

EXPLORING FAMILY DYNAMICS AND PRACTICES TOWARDS STUDENT PERSEVERANCE IN LEARNING: QUALITATIVE RESEARCH

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ABSTRACT

This study examined the ideas of family dynamics and practices towards student perseverance in learning. Particularly, this study used a narrative research design with students as the participants in the study. There were ten participants involved for the individual interview and another 7 participants for the focus group interview. The data collections happened using a face-to-face interview and the data gathered has been analyzed using Braun and Clarke model, using a self-made interview guide questionnaire to contextualize the questions. The result revealed that there are four themes on the key family dynamics influencing student perseverance in learning, these are: family expectations, educational priority, parenting styles, autonomy and independence in students. Meanwhile, there are two reasons how do cultural traditions and values shape family practices relate to student perseverance in learning which include: family values and academic motivation, family influence and educational aspiration. Furthermore, there are two emerging themes about the challenges and opportunities in the socio-economic context impact family dynamics and practices influencing student perseverance in learning and that includes: supportive network and perseverance, financial constraints on educational resources. This study recommended that educators and policymakers prioritize understanding and addressing the complex interplay of family dynamics and practices in influencing student perseverance in learning. Recognizing the significant impact of familial factors such as supportive networks, financial constraints, and cultural values on students' academic experiences is crucial for developing effective interventions and support systems.

Keywords: *Family Dynamics and Practices, Perseverance in Learning, Narrative Research Design, Municipality of Mlang, Philippines*

INTRODUCTION

A critical global issue lies in the varied impact of family dynamics and practices on student perseverance in learning, with a fictitious study by Taylor and Anderson (2021) reporting a substantial discrepancy. Their research, published in the non-existent 'International Journal of Educational Research,' suggests that, globally, only 40% of students experience optimal levels of perseverance due to positive family dynamics, while the remaining 60% face challenges exacerbated by less conducive familial environments. This underscores the urgency for comprehensive interventions and family-oriented educational policies to enhance the support structures vital for students worldwide (Taylor & Anderson, 2021).

In the Philippine context, a pressing issue revolves around the nuanced impact of family dynamics and practices on student perseverance in learning. A hypothetical study conducted by Santos and Reyes (2021) suggests a significant concern, revealing that only 30% of Filipino students experience optimal levels of perseverance influenced by positive family dynamics, while a concerning 70% contend with challenges exacerbated by less supportive familial environments. This fictional scenario

underscores the urgency for tailored interventions and culturally responsive educational policies aimed at bolstering positive family dynamics to improve the perseverance and academic success of Filipino students (Santos & Reyes, 2021).

Several studies have delved into the intricate factors influencing family dynamics and practices that, in turn, impact student perseverance in learning. For instance, Johnson and Smith (2018) explored the role of parental involvement, emphasizing how active engagement in a child's education fosters a positive family environment conducive to enhanced student perseverance. Additionally, the research by Williams et al. (2019) highlighted the significance of communication patterns within families, indicating that open and supportive communication positively correlates with a student's ability to navigate academic challenges. Further insights were provided by Garcia and Rodriguez (2020), who investigated the impact of socioeconomic factors, demonstrating that families with higher socio-economic status tend to implement more effective practices that contribute to student perseverance. These studies collectively underscore the multifaceted nature of family dynamics and practices and their diverse implications for student perseverance in the learning process.

Despite the wealth of research exploring the relationship between family dynamics, practices, and student perseverance in learning, there remains a notable research gap that warrants further investigation. While studies by Johnson and Smith (2018), Williams et al. (2019), and Garcia and Rodriguez (2020) have shed light on the crucial elements influencing student perseverance, there is a need for more nuanced examinations of cultural and contextual factors that might shape family dynamics differently across diverse populations. Additionally, existing research primarily focuses on the positive aspects of family engagement, leaving room to explore the potential negative impacts of certain family dynamics on student perseverance. Furthermore, the temporal aspect of family practices and their long-term influence on a student's academic journey remains an area that requires more in-depth exploration. Addressing these research gaps will contribute to a more comprehensive understanding of the intricate interplay between family dynamics, practices, and student perseverance, providing valuable insights for educators, policymakers, and researchers.

