher in the best position to provide alternatives to the problem. In the case of the participant involved, determining the reflections and motivational mechanism despite having dysfunctional family relationships are the first steps in addressing the problem.

It is indeed a reality that while other children who grow up in supportive environments are more likely to form healthy, open relationships in their lives, others are sadly raised in an environment where yourself is the only source of emotional strength and

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support. At times, parents and caregivers may not understand that certain family dynamics are not healthy or do not have the tools to address these patterns. Later, these problems affect an individual's life or school performance. There is a great degree of variability in how interactions and behaviours occur within homes, and the pattern of these interactions forms the core of our family dynamic (Harkonen, 2017). This research can also be a big help in knowing why certain individuals behave the way they do and knowing their home situations will help us gain an understanding of differences that may result from cultural variances, family experiences, developed intelligences, and learning style. The above discussion is an indicator that dysfunctional family relationship is a problem lived by many. Hence, this research aims to focus on the reflective experiences – the stories of struggles and motivation of an individual dealing with dysfunctional family relationship.

II. STATEMENT OF THE PROBLEM

The main goal of this study is to direct its attention toward a student dealing with a dysfunctional family relationship. To obtain the essential knowledge, information, and data, this research seeks to answer the following question:

1. What challenges and struggles does the participant face because of their dysfunctional family situation?
2. How does the participant handle the difficulties brought in by living with a dysfunctional family?
3. Why does the participant maintain a positive outlook toward life despite his family conditions?

III. THEORETICAL FRAMEWORK

The theoretical underpinning of this study is the Family System Theory which is relevant to the problem under exploration and aims to focus on the reflective experiences – the stories of struggles and motivation of an individual dealing with dysfunctional family relationship. Family System Theory is defined as an approach to understanding human functioning that focuses on interactions between people in a family and between the family and the context(s) in which that family is embedded. Keer and Bowen (1988) stated that system theory is a theory of human behavior that defines the family unit as a complex social system, in which members interact to influence each other's behavior. With this, the researcher will utilize this theory to have a deeper understanding of the dilemma that is surrounding the family system. Since most people remain in contact with their families of origin throughout their entire lives, family systems theory acknowledges that the family plays a significant influence in both emotional and physical well-being throughout the life course. Families frequently have an impact on daily activities; they gather to celebrate and support one another in times of need. The idea that families are continuous entities with rules, ideas, and values that shape members through time is emphasized by family systems theory. A family system framework encourages professionals to acknowledge the multiple subsystems within a family that prioritizes family connections in addition to supporting the person with mental health issues. In this context, the researcher will utilize this theory as a support in which he will point out the importance of having an organized and healthy family system. Whether we look at the effects of a depressed parent on a kid, the risk factors for conduct disorder in children that bad parenting practices play, or the effects of spouses on one another, both clinical experience and a lot of research testify to the family's significant influence. According to Gurin, Veroff, and Feld's 1960 research, 42% of people who had sought professional assistance for psychological issues believed that their issues were related to marital issues, while another 17% believed that their issues were related to familial ties.

IV. SIGNIFICANCE OF THE STUDY

The result of this study is beneficial and significant to the following people:

The Participant. The results and consequences of this study directly benefit the person who participated in it. This will aid her in developing a more introspective understanding of her everyday circumstances, as suggested by the research's title. They can be inspired and energized by thinking about how daily events are influenced by many elements, such as particular family dynamics. Her feeling of purpose in life and well-being can be enhanced, and this will help her recognize and reflect on their path that despite having strained family ties, she still managed to learn to a high standard.

Family Members. Their realization that some family dynamics and patterns are unhealthy from the perspective of a member is another important aspect of this research project. The information gathered will enable them to meet the participant's emotional requirements and perhaps find the strength and resources to support them morally, financially, and mentally. They have a crucial role to play as a support system.

Government and Social Welfare Offices. This study will elucidate and help leaders make a collective decision for the genuine welfare of those who experience dysfunctional family relationships.

Future Researchers. If they want to learn more about dysfunctional families or the elements that influence family dynamics, this research will be a useful resource. The information and concepts offered here can be utilized as a benchmark for evaluating the applicability of their research. Additionally, this can be used as the foundation for research that helps students who have trouble with their family ties.

V. REVIEW OF RELATED LITERATURE

Our home atmosphere is a big factor in handling our emotional well-being. In a study by Jabbari and Rouster (2022), they define family dynamics as the patterns of interactions among relatives, their roles and relationships, and the various factors that shape their interactions. They also stated that family members play a role for each other as emotional, physical, and economic support and they are one of the primary sources of relationship security or stress. In line with this, it shows that if an individual experiences weak family dynamics, there is a possibility that it will affect his or her well-being, especially if he or she is a student who is required to continuously achieve quality learning. In their study, they found out that the factors affecting family dynamics include but are not limited to individuation, mutuality, flexibility, stability, clear communication, and role reciprocity. This only means that it is important to maintain interpersonal communications with our family members to continuously contribute and function as competent individuals in society. Children anticipate that their parents will be content and in love for the rest of their lives. When a parent separates, the kids are the ones who suffer the most. Children who grow up in broken homes suffer adverse effects. No of their age or developmental stage, this is a reaction to the traumatic experience of parental separation. Children are especially impacted by the social effects of divorce. The effects of parental separation or divorce remain difficult for children, regardless of their age (Eleoff, 2013).

A study about the positive experiences of students from broken families, their challenges, and their effect on their performance was discussed by a group of student researchers. They stated that a broken family set-up often pushes or creates a positive experience for a student to mature early in life and realize his or her potential to decide for himself. Lopez et al. (2018) mentioned that the solutions to the challenges vary with the level of difficulty students face. Some students find it difficult to cope with their problems; they do it by speaking up and expressing their ideas with their peers. Some people are becoming more capable of moving forward and accepting God. Even if one grew up in a dysfunctional family, reevaluating oneself can be accomplished through therapies that involve moving past traumatic experiences from childhood and appropriately engaging with one's current family (McCormack et al., 2017). Tus (2020) noted that despite the difficulties, the teachers at the school manage to keep the students interested and encourage them to give their best effort. On the implications of their study, they found out that (1) Most of the students from broken families are greatly challenged by financial, emotional, mental, social, and behavioral problems that contribute to their poor academic performance. (2) Most of the students who have divorced (separated) parents are inattentive and limited. They almost never give students the time, attention, or financial support needed to cover living expenses and tuition. (3) Children from broken homes manage by being self-reliant and upbeat about their circumstances. (4) Despite their difficult upbringing, students from dysfunctional families benefit from favorable experiences, particularly in terms of personal development and fostering deeper relationships. (5) Many positive experiences were found in the study compared to previous studies because of the confirmation of the variety of cultures.

Another study has revealed the links between parent-child literacy activities, socio-economic status, and reading literacy. Hemmerchts, Agirdag, and Kavadias (2017) used data from the 2006 wave of International Literacy Research Progress (PIRLS) on 43,870 students with an average age of 10 years in 10 Western European regions and found a positive association between early parental involvement in literacy activities before elementary school and an enhancing level of reading literacy and parental education. They found that children from families of lower socioeconomic status had lower reading literacy and reading attitudes compared to their peers from families of higher socioeconomic status. They experienced later involvement of parents in literacy activities in the fourth year of their formal education. Parents' late involvement in literacy activities was an adjustment for worse or better reading literacy during primary school. In line with this and going back to the Family System Theory, each family member indeed plays a supporting role to every other member. Socioeconomic conditions hinder parents from fully supporting their children due to reasons. But studies however revealed that regardless of socioeconomic status, parental involvement still plays a pivotal role in a child's academic success. In a study titled Relations and Communication in Families of Children with Externalizing Behavior Problems, they revealed that students with externalizing behavior problems live in family types that have low family connection quality, which is defined by weak connectivity and adaptation, poor communication, and discontent with the family. In other words, these families have trouble functioning. In family types such as the flexibly unbalanced type, a chaotic disengagement type, and unbalanced type, there is a low level of healthy and a high level of problematic behavior in which either one person dominates, or the family relationships are disorganized.

A study found practical guidelines for parents and teachers to consciously and intentionally create an effective learning environment and cultivate student learning normative consciousness and behaviors to foster their engagement in e-learning (Gao et. al, 2021). They highlighted the fact that family members must increase their children's family support by creating a learning-friendly environment in the home, displaying positive emotions, demonstrating their ability to assist their children, emphasizing the importance of learning normative consciousness and behaviors, and encouraging dedicated and efficient learning. Going back to the functionalist role of the family when it comes to education, the family must portray their roles well in supporting members regarding their education. The mediating role of self-efficacy in the association between family support and student e-learning engagement under social cognitive theory (Bandura, 1997) and self-efficacy theory, which means that promoting family support as a way to improve students' sense of self-efficacy could help students put more energy into e-learning.

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Family is the first foundation on which we have the means to develop into a complete human being. It is said that the family has a major role in shaping a child into a useful and socially productive person. A happy, healthy family is everyone's dream, but due to differences, some people cannot realize this dream. When unexpected differences arise, many families tend to break up, causing family members to separate, leading to family breakdown. Family is the foundation of an individual, responsible for that individual's development. An individual's personality and outlook as a member of society are strongly influenced by the family. Having a complete, happy family is one of the most common goals when facing challenges and difficulties that may arise (Saikia, 2017).

VI. METHODOLOGY

A. RESEARCH DESIGN

The researcher employed a qualitative research design. This study will utilize the Appreciative Inquiry research design. It aims to identify good practices, design effective development plans, and ensure implementation. It focuses the research process around what works, rather than trying to fix what does not. AI therefore presents an alternative to the problem-solving approach underpinning action research and offers an affirmative approach for evaluating and envisioning future initiatives based on best practice. The researcher will use a single-case study approach to examine the problem. It is defined as an evaluation method to rigorously test and analyze a relatively small sample size, particularly one. A tiny non-random sample is thoroughly examined as part of a single case study research design. This design emphasizes depth. This feature sets case study research apart from other types of research plans that view each case as a relatively unimportant and interchangeable component of a population or sample.

B. RESEARCH LOCALE

The study will be conducted at the residence of the selected participant. The researcher found the locale appropriate for the study to further examine and validate the information that will be provided by the participant.

C. PARTICIPANT OF THE STUDY

The main participant that is under examination is a 20-year-old female student of an academic institution. The first-hand experience of the researcher, the participant deals with a dysfunctional family relationship, her parents are no longer in her life and it is only she and her siblings who live at home. She experiences ineffective communication with the members and receives ruthless criticism but regardless of facing such circumstance, the participant possesses values and is a member of a youth organization that actively helps the society.

D. DATA COLLECTION METHOD

In collecting the extensive data needed for the study, establishing trust with the participant is important. Then, the researcher will utilize the in-depth interview as the primary collection method as it will allow the participant to share her reflective experiences in the deepest and most meaningful way possible. The researcher will also gather multiple sources of evidence, such as the people surrounding the participant, concerning the problem under study. In several instances, it is also important for the researcher to spend an extended period on-site and regularly interact with the participant who is under observation. Recording the atmosphere of the physical environment where the participant is coming from and identifying historical, economic, and social factors that contribute to the situation will also be collected as a source to further explore and study the problem affecting the participant.

E. DATA ANALYSIS

After the face-to-face interview, the outcomes of the study will be processed by using thematic content analysis. This method of data analysis classifies data according to themes, concepts, or similar features by extracting the essential and significant meanings from the large amount of data collected (Braun & Clarke, 2006 as cited by Kiger & Varpio, 2020). A qualitative approach was utilized in this study using an Appreciative Inquiry framework. For this study, the 4-D cycle/model was used (Discover, Dream, Design, Destiny) as a guide.

F. ETHICAL CONSIDERATION

To maintain ethical standards in research behavior, the researchers provided the following precepts for the responsible conduct of this study:

- The participant was provided with anonymous and pseudonyms for security purposes.
- Concerning the gathered data, it must be recorded and analyzed professionally. Fabricating or misrepresenting data must be avoided to ensure accuracy and validity.
- The informed consent agreement emphasizes the participants' voluntary involvement in the research, the rationale & the process of gathering the data, and the mechanisms to ensure data privacy and confidentiality
- Per data privacy laws and research ethics, the researchers are obliged to protect the personal information of the participants and ensure that personal data will remain confidential between the researchers and the participants.
- Participants will have the freedom to withdraw whether they will participate or not, specifically in the conduct of the data collection.

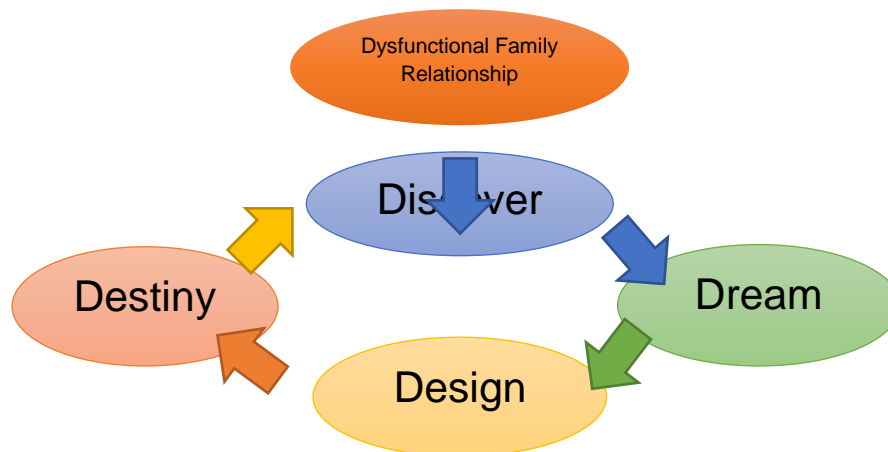
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VII. PRESENTATION AND ANALYSIS OF DATA

A qualitative approach was utilized in this study using an Appreciative Inquiry framework. For this study, the 4-D cycle/model was used (Discover, Dream, Design, Destiny).

The Appreciative Inquiry Model

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The respective actions that are conducted in each phase were analyzed and summarized below:

1. Discover Phase – The part in which it will use dialogue and structured interview between the participant and the researcher, this phase investigates the performances and past experiences of the participant through narratives, observations, or storytelling and be able to discover successes and strengths.
2. Dream Phase – Utilizing experiences and reflections, this is the phase in which it allows the participant to imagine with regards to their life or where she would envision herself in the future.
3. Design Phase – Combining stories from Discovery and imagination from Dream, this phase creates the structure and plans to move things forward.
4. Destiny Phase – This phase builds on the Dream and Design phases to create arrangements that maintain momentum for those involved.

The following steps and activities were conducted in each phase of the Appreciative Inquiry Framework:

DISCOVER PHASE. The researcher met with the participant several times to establish rapport and be able to have a solid and genuine flow of interaction with each other. In this first phase of AI, the initial interview was conducted and observations happened shortly after. Through questioning, experiences were recalled and reflections were gained from the participant who experienced dysfunctional family relationships. The questions were from the research instrument created by the researcher, with the follow-up depending on the response. The participant talked about her experiences of having a dysfunctional family using Waray, a language that she felt more comfortable with when describing. The whole interview was recorded through a voice recorder and was then transcribed and translated into English by the researcher. When the transcripts were verified, the initial analysis of data started. The observation conducted after the interview at the residence of the participant added support and validity to the entire data process. Thematic analysis was utilized to identify the participants' strengths and successes regardless of being in a dysfunctional family. Thematic analysis was used, and the coding of items was allowed for categorization and the identification of emergent themes (Miles, Huberman, & Saldana, 2014).

DREAM PHASE. The Dream phase of the data collection process occurred during the observation conducted at the house of the participant. Alongside the observation, the researcher asked questions to the participant on what might be possible to happen in her life. The status quo was challenged by envisioning a more valued and vital future.

DESIGN PHASE. Analysis of data from the themes identified from the Discover phase and observation from the Dream phase will be in this part of the AI model.

DESTINY PHASE. The final phase was Destiny and it involved the overall findings, summary conclusions, and recommendations of the study.

With the qualitative nature of this study, the data were analyzed using in-depth analysis grounded by the Appreciative Inquiry Framework. The analysis was guided by the 4D cycle namely Discover, Dream, Design, and Destiny. For the first step, the thematic analysis was utilized. It is defined as a method for analyzing qualitative data that entails searching across a data set to identify, analyze, and report repeated patterns (Braun and Clarke 2006). It is a method for describing data, but it also involves interpretation in the processes of selecting codes and constructing themes. It starts with 1) familiarizing the data, 2) generating initial codes, 3) searching for themes, 4) reviewing themes, 5) defining and naming themes, and 6) producing the report. During the analysis, there were (5) five main themes that were identified in this study. The identified themes were also direct answers to

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each research questions. For SOP/Research question 1, two main themes were identified namely Toxic Patterns and Complicated set-up. SOP/Research question 2, the themes present were Active Involvement and Coping Mechanism, and the dominant theme for SOP/Research question 3 is Valued Future.

Theme 1. Toxic Patterns

Toxic Patterns at home result in dysfunctional situations. Specific familial behaviors caused the rise of toxic patterns, thus affecting the system of the family. Toxic patterns are often characterized by repeated and mutually destructive modes of behavior. In the collected data, the participant revealed unhealthy and toxic patterns that cause dysfunctional family relationship.

Responses:

Ha balay diri ko nagigios, kun бага kuan la ak ha amon, bagan waray la ba, bagan diri gud ak as in nakikita (In our house, I feel like my presence is not really valued or appreciated).

Pero an kuan la ngayan paghingadto ha balay, ito ngani na pipinangisog hira, ha text sugad. Bisan pangumusta ha imo kun guol ka ba iskwelahan, diri ito hira (But in reality, when I arrived at home, they just scold me for no reason. Even asking if you are tired from school, they do not usually do it).

Like nak yakan, suffocating. Pero gintatanggap ko nala na diri na magbabago (Like I said, it is suffocating. But as time goes by, I am just slowly accepting the fact that they are just the way they are).

Kun бага karuyag ko ipakita nira ha akon na they care for me, na may pakialam hira ha akon tapos may balak ba hira magbago or magsorry ha akon kay mayda kasi nira pinanyakan na something na as in maulol (All I want is they show me that they care for me, that they value me as a person and I would like to ask if they have plans to change their toxic behaviors or even apologize to me because they have said a lot of things that have hurt my feelings).

Pero kun sugad talaga kagabihon, ngada nagtitikang kay ngada man nagkakatirimpok saypa kun sugad diri maupay modo tim mga bugto kun kuan, may problema hira imbis na igkuan nira bagan ig keep nala nira, kun бага pipinangisog nala (However during nighttime, problems usually start their because all of us is there, also, when your siblings are in a bad mood or every time they have problems, instead of keeping it to themselves, they spit it out and start getting mad to everyone at the house.)

The participant clearly stated in her responses the small acts that would result in bigger issues. These unhealthy and toxic patterns create a huge impact on her life as they cause her to hold grudges and collect unanswered questions created by her day-to-day interaction with her family. According to her, her family would approach her negatively for no reason which is an indication of an unhealthy family relationship. Fern Schumer Chapman, author of *Brothers, Sisters, Strangers: Sibling Estrangement and the Road to Reconciliation*, believes that there is this expectation that siblings will have to sustain relationships for all of their lives, however, if a toxic person is the product of a toxic environment themselves—so they often aren't even aware of their harmful patterns.

Theme 2. Complicated set-up

Family complexities are best illustrated when the structure of the family is not normally seen in society. When the traditional nuclear family, consisting of the mother, father, and siblings, faces enormous life challenges, the structure is also affected thus resulting in a complicated set-up at home. For example, in families where a child's biological parents do not reside together, they may or may not have re-partnered (forming step or blended families), and/or siblings are present who do not share the same parents. Cherlin (1978) characterizes complicated family set-up as an "incomplete institution" because the norms and expectations involved in this family type are not clearly defined. In the interview, the participant shared her experiences of having a complicated and dysfunctional family setup.

Responses:

It makuri kay napapaligiran ak sugad na mga tawo. Kun sugad ito pirme it im ginkakaatubang bagan it imo nala gusto is magpahirayo nala, bagan nakakasuffocate gad (The challenge is that I am surrounded by those type of individuals. If your face with those type of people, the best thing to do is stay away from them, because it is honestly suffocating.)

Kuan, complicated tas diri gihapon kami oriented ha usa't-usa (Complicated and we are also not oriented towards each other.)

Tas gusto ko la ighangyo ha ira na it ira sorry, bagan ma realize nira it ira sala (All I want is an apology and for them to realize their mistakes.)

The participant witnessed as she was growing up in the complex set-up of her family. According to her responses, having no parents guiding them resulted in difficult situations and created a suffocating environment. Studies also revealed that less family orientation creates tension among members and may lead to the rise of toxic behavioral patterns.

Theme 3. Active Involvement

Stigmas surrounding people coming from dysfunctional families are not new in the eyes of society. Oftentimes, these individuals are labeled as a threat or might cause social disorders due to complex family setups or the harsh environment that these people live in. This study however shifts the narrative or perspective from the individuals who despite having dysfunctional family relationship still manages to be relevant member of society.

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Responses:

Oo, nakakabulig hiya ha akon in some ways to be who I am right kun baga kun di ako adto nafaface, pamati ko diri ako yana active na nabulig hin mga organization sugad iton (Yes, my situation helps in some ways to be who I am right now as a person like probably if I am not experiencing those problems, I would not be able to divert my attention towards joining in different organizations.)

Amo na adto. Bumulig ako ha JJC kay gusto ko mabuligan it iba na tawo sugad may bagyo, kun karuyag ko maghatag mga relief goods tapos makabulig liwat ha pagtatanom, paglilimpyo ha surroundings sugad iton (Like I said, I joined JJC because I want to help those who are in need, for example there is a typhoon, I want to help in giving relief goods and I also want to help nature, like planting or by simply cleaning the surroundings.)

Tapos ha ikswelahan liwat bulig gihap ako it kanan organization of officers sugad iton. So ngadto nahahatag ko tanan (And then in school, I am also a member of the organization of officers. Through that, I can give everything I had.)

The responses of the participant indicate that she does not want to be affected by her situation. Contrary to a person coming from a complex family set-up who misbehave and is losing direction in life, the participant wanted to be socially active as much as possible through participating in society. Through actively engaging in the community, the participant developed her social and interpersonal skills and prevented herself from suffering in distress caused by her dysfunctional family relationship.

Theme 4. Coping Mechanism

Coping is defined as the thoughts and behaviors mobilized to manage internal and external stressful situations. When we experience distress, it is our strategy as humans to divert our attention to other things and respond to this stress. The coping mechanism can be categorized as reactive coping (a reaction following the stressor) and proactive coping (aiming to neutralize future stressors). The following are the responses/coping mechanisms of the participant in dealing with dysfunctional family relationship.

Responses:

Diri ko nala ginpapansin. May mga times talaga na kailangan diri mo nala pansinon para diri ka maging disrespectful ha ira (I just ignore them. There are times that you just have to ignore them for you to be not disrespectful towards them.)

Diri nagud ak kasi nagiinukoy ha balay and karuyag ko damo nak ginbubuhay para bagat makaiwas ha balay. Nadiri ako na mag-inukoy la ha balay kay damot yakan (I don't spend most of my time at home and I like to do a lot of things for me to escape home. I don't like staying at home because they have a lot to say.)

Kuan, yana mas okay hiya kay kay as what I've said earlier diri man gud ako adto yana ha balay pirme so bagan naleless an kuan problema ha balay (Right now, it is quite better because as what I've said earlier, I don't spend most of my time at home so fewer problems usually occur.)

Amo na adto. Dadamo tak ginbuligan na mga organization, na makakaiwas ha akon ha pag-inisip ha akon family. Ginkukuan ko talaga na maging aktibo ako kay nadire ako nga it akon huna-huna nga pirme adto tak family so ginkukuan ko talaga tak self na mag-engage ha iba na butang (Like I said, I am a member of various organizations that helps divert my attention from my family. I really encourage myself to be active as much as possible because I don't want to keep on thinking about my family so it is my coping mechanism, to engage in other things.)

Kun ha friends, dedescribe ko hira nga an akon strength. Hira an akon, kumbaga mayda times kasi sugad may problems ha family, naiistorya ko man gihap ha ira (With my friends, I can describe them as my source of strength. There are times that every time I have family problems, I can share it with them.)

The participant shared several coping mechanisms in dealing with the dysfunctional family relationship she experiences every day. Having an unhealthy environment around her, she describes that escaping home and talking to her friends is her strategy to deal with the problems she faces. She also engages in the community and joins organizations. Her responses also indicate the toxic patterns and the complex set-up in her home, as described in themes 1 and 2.

Theme 5. Valued Future

A secure future is often uncertain in a dysfunctional home. Individuals would not work through and just accept the situation they are currently in. However, others would work hard and will not let their situation distract them from achieving a better life. The participant shared during the interview as to why she values her future despite being in a dysfunctional family.

Responses:

Amo adto, nagiging brave ako tungod ito na nafaface ko kay kun baga ito na akon na nararanasan yana bagan gusto ko ig, someday igkuan ishare gihap kay bangin makabulig gihap ha iba (Like I said, I become braver because of what I am facing because those things that I experience, I want to share it caused it might just help.)

Kay maaram ako na may ikakabago gihap ito nira nga kuan, ngan usa pa diri man iton kuan forever nga ada ak ito ngada. Mayda times nga makagraduate ako tak course, na makakahirayo man gihap ako ha ira (Because I know to myself, hopefully,

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they are still capable of change and one more thing, I won't stay there forever. If I graduated from my course, I can live on my own and stay away from them.)

Kan tatay ngan akon nanay. Even though tak mother yana waray na, ginkukuan ko la gihap an akon promise kan nanay na someday makakatapos ako sugad iton tapos mabubuligan ko hira even though it ira pagturing ha akon is iba . So tak iniisip nala hi tatay bubuligan ko hiya kay maaram ako dako iya sacrifice ha pagbulig ha akon (To my father and mother. Even though my mother already passed away, I want to fulfill my promise to her that someday, I will finish my studies and help my family even though that's how they treat me. I just also thought of my father, I want to help him because I am aware of his sacrifices.)

Karuyag ko nala mag ibang landas nala ba pero kun naiisip ko adto, naiisip ko liwat an akon promise an akon mother (I want to take on a different path but at those times, I always thought of my promise to my mother.)

The responses indicate the way that the participant values her life, future, and dreams. Despite being in a dysfunctional family, she does not let it affect her but instead uses it as a coping mechanism to create a valued future. By assessing her situation, the participant was able to develop and reflect on how she needs to show up for her life and be able to possess the right number of individual values such as enthusiasm, humility, engagement in society, and personal fulfillment.

VIII. DATA ANALYSIS AND DISCUSSION

The various themes are illustrated to narrate the three Statements of the Problem (SOP). Whereas, theme one and theme two answers answer the first SOP while themes three and four answer the SOP number two. Theme five on the other hand is a response to SOP three.

The responses of the participant in the first theme, *toxic patterns*, indicate the unhealthy and dysfunctional relationship she had with her family. According to her, it is suffocating and affects her mental well-being. However, the participant showed resilience and did not let the adversity she faced affect her role in society. In an article by Pearce and Davis (2021) entitled *Fostering Resilience through Executive Functions*, they defined resilience as a factor that allows a child to have an adaptive response to hardships even when exposed to a toxic environment or adversity. Having resilience, specifically in dysfunctional homes, is truly a necessity as it helps in balancing unpleasant events with coping mechanisms to get through unpleasant situations. The data collected also shows how the participant lacks emotional support from the family members, in which a study by Alm et al highlighted that a safe and supportive family environment during upbringing is likely to provide the child with emotional security and a sense of social integration which are conducive elements for a healthy development.

The second theme, which is *complicated set-up*, is another problem that the participant faces in her everyday life based on her responses. Family complexities can be defined as factors affecting the structure of the family, resulting in a complicated and dysfunctional set-up. Özyürek and Tezel-Şahin (2005) believe that the healthy growth and development of the children depends on the positive, consistent, and loving attitude of the family members since the family is an important environment for children where they gain their first social experiences. The majority of the response of the participant also revolves around the concept that family members must also recognize their toxic traits to lessen the complex situation at home. In an article written by Waters (2021), self-awareness is a key element in understanding how our family roles impact us and our work. Members must be self-aware so that they can focus on themselves and reflect on how their actions, thoughts, or emotions do or don't align with the internal standards.

Theme three narrates about breaking barriers and stigma despite being in a dysfunctional family. The participant is an active member of a youth organization, in which the United Nations believes that young people are a major human resource for development and key agents for social change, economic growth, and technological innovation. Dysfunctional homes can create two types of youth in society. Livingstone (2008) identifies them as someone who could be detached and disconnected from the society or governmental institution services and they are often apathetic, politically discouraged or lack commitment with regards to community involvement. On one hand, dysfunctional homes can produce the total opposite. Studies by Castells, 2012; Lobera & Rubio, 2015; Lüküslü & Walther, 2020 stated that some youth prefer to use other forms and participation and therefore, they are not apathetic or alien to civic engagement. The participant, through active engagement and involvement, improves her socialization skills and limits herself from experiencing distress or any mental problems.

The fourth theme discusses the different coping mechanisms that the participant uses in dealing with dysfunctional family relationship. Lazarus and Folkman (1984) defined coping as, "...constantly changing cognitive and behavioral efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the resources of that person" (p. 18). The participant was aware of the fact that peace of mind is impossible to achieve in the state of her home. Therefore, she developed simple strategies to cope, such as going outside for a walk or participating in the organization she is a part of. Campbell (2022) stated the importance of coping and that is they functions as a way to bring us back into homeostasis. This necessitates exerting more effort and energy than what is required in ordinary activities. The participant also asserted in theme four the value of her friends as her source of comfort and strength. Science journalist Lydia Denworth in her book *Friendship: The Evolution, Biology, and Extraordinary Power of Life's Fundamental Bond* stated that friends are special because of the intimacy, support, equality, and emotional ties they provide.

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The fifth and last theme is about having a valued life and future regardless of being in a dysfunctional family. Having no parents growing up, the participant developed a healthy mindset of not letting herself be affected by the situation she faces but instead focusing on her goals to achieve a better life. Negative effects or sometimes stigmas always surround those who belong to dysfunctional homes. Desk (2015) stated that lifestyle changes and the instability of a broken family can contribute to poor educational outcomes. This poor academic progress can stem from several factors, including instability in the home environment, inadequate financial resources, and inconsistent routines. However, this is not always the case for those living in a dysfunctional home. Tus (2021) stated that despite coming from traumatic backgrounds, individuals from dysfunctional homes obtain valuable experiences, particularly in terms of personal growth and establishing deeper relationships.

CONCLUSIONS

As the family system continues to encounter inevitable challenges, it is the members who are the most impacted. It is essential to understand that these adversities affect one's well-being and may limit him or her from contributing meaningfully to society. However, through the narrative and experiences of the participant, this study has established that a dysfunctional home can also create and develop the most goal-driven and not disinterested toward civic involvement and activities type of individuals. Utilizing a reflective approach, the participant was able to assess the situation in their home and realized that certain family dynamics and behaviours create unhealthy patterns, thus affecting her relationship with others. However, she was able to develop her coping mechanisms, one of which is participating in a youth organization, which is an indication that regardless of our family background, there are no needed qualifications to actively participate in society. We also break down the stigmas in this study surrounding children coming from dysfunctional homes, in which sometimes they tend to misbehave, be in conflict with the law, or become a rebel. The participant has proven that regardless of her situation, she values her future and is determined to finish her studies. In line with this, based on the results and findings of the study, the following conclusion has been made:

1. One of the difficulties and conflicts brought on by a dysfunctional family relationship is the emergence of toxic behavioral patterns, which produce an uncomfortable and stifling living environment. The family system is impacted by this condition, and the participant was able to increase her resilience and cultivate the belief and mindset that would not jeopardize her safety and well-being.
2. The participant manages her circumstances and challenges by actively participating in society as a young member of an organization. As a coping strategy, she does this to prevent herself from doing negative things and minimize the problems she has at home.
3. Not everyone who is a product of a dysfunctional home misbehaves or loses direction in life. The participant is an example that we should not let our home situation or circumstances hinder us from contributing meaningfully to society, as long as we live with an open mind and dedicated soul.
4. The participant prioritizes the importance of having a secure future regardless of the circumstances she faces in the present through living with a positive outlook in life. She continues to obtain valuable experiences, particularly in terms of personal growth.

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