Understanding the Emotional Detachment of Adolescents from Their Parents: A Qualitative Study

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ABSTRACT

An individual's attachment is the foundation for their socioemotional development and their capability to establish and maintain meaningful relationships. In contrast, emotional detachment is a phenomenon that occurs when individuals find themselves lacking emotional attachment or connection towards other people. The present study aimed to understand adolescents' emotional detachment from their parents and what it entails to be emotionally detached. Previous studies have shown that the issue of children being emotionally detached to their parents persists to this day, and that it is a pressing matter that the child can be burdened with until adulthood. However, only a few have touched on the emotional detachment of adolescents, despite adolescence being a crucial period in an individual's life that comes with heightened sensitivity and vulnerability. Thus, the present study was conducted in search of answers to this question by interviewing emotionally detached adolescents and coding techniques to utilize thematic analysis in the analysis of their answers. The findings show that the emotional detachment of adolescents from their families stems from various factors within their family dynamics. This affects not only the individual's emotions within themselves but also towards other people. It gives the implication that families, especially parents, must be mindful of their children as they depend on them not just financially, but emotionally. If they don't, the child could grow up carrying the burden of being emotionally detached which they could potentially pass on to their future offspring as well.

INTRODUCTION

Emotion is how individuals communicate with each other. People can communicate directly by employing both verbal and nonverbal indicators. However, it is the emotions that drive how these interactions are interpreted. They get to achieve this by fulfilling their emotional needs, and by empathizing with others. This is the essence of being emotionally available in a relationship. However, individuals can only acquire these skills as a child through their parents' examples. They require positive examples to provide the reference points necessary to engage in genuine empathy with others. This was emphasized by Beauchaine and Crowell (2020), who noted that from the beginning of life when infants rely on others to regulate their arousal, emotional regulation does not develop individually but rather in the context of social relationships. Children rely on others to cultivate emotionally manageable experiences. Consequently, being raised in a dysfunctional family inevitably results in vital wounds that appear as an ability to be emotionally present with others. It

leads not only to an inability to recognize one's own needs but also to an inability to empathize with others. Musetti et al. (2021) propose that certain adolescents who have experienced emotional neglect during childhood struggle to distinguish between "self" and "other" and are more likely to develop emotionally distant relationships with their parents; this may contribute to their experience of parent-related isolation.

The emotional detachment between parents and their children has become a growing concern in today's society most specifically in adolescence. With the increasing demands and distractions of modern life, many children find it challenging to establish and maintain strong emotional connections with their parents. This detachment can have significant consequences on the well-being and development of both parents and children. Hence, it is crucial to address this issue and explore strategies to foster and nurture healthy parent-child relationships. Mastro the odoros et al. (2020) have examined how parental-adolescent conflicts may be regarded among the most distressing familial encounters of adolescence, from the perspectives of both parents and adolescents. The literature extensively covers the complex nature of the parental-adolescent connection; nonetheless, there remains a scarcity of knowledge regarding its origins and the subsequent impact it has on adolescents during their teenage years. Therefore, it is imperative to get a more profound understanding of the emergence of parent-adolescent conflict during adolescence, as this may result in emotional detachment.

This qualitative research aims to gain a deeper understanding of the emotional detachment experienced by adolescents from their parents. By examining this phenomenon, the study aims to explore the underlying factors that contribute to the occurrence of emotional detachment and its impact on the parent-child relationship. The objective is to investigate the various psychological, social, and environmental factors that may contribute to emotional detachment. By employing qualitative data collection techniques, including interviews and observation, the study seeks to uncover the subjective experiences and perspectives of adolescents. Through the voices and experiences of adolescents, the researchers hope the findings of this research will generate valuable insights that can facilitate healthier and more fulfilling relationships within families during this crucial developmental stage. Ultimately, the qualitative approach of this study is essential to gain a more comprehensive insight into the lives of adolescents and their families.