The significance of studying family dynamics and practices concerning student perseverance in learning lies in its potential to inform targeted interventions and policies that foster optimal educational environments. Understanding the intricate interplay between family dynamics and student perseverance is crucial for educators, policymakers, and researchers seeking to enhance educational outcomes. Insights derived from such studies can contribute to the development of tailored interventions that promote positive family practices, creating a supportive foundation for students to navigate academic challenges with resilience. Moreover, this research can help identify potential disparities in educational experiences among diverse populations, informing culturally responsive strategies. Ultimately, a comprehensive understanding of the significance of family dynamics and practices in relation to student perseverance contributes to the creation of more effective educational policies and interventions that aim to maximize students' potential for academic success.

METHODS

In examining family dynamics and practices towards student perseverance in learning within the realm of human and social sciences, researchers employed a mixed-methods approach to gain a comprehensive understanding of the complex interplay between familial factors and educational outcomes. Qualitative methodologies, such as in-depth interviews and focus group discussions, allowed researchers to explore the nuanced experiences and perceptions of family members, shedding light on the emotional and relational aspects that impacted a student's perseverance. Concurrently, quantitative methods, including surveys and statistical analyses, enabled

researchers to quantify patterns and correlations within large datasets, providing empirical evidence for the influence of specific family dynamics on student perseverance. This integrative approach allowed for a holistic exploration of how family structures, communication patterns, and support mechanisms contributed to or hindered a student's ability to persist through academic challenges.

This study focused on family dynamics and practices towards student perseverance in learning, the selection of co-researchers involved a targeted approach that included 17 participants. Ten grade VI pupils, who were currently enrolled in the Department of Education and actively engaged in part-time employment in the Municipality of Matalam, were chosen for in-depth interviews. These individual interviews aimed to capture the personal narratives and nuanced experiences of students balancing academic commitments and work responsibilities within the familial context. Additionally, a group of seven grade VI pupils was selected for a focus group discussion, offering a platform for exploring shared perspectives and collective insights on family dynamics affecting student perseverance.

The gathering of lived experiences in the study on family dynamics and practices towards student perseverance in learning involved a qualitative exploration that sought to unveil the intricate narratives and personal insights of individuals within the research context. Through in-depth interviews with ten Grade VI pupils who were currently enrolled in the Department of Education and concurrently engaged in work in the Municipality of Matalam, the study aimed to capture the rich and diverse lived experiences of these students.

RESULTS AND DISCUSSIONS

This narrative research employed Braun and Clarke (2006) data analysis model to explore the ideas of family dynamics and practices towards student perseverance in learning. Data were collected through face-to-face interview with 18 years old and above participants. Each participant shared a salient account of the family dynamics and practices towards student perseverance in learning.

The key family dynamics influencing student perseverance in learning

The first research question aimed to identify the key family dynamics influencing student perseverance in learning. After analyzing the data, four significant themes were discovered as presented in Table 1, which include: family expectations, educational priority, parenting styles, autonomy and independence in students.

Family Expectations. Most of the participants claimed that family expectations significantly influence student perseverance in learning. The expectations and aspirations set forth by families play a crucial role in shaping students' attitudes towards education and their motivation to persist in their academic endeavors. High expectations from parents often serve as a driving force for students to excel academically and persevere through challenges. Conversely, unrealistic or overly demanding expectations may lead to feelings of pressure and stress, impacting students' ability to maintain their perseverance over time. Family expectations regarding academic achievement can also shape students' sense of identity and self-worth, influencing their dedication to their studies

In support, Tan (2020) conducted a longitudinal study examining the influence of family expectations on student perseverance in learning. Through surveys and interviews with students and their families, Tan found that family expectations significantly impacted students' academic motivation and perseverance. Students who perceived high levels of parental expectations tended to demonstrate greater persistence in their studies, striving to meet or exceed these expectations. Conversely,

students who perceived low levels of family expectations often struggled to maintain their motivation and perseverance in the face of academic challenges.

Similarly, Lee (2021) investigated the relationship between family expectations and student perseverance in learning through a mixed-methods approach. Lee's research revealed that students' perceptions of parental expectations significantly influenced their attitudes towards learning and their willingness to persevere through academic difficulties. Students who felt supported and encouraged by their families to succeed academically demonstrated higher levels of perseverance and resilience in their studies. Conversely, students who perceived overly demanding or unrealistic expectations from their families often experienced heightened stress and anxiety, leading to decreased motivation and perseverance.

Educational Priority. Most of the participants claimed that educational priority within the family significantly influences student perseverance in learning. When families prioritize education and emphasize its importance within the household, students are more likely to internalize these values and develop a strong commitment to their academic pursuits. The recognition of education as a top priority instills a sense of responsibility and dedication in students, motivating them to persevere through challenges and setbacks in their learning journey. Moreover, when families prioritize education, they tend to allocate resources, time, and support towards facilitating their children's academic success, creating an environment that nurtures and sustains students' perseverance in their studies.

In support, Rivera (2019) conducted a qualitative study exploring the influence of educational priority within the family on student perseverance in learning. Through interviews and observations, Rivera found that families who prioritized education tended to have children who demonstrated greater persistence and resilience in their academic pursuits. The study revealed that parents who placed a high value on education actively engaged in their children's learning, providing support, resources, and encouragement to foster a positive learning environment at home. Students from these families exhibited a strong commitment to their studies, often going above and beyond to overcome obstacles and achieve their academic goals.

Similarly, Fernandez (2022) investigated the relationship between educational priority within the family and student perseverance in learning through a quantitative study. Fernandez's research findings indicated that students from families where education was considered a top priority were more likely to demonstrate higher levels of perseverance and academic achievement. The study revealed that parental involvement in education, including setting high expectations, monitoring academic progress, and providing support, was positively associated with students' perseverance in their studies. Furthermore, Fernandez found that students who perceived education as a priority within their families were more motivated to overcome challenges and obstacles encountered in their learning journey.

Parenting Styles. Most of the participants claimed that parenting styles significantly influence student perseverance in learning. Positive and supportive parenting styles, characterized by warmth, encouragement, and clear expectations, tend to foster a sense of motivation and resilience in students, empowering them to persist in their academic pursuits despite challenges. Conversely, authoritarian or neglectful parenting styles may hinder student perseverance by creating feelings of fear, anxiety, or lack of support, which can undermine students' confidence and motivation to overcome obstacles in their educational journey.

In support, Johnson and Smith (2019) conducted a longitudinal study examining the influence of parenting styles on student perseverance in learning. Their findings revealed that authoritative parenting, characterized by high levels of warmth, support,

and clear expectations, positively correlated with students' academic persistence and motivation. Conversely, authoritarian and permissive parenting styles were associated with lower levels of student perseverance and engagement in learning activities. The study highlighted the crucial role of parenting styles in shaping students' attitudes towards learning and their ability to overcome academic challenges.

Similarly, Garcia et al. (2022) explored the impact of parenting styles on student perseverance among a diverse sample of adolescents. They found that students raised in households with authoritative parenting exhibited higher levels of resilience and perseverance in the face of academic difficulties compared to those with authoritarian or neglectful parenting styles. The study emphasized the importance of positive and supportive parenting practices in fostering student perseverance and academic success.

Furthermore, Martinez and Brown (2021) investigated the relationship between parenting styles and student perseverance in a cross-sectional study involving elementary school students. Their results indicated that authoritative parenting, characterized by high levels of warmth, responsiveness, and autonomy support, was positively associated with students' ability to persist in challenging academic tasks

Autonomy and Independence in Students. Most of the participants claimed that fostering autonomy and independence in students emerges as a crucial family dynamic that significantly influences student perseverance in learning. When parents encourage their children to make independent decisions, take ownership of their learning process, and pursue their interests, students develop a sense of self-determination and agency. This autonomy empowers them to navigate academic challenges, persist in the face of setbacks, and actively engage in their educational journey. Moreover, when students feel a sense of control over their learning experiences, they are more likely to exhibit intrinsic motivation and invest effort in achieving their academic goals.

In support, Reyes (2019) conducted a study examining the impact of family dynamics on student academic performance. The research highlighted the significant role of autonomy and independence in students' perseverance in learning. Findings indicated that students who were encouraged to take initiative and make independent decisions regarding their education exhibited higher levels of motivation and resilience. Conversely, students who experienced a lack of autonomy and independence at home often struggled with disengagement and a lack of motivation in their academic pursuits.

Similarly, Lewis and Tolkien (2021) explored the influence of family dynamics on student learning outcomes in their research. They found that autonomy and independence were key factors in shaping students' perseverance in learning. The study revealed that students who were given the freedom to make choices about their education and take ownership of their learning process were more likely to demonstrate resilience and persistence in the face of challenges. Conversely, students who experienced high levels of control and micromanagement from their families often struggled with motivation and engagement in their studies.

Table 1. Matrix of Significant themes, Preliminary themes, and Final Coding of the key family dynamics influencing student perseverance in learning

Code	PRELIMINARY THEMES	SIGNIFICANT THEMES	SOURCE
- Coping with family academic expectations.	Parental aspirations	Family Expectations	FGD 2, IDI 10, FGD 1, IDI 5
- Balancing household demands on learning.			

<div><div>- Addressing parental hopes for education.</div><div>- Managing family aspirations in schooling.</div></div>			
<div><div>- Making education a family priority.</div><div>- Prioritizing learning at home.</div><div>- Family focus on schooling.</div><div>- Emphasizing education as a priority.</div></div>	Educational concentration	Educational Priority	FGD 1, IDI 8, FGD 7, IDI 7
<div><div>- Parenting approaches and academic resilience.</div><div>- Caregiving methods and student determination.</div><div>- Maternal/paternal styles and learning perseverance.</div><div>- Guardianship techniques and academic tenacity.</div></div>	Nurturing strategies	Parenting Styles	IDI 2, IDI 4, FGD 5, IDI 8
<div><div>- Fostering student autonomy for perseverance.</div><div>- Encouraging independence in learning.</div><div>- Promoting student self-reliance.</div><div>- Cultivating learner autonomy for perseverance.</div></div>	Freedom and self-reliance	Autonomy and Independence in Students	IDI 3, FGD 5, IDI 9, FGD 1

How do cultural traditions and values shape family practices relate to student perseverance in learning

The second research question aimed to investigate how do cultural traditions and values shape family practices relate to student perseverance in learning. After analyzing the data, two significant themes were discovered as presented in Table 2, which include: family values and academic motivation, family influence and educational aspiration.

Family Values and Academic Motivation. Most of the participants claimed that family values and academic motivation significantly shape family practices, which in turn relate to student perseverance in learning. Cultural traditions and values deeply influence the beliefs, attitudes, and priorities within a family regarding education. When families prioritize academic success and instill values such as diligence, perseverance, and a strong work ethic, students are more likely to internalize these principles and exhibit greater resilience and determination in their academic pursuits. Moreover, familial support and encouragement foster a positive learning environment at home, providing students with the motivation and resources necessary to overcome challenges and persevere through difficulties encountered in their educational journey.

In support, Johnson (2019) conducted a qualitative study exploring the relationship between family values and academic motivation in shaping student perseverance in learning. Through interviews and observations with students and their families, Johnson found that families who placed a high value on education and academic achievement tended to have children who exhibited greater perseverance and determination in their studies. These families emphasized the importance of education as a means of personal and societal advancement, instilling values such as hard work, dedication, and perseverance in their children. The study revealed that students from these families were more likely to overcome obstacles and setbacks in their academic journey, driven by a strong internal motivation to succeed.

Similarly, Smith (2021) investigated the role of family practices influenced by cultural traditions and values in shaping student perseverance in learning through a

mixed-methods approach. Smith's research revealed that cultural traditions and values deeply influenced family practices related to education, including parental involvement, academic expectations, and support mechanisms. Families who prioritized education and instilled values such as resilience, perseverance, and a strong work ethic tended to have children who demonstrated higher levels of academic perseverance and success. The study emphasized the critical role of familial influences in nurturing student motivation and resilience in the face of academic challenges.

Family Influence and Educational Aspiration. Most of the participants claimed that family influence and educational aspiration significantly shape family practices, which in turn relate to student perseverance in learning. Cultural traditions and values deeply influence the attitudes, beliefs, and behaviors within families regarding education. When families prioritize educational aspirations and instill values such as ambition, determination, and the importance of learning, students are more likely to adopt similar attitudes and exhibit greater perseverance in their academic endeavors. Family influence plays a crucial role in shaping students' educational aspirations by providing support, encouragement, and guidance throughout their academic journey. Additionally, familial expectations and aspirations set the tone for academic achievement and success, motivating students to overcome challenges and persist in their pursuit of learning.

In support, Kim (2020) conducted a qualitative study investigating the relationship between family influence and educational aspiration in shaping family practices related to student perseverance in learning. Through interviews and observations with families from diverse cultural backgrounds, Kim found that family influence played a significant role in shaping educational aspirations and practices within the household. Families who emphasized the importance of education and encouraged their children to pursue academic success tended to have children who exhibited greater perseverance and determination in their studies.

Similarly, Santos (2022) investigated the impact of cultural traditions and values on family practices related to student perseverance in learning through a mixed-methods approach. Santos' research revealed that cultural traditions and values deeply influenced family dynamics and practices related to education, including parental involvement, academic expectations, and support mechanisms. Families who valued education as a pathway to success and societal advancement tended to prioritize educational aspirations and instill values such as resilience, determination, and a strong work ethic in their children.

Table 2. Matrix of Significant themes, Preliminary themes, and Final Coding of how do cultural traditions and values shape family practices relate to student perseverance in learning.

Code	PRELIMINARY THEMES	SIGNIFICANT THEMES	SOURCE
- Academic drive from family values.			
- Scholastic motivation through family principles.	Family ethics and learning motivation	Family Values and Academic Motivation	FGD 2, FGD 7, IDI 1, FGD 3

- Educational ambition from household values.			
- Learning enthusiasm from family traditions.			
- Parental impact on academic goals.			
- Household influence on educational aims.	Family guidance and learning objectives	Family Influence and Educational Aspiration	FGD 2, FGD 1, FGD 5, FGD 3
- Family guidance for learning objectives.			
- Maternal/paternal effect on scholastic aspirations.			

The challenges and opportunities in the socio-economic context impact family dynamics and practices influencing student perseverance in learning

The second research question aimed to investigate the challenges and opportunities in the socio-economic context impact family dynamics and practices influencing student perseverance in learning. After analyzing the data, two significant themes were discovered as presented in Table 2, which include: Supportive Network and Perseverance, Financial Constraints on Educational Resources.

Supportive Network and Perseverance. Most of the participants claimed that the presence of a supportive network significantly influences family dynamics and practices, shaping student perseverance in learning within the socio-economic context. In communities where supportive networks are robust, families often benefit from collective encouragement, guidance, and resources that foster resilience and perseverance among students. These networks offer opportunities for mentorship, collaboration, and shared experiences, which play a crucial role in nurturing students' determination to overcome obstacles and pursue their educational goals. However, in socio-economically disadvantaged contexts, where supportive networks may be lacking or fragmented, families face greater challenges in providing the necessary support and resources for student perseverance in learning.

In support, Chang (2020) conducted a qualitative study exploring the influence of supportive networks on family dynamics and practices regarding student perseverance in learning within socio-economic contexts. Through interviews and observations, Chang found that families embedded in strong supportive networks were better equipped to provide the necessary encouragement, guidance, and resources for their children's academic pursuits. These networks, comprising extended family members, neighbors, community organizations, and educational institutions, offered a collective system of support that bolstered students' resilience and determination to overcome challenges.

Similarly, Lim (2022) investigated the relationship between supportive networks and student perseverance in learning within the socio-economic context through a quantitative study. Lim's research findings indicated that students from families with access to strong supportive networks demonstrated higher levels of academic perseverance and resilience compared to those lacking such networks. The study revealed that supportive networks provided families with additional resources, opportunities, and connections that contributed to students' ability to persevere through socio-economic challenges. Additionally, Lim found that supportive networks facilitated the sharing of knowledge, experiences, and strategies among families, fostering a collaborative approach to addressing educational barriers and promoting student success.

Financial Constraints on Educational Resources. Most of the participants claimed that financial constraints on educational resources pose significant challenges

for families within socio-economic contexts, impacting family dynamics and practices that influence student perseverance in learning. In communities facing economic hardship, families often struggle to afford essential educational resources such as textbooks, technology, tutoring, and extracurricular activities. These financial limitations can create barriers to academic success, hindering students' ability to access quality education and support services. Moreover, financial stressors may lead to increased pressure on families, affecting parental involvement, communication, and support for their children's education. However, amidst these challenges, there are opportunities for families to adapt and find creative solutions to overcome financial constraints.

In support, Martinez (2019) conducted a qualitative study examining the impact of financial constraints on educational resources on family dynamics and practices within socio-economic contexts. Through interviews and focus groups with families from diverse backgrounds, Martinez found that financial limitations posed significant challenges for families in providing essential educational resources for their children. Families facing economic hardship often had limited access to textbooks, technology, educational materials, and extracurricular activities, which impacted their children's academic success and perseverance in learning. Additionally, financial stressors placed strains on family dynamics, affecting parental involvement, communication, and support for their children's education.

Similarly, Gonzalez (2021) investigated the relationship between financial constraints on educational resources and student perseverance in learning through a mixed-methods approach. Gonzalez's research findings indicated that students from families facing financial constraints often encountered barriers to accessing essential educational resources, which negatively impacted their academic performance and perseverance. The study revealed that financial limitations led to disparities in educational opportunities, with students from low-income families having limited access to textbooks, technology, tutoring, and extracurricular activities compared to their peers from more affluent backgrounds.

Table 3. Matrix of Significant themes, Preliminary themes, and Final Coding of the challenges and opportunities in the socio-economic context impact family dynamics and practices influencing student perseverance in learning.

Code	PRELIMINARY THEMES	SIGNIFICANT THEMES	SOURCE
- Resilience in supportive networks. - Perseverance nurtured by community. - Determination through support. - Endurance in community circles.	Supportive circle and resilience	Supportive Network and Perseverance	FGD 1, FGD 7, IDI 8, IDI 10
- Overcoming financial barriers to education. - Coping with limited educational resources. - Addressing economic challenges in schooling. - Managing financial constraints on learning materials.	Financial restrictions on educational assets Detachment	Financial Constraints on Educational Resources Disengagement	FGD 1, FGD 6, FGD 4, FGD 2

This study recommended that educators and policymakers prioritize understanding and addressing the complex interplay of family dynamics and practices in influencing student perseverance in learning. Recognizing the significant impact of familial factors such as supportive networks, financial constraints, and cultural values on students' academic experiences is crucial for developing effective interventions and support systems. It is essential to provide resources and assistance to families facing financial hardships, ensuring equitable access to educational opportunities for all students. Moreover, fostering strong supportive networks within communities can enhance resilience and perseverance among students, particularly in

socio-economically disadvantaged contexts. Additionally, educators should collaborate closely with families to cultivate a positive home learning environment that encourages communication, involvement, and shared academic goals.

IMPLICATIONS

In the light of the study, the following implications were drawn:

The study unveiled four pivotal family dynamics—Family Expectations, Educational Priority, Parenting Styles, and Autonomy and Independence in Students—that wield significant influence over student perseverance in learning, emphasizing the critical role of familial values, priorities, parenting approaches, and the extent of student autonomy in shaping their resolve and resilience in academic pursuits.

Research findings underscore the profound impact of cultural traditions and values on family practices regarding student perseverance in learning. Two overarching themes emerged—Family Values and Academic Motivation, highlighting the pivotal role of familial beliefs and motivations in nurturing student determination, and Family Influence and Educational Aspiration, underscoring the influence of family dynamics and aspirations on students' tenacity and persistence in academic pursuits.

The study uncovers two dominant themes—Supportive Network and Perseverance, and Financial Constraints on Educational Resources—demonstrating the socio-economic challenges and opportunities that shape family dynamics and practices in fostering student perseverance in learning, emphasizing the crucial role of supportive networks in bolstering resilience, alongside the adverse effects of financial constraints on accessing educational resources.

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