The participants of the study can make a valuable contribution by facilitating the discovery and enhanced understanding of their current circumstances. The study's findings will enhance the knowledge of adolescents who are experiencing emotional separation by providing them with similar case examples. From the perspective of the parents, they will possess knowledge regarding their actions and contributions that have led to the emotional estrangement experienced by their children. In situations where these activities are inevitable, they can contribute to developing strategies to foster a more robust interpersonal connection, promoting emotional well-being rather than emotional disengagement. This study can potentially provide a valuable contribution to future researchers, given there is a limited body of literature examining the emotional detachment of adolescents, particularly within the Filipino environment. This study aims to provide insights into the dynamics of the Filipino family context, highlighting its distinct characteristics in comparison to family settings in other countries. By examining these distinctions, we can gain a deeper understanding of the factors that contribute to emotional detachment among adolescents and its potential impact on their well-being. Finally, this can also aid in the identification of the most effective treatment intervention for adolescents experiencing emotional separation.

Emotional Detachment

Before defining detachment, the attachment must be defined first. Attachment in psychology was first studied by Bowlby in his Theory of Attachment (1990), in which in this theory, Bowlby stated that during the first six months of a child's life, a close emotional bond is needed between the infant and the caregiver. This bond

is what would be called attachment. According to Karagianni (2023), in their exploration of Bowlby's Theory of Attachment, attachment is a bond between two human beings that is lasting, profound, and psychologically connected. Bowlby's theory focuses on the bond or attachment between an infant and a caregiver, which has three phases after separation or loss of attachment: protest (crying, tantrums, etc.), despair (despondency), and finally, detachment. Detachment is where the infant, without the caregiver, moves on to normal activity, learning how to be self-reliant and independent. Bowlby stated that detachment gives way to new emotional bonds with new caregivers.

After Bowlby, several attachment theorists followed suit, such as Dollard and Miller, and Mary Ainsworth. These studies stated that the caregiver-infant bond or attachment is solely based on food (Dollard & Miller, 1950) and that there are different reactions that children have toward separation and reunion (Ainsworth, 1999). These two specific studies gave way to the known attachment types in adults (including adolescents): *secure attachment, avoidant (dismissive) attachment, anxious (ambivalent, preoccupied) attachment*, and *fearful (disorganized) attachment*. According to Rosalina et al. (2020), each attachment style brings two types of internal working models: one for the self and one for their view of others. Each of the two models in each attachment style could either be positive, negative, or both. Since the secure attachment style has both positive working models of the self and others, it is considered that this style is not an indicator of emotional detachment. The three styles left, according to Abdul Kadir (2020), are grouped as insecure attachment or emotional detachment as one or both of their internal working models are negative and would cause emotional distance from their parents.

Accordingly, detachment, as aforementioned above, is the loss of emotional attachment (Kim et al., 2020). However, emotional attachment between parents and their children is not completely lost. There is only great emotional distance in the relationship between the two. This could negatively impact an individual's development because their attachment to their parents lays the groundwork for later social development, as well as the growth of self-concept and social-emotional skills (Ahmetoglu et al., 2018). Not only are they being affected internally, but they are also being affected externally through their relationships. This is supported by Liu's study in 2022 which stated that when securely attached children feel negative emotions, they know how to communicate effectively and learn how to make a solution or compromise to resolve their feelings. Insecurely attached children, on the other hand, would only mask or exaggerate their emotions, which can lead to unhealthy outbursts and adverse reactions from others.

Emotional Detachment and Adolescents

Initially, Bowlby's theory of attachment is built on the relationship between parent/caregiver and infant, but studies about attachment essentially developed over time, factoring and taking later development stages in attachment into consideration (Delgado et al., 2022). The current study specifically focuses on adolescence, a developmental period where individuals prepare for adulthood. For this reason, adolescents have an increased need for privacy due to the heightened sensitivity of this time. Additionally, there is also a decreased need for emotional closeness, affection, and time spent with parents. Despite this, Yu et al. (2022) say that adolescents, in times of adversity, depend on or seek social and emotional support from their parents. It is a need that adolescents have as they transition into adulthood, and when this need is not met, that is when emotional detachment happens. The emotional unavailability of their parents makes the adolescent feel emotionally distant from them and will develop to have an insecure attachment style as they do not feel the security or the comfort that they have an attachment figure beside them.

Emotional detachment from their parents in adolescence causes great distress and strain on their lives. This is because depending on what attachment style they have, their internal working models would guide them in

navigating themselves and their relationship with others. (Delgado et al., 2022). Because of the negative internal working models brought by emotional detachment, adolescents would most likely fall into unideal behavior (Vagos & Carvahais, 2020). Since they have a negative internal working model of either themself or of others, their thoughts, feelings, and actions are significantly influenced. Having a negative view of the self impacts their view of others as well, which could bring strain in forming, developing, and maintaining relationships (Miljkovitch et al., 2021). Those who are emotionally detached to their parents have a lower probability of being attached to their peers and to the people around them as well. Thus, this could lead to feelings of loneliness, isolation, and alienation.

Emotional Competence

According to Abrahams et al. (2019), emotional competence is having the ability to handle emotions which is a key skill for individuals to be able to adjust and thrive in complex circumstances and is vital to their growth. Specifically, it is the ability to interact with people, regulate emotions and behavior, solve problems, and communicate effectively (Kumar, 2023). An emotionally competent individual has healthy self-esteem, self-confidence, and effective social skills. They can identify their own and other people's emotions and feelings. They can also try to see things from someone else's point of view and use their developing mental abilities to figure out appropriate and inappropriate ways of acting in different situations. These skills are necessary to an individual as it is how they make peer groups or friends. An individual's peer group or friends play an important role in their lives as they contribute to their personal growth and emotional well-being by helping the refinement of their social and emotional skills (von Salisch, 2018).

Emotional Competence and Attachment

The skills involved in emotional competence shape an individual's experiences to form attachment styles (Walker et al., 2022). Jimenez-Rodriguez et al. (2022) stated that emotional competence and attachment are factors that help adolescents adapt psychologically. The findings indicate that adolescents who felt socially excluded and had difficulty controlling their emotions were more likely to exhibit high levels of worry, low self-esteem, and anxiety in unfamiliar situations. On the other hand, those who had an adequate sense of attachment to people and managed their emotions well had fewer worries, fears, and unease. The results of Jimenez-Rodriguez's study were in line with Gorrese's previous study (2016) which stated that adolescents with any of the insecure attachment styles will experience more emotional difficulties. Additionally, the study by Cooke et al. (2016) hypothesized that secure attachment would develop emotional competence. Their results indicated a significant correlation between the two variables, and since no significant moderators were found, they concluded that the association between emotional competence and secure attachment is significantly strong.

The Role of Family in Emotional Competence

For the role of family in emotional competence, Shafiq et al. (2023) in their study stated that the family setting serves as an environment for individuals to learn how to communicate and show their emotional needs and desires. The way family members handle emotions has an impact on how individuals will experience, articulate, and regulate their own emotions. Their results show an indication that family functioning is a positive predictor of emotional competence. This is supported by Newhart's previous study (2019) wherein they studied college students' mental health problems and how this is affected by one's family dynamics. They suggested that students work with their families to improve family functioning as this may lead to improved emotional competence because the research's findings observe a positive effect between family

functioning and emotional competence. Additionally, Mortazavizadeh et al. (2022) suggested a significant association between parents' attachment style and the child's emotional competence. This has consequently given rise to the concept that children who have a secure bond with their parents tend to exhibit emotional availability in their behavioral patterns.

The Role of Family in Emotional Attachment

So far, the correlation between attachment and family life has not been extensively studied, although the individual's attachment style is deeply linked to the family environment they grew up in according to Bowlby's Attachment Theory. Despite this, there are still a few studies that tackle the topic. Pan et al. (2022) studied how parents' attachment styles affect their children's attachment styles. Their results indicate that insecurely attached parents typically miss their children's signals for support and attention. This would result in their children developing an insecure attachment as well. This result is supported by the study of Vitulic et al. (2022), which studied the attachment of families across three generations. Their results indicated that the levels of attachment avoidance and attachment anxiety in emerging adults are linked to the levels of attachment avoidance and attachment anxiety experienced by their s.

Synthesis

Abrahams et al. (2019) and Kumar (2023) emphasized the importance of emotional competence in an individual as they navigate through their life. This is because the skills in emotional competence involve interacting with other people and developing their relationships, and von Salisch (2018) in their study highlighted the importance of having meaningful relationships. Emotional competence is important because it is related to the current study's topic, emotional attachment. Walker et al. (2022), Jimenez-Rodrigue et al. (2022), Gorrese (2016), and Cooke et al. (2016) all stated that emotional attachment and emotional competence correlate with each other because emotional competence shapes attachment styles. All 4 studies also mentioned that good emotional competence comes with a secure attachment style and vice versa. Consequently, an insecure attachment style would bring more emotional difficulties due to the lack of emotional competence. Therefore, emotionally detached individuals lack emotional competence and thus struggle not only with their relationships with other people but also with their internal emotions.

Shafiq et al. (2023), Newhart (2019), Mortazavizadeh et al. (2022), Pan et al. (2022), and Vitulic et al. (2022) stressed the role of one's family in both emotional competence and emotional attachment. Shafiq et al., Newhart, and Mortazavizadeh et al. stated that individuals learn from their families how to be emotionally competent (or not how to be). The way family members handle their emotions while the child is growing up is how the child would learn how to as well. About this, when the child learns how to be emotionally competent, they learn to be emotionally available. Being emotionally available depends on the bond that a child has with their parents, or in other words, their attachment. Pan et al. and Vitulic et al. reasoned that a child's attachment style relies on the parents' attachment style. Thus, it can be concluded that the family's role in the child's detachment is not only significant but also pivotal.

All 12 studies aforementioned above insinuated that an individual's emotional detachment stems from their family. The reasons why vary. It could be because their family is already emotionally detached due to their family dynamics or that they grew up to develop such emotional detachment. It could also be due to the family's lack of awareness regarding their emotions. This lack of awareness of their emotions thus causes a lack of emotional competence. As stated by the literature above, a lack of emotional competence leads to motional detachment. Evidently, an individual's emotional detachment from their family exists, and could also even be the cause as well.

STATEMENT OF THE PROBLEM

Whether children like it or not, their parents have a great impact on their lives even if they remain in contact with them or not, and emotional detachment from people who impact their lives leaves not only a strain on their relationships with their parents and other people, but also in their mental state and well-being as well. Despite this issue being a norm in some family dynamics, the lack of literature still persists regarding the influences and motives behind this phenomenon. Specifically, there have been few studies concerning the emotional detachment of adolescents and their understanding of why this has come to be. Focusing on adolescents when it comes to looking into parent-child emotional detachment brings significance and contribution to the pool of existing knowledge regarding this notion as this time is crucial for adolescents. This age tends to come with heightened sensitivity, vulnerability, and most of all, awareness. Thus, the present study aims to examine emotional detachment at this age as this could be a new perspective to look at, as adolescents would be more cautious of how their parents act and how they make them feel. Further, the researchers aim to answer the following specific questions:

Central Question:

How do adolescents describe their emotional detachment from their parents?

Specific questions

1. How does emotional detachment occur/develop within a family?
2. How do emotionally detached adolescents react to family problems?

METHODOLOGY

Research Design

The current study utilizes qualitative research, which explains certain phenomena through the collection of other people's ideas, processes, feelings, and motives. (Ugwu & Eze, 2023). Through the studied data, researchers produce specific ideas to direct a general understanding of a concept, making qualitative research inductive. Due to this, the present study will utilize a qualitative approach to research. Through the study, the researchers wish to gain an understanding of children's emotional detachment from their parents through their statements and experiences. For the type of qualitative research to be used, the researchers will utilize a phenomenological study. Phenomenological study examines human experiences through the descriptions of the respondents and how the respondents find their experiences meaningful (Baraceros, 2019). The researchers aim to do the same by attempting to understand not only why participants feel detached from their parents but also *how* they feel detached. With this, the study would like to come up with an explanation and understanding of the participants' motives and feelings behind their emotional detachment.

Participants of the Study

The participants were chosen for the study through purposive sampling and were composed of 6 adolescents. As pointed out by Brouwer et al. (2020), the necessary number of participants for a qualitative interview can differ depending on several factors, including the investigation's subject matter, the level of thematic saturation (at which no new information or themes continue to emerge), and the specific study methodology employed. In qualitative interviews, the criterion for participant selection is not predetermined, as the focus

is on the comprehensiveness and value of the data rather than its statistical representativeness. According to Palinkas et al. (2015), Purposive sampling is a technique commonly employed in qualitative research for the identification and selection of information-rich cases to maximize the use of limited resources. This entails identifying and selecting individuals or groups with specialized knowledge or experience regarding a phenomenon of interest. Further, participants were approached and gathered through social media posts within a Private University in Central Luzon. According to Mcleod (2023), open-ended questionnaires enable individuals to express their thoughts in their own words. Open-ended questions allow the respondent to respond with as much specificity as desired.

To determine the objectives of the research, the study concentrates on Male and Female students aged 17 to 24 from a Private University in Central Luzon. According to Tammilehto et al. (2021), adolescents in this age range are typically in a crucial developmental period in which they face novel challenges, including romantic and sexual relationships, identity exploration, and increased responsibilities. Emotional management is necessary for coping with these responsibilities during development. These variables ensure that the participants are representative of the target population, which is crucial to the study's objectives. In addition, adolescents aged 13 to 16 will be excluded from the study because they are still considered minors and may not be able to fully comprehend the interview. Also, subjects who live with one parent, guardian, or other (aunt or uncle) are excluded from the study, which in the opinion of the researchers may interfere with the outcome of the study.

Research Instrument

The researchers will employ semi-structured interviews as the primary method of data collection. These interviews will be conducted using an interview guide consisting of questions that have been vetted by three experts in the field. The interview guide questions will be prepared using structured questions that align with the research objectives of the study. The interview guide questions serve the purpose of facilitating the smooth progression of the conversation, allowing participants in the study to share their experiences freely and easily about the issue. The interview session will last for 15 to 30 minutes and will be documented using a recorder. The researchers will ensure that the instrument used in the interview possesses sufficient trustworthiness to minimize biases and ensure the collection of unbiased data.

Data Gathering

 In conducting this study, the researchers followed a step-by-step procedure to gather data. Beginning with creating the informed consent form for qualitative research that is modified from the World Health Organization, it will be given to 6 participants. After distributing the informed consent, semi-structured interviews will be conducted with the participants selected. These interviews will provide a platform for participants to freely express their perspectives, experiences, and opinions. The researchers will record the participant's responses during the interview while simultaneously taking notes. Participant observation will be employed to immerse the researcher in the natural settings and contexts of the study, allowing for an in-depth comprehension of behaviors, interactions, and contextual nuances. The researchers will further analyze and encrypt the participant responses right away once the interview has been conducted. Through these procedures, it will enhance the credibility and validity of the findings, ensuring a comprehensive and insightful assessment of the study.

DATA ANALYSIS

Researchers will use thematic analysis to analyze the data following collection. Qualitative research data analysis is laborious; thus, topic analysis is essential. Researchers will use coding techniques to uncover relevant themes, and trends, classify common codes and motifs, conceive hidden meaning, develop a theory,

and report the findings (Saldana, 2015). According to Bran and Clark (2006), familiarizing oneself with the data, generating codes, recognizing themes, reviewing themes, and defining and labelling themes results in a full report.

Two coding methods are essential: initial and in-depth. These methods are referred to as the first and second cycles (Saldana, 2009). Theme identification, which occurs early in coding, involves finding words or sentences that summarise a data unit's essence and value. This process identifies and develops topics. Multiple exhaustive studies of the entire dataset enable an immersive experience and conceptual overload. The second coding style restructures and analyzes first-cycle data using advanced methodologies. This strategy allows for deeper data analysis and comprehension. Based on the First Cycle's codes, the Second Cycle Coding Phase creates an organizational structure that includes concepts, categories, themes, and theories.

Trustworthiness

Trustworthiness in research refers to the credibility and reliability of findings and interpretations, evaluating the quality and rigor of a study through factors such as credibility, dependability, transferability, and confirmability. (Amin et al., 2020). The research employed criteria of credibility, transferability, and consistency to establish the data's reliability. The formation of primary codes was undertaken, followed by member checks. A group of 6 emotionally detached adolescents was requested to confirm the accuracy of the derived codes concerning their viewpoints and experiences. The codes underwent a process of verification by comparing them with the comments provided by the participants. In cases where discrepancies were identified, necessary adjustments were made to ensure correctness. The maintenance of reflexivity was achieved by the process of examining interview transcripts, conducting a thorough comparison of codes with the raw data, and ensuring the validation of findings by seeking participants' opinions. The process of peer review was employed to ensure the conformity of the study. At the same time, a qualitative researcher with expertise and proficiency was responsible for assigning code categories for external validation.

Ethical Considerations

The informed consent is given to the participants. This will be read to the participants upon their agreement to participate, and again before the start of the interview. It includes an introduction to the research, its purpose, the risks and benefits of participation, the duration of the study, and contact information for the researchers should participants have any questions. The research study ensures that the dignity, rights, and welfare of research participants are protected by adhering to the ethical principles set forth by the World Health Organization (WHO). Moreover, following the Data Privacy Act of 2012, the researchers intend to keep the collected participant data and information. In this phenomenological study, the researchers ensure that all potential participants have the right to choose whether to participate, and they can withdraw from the study at any time without any negative repercussions. The researchers will guarantee that all provided information will be protected and used solely for qualitative research purposes. In addition, there may be restrictions regarding the security and confidentiality of the data provided along with their informed consent. The researchers will ensure that the procedures, methodologies, and overall experimental investigation adhere to ethical principles and criteria. Continuous ethical considerations would be necessary to ensure the appropriate conduct of the research study

RESULTS

This section examines the phenomenon of emotional detachment in adolescence and its implications for familial dynamics. Seven themes are identified: independence, dysfunction, perspective, negativism,

mistreatment, interference, and views. These themes facilitate comprehension of the emotional issues encountered by adolescents with emotional detachment.

Questions	Themes	Subthemes
Emotional Detachment Development Within Family	Perspective	(1) Pessimist; (2) Feelings; (3) Fatherly; (4) Admiration; (5) Agency; (6) Tolerant;
	Dysfunction	(1) Emotionally Absent Parent; (2) Disruption; (3) Neglected
	Mistreatment	(1) Cruel; (2) Excluded; (3) Struggles
	Interference	(1) Violent; (2) Intrusion; (3) Traumatic; (4) Third Party; (5) Disregarded
The Reactions of Emotionally Detached Adolescents towards Family Problems	Independence	(1) Escaping; (2) Isolation; (3) Self-Reliance
		(1) Elusiveness; (2) Cautious; (3) Resilient; (4) Impasse; (5) Enduring; (6) Isolated
	Views	
	Negativism	(1) Meticulous, (2) Disagreement, (3) Illicit, (4) Separate, (5) Self-Reliant, (6) Negligence

A. Emotional Detachment Development within a Family

This section organizes how emotional detachment occurs or develops within the family based on the adolescent experiences into themes and sub-themes. There are four themes and eighteen sub-themes.

Perspective

Pessimist. The perspective of the participant when asked about the positive feature of the relationship was the pessimistic attitude. The participants believed that they did not mention any good features because for them there is nothing to list and there is no communication between them most of the time. Participant 1 said, *"I think none because we don't talk that much."*

Feelings. The person experiences ambivalence when contemplating the favourable features of their relationship. The participant's response exhibits emotions of approval and disappointment. The participant is granted permission to engage in activities when requested but expresses dissatisfaction due to the limited nature of their interactions, which solely occur when started by the participant. Participant 2 said *"I mean, they let me get my second tattoo last year. That's fine. But that's all."*

Fatherly. The participant provides an account of how their father effectively fulfills their obligations and responsibilities as a paternal figure. The participant articulates that their father fulfills their needs, and while this interpretation may not align with conventional notions of fatherhood, it is seen as satisfactory by them. The participant 3 said *"(My father) He shows how to be a father. It's like he fulfills the responsibilities of a*

father for me. It's like I don't feel that he's lacking. It's like he's not lacking, maybe it's just that other people don't accept it. But for me, it's okay.”

Admiration. The participant's reaction articulates their reluctance to speak negatively about their father, despite the challenging circumstances, due to the significant positive experiences they have shared, which have formed a strong foundation of memories. The participant illustrates how their father has emerged as a significant influence in shaping their values and beliefs. The participant also expressed that in an ideal case, if all circumstances are favourable, they would consistently maintain their identity as a "daddy's girl." Participant 4 said *“Oh my... you know, even though my dad is like that, I still can't bring myself to... I can't... I can't bring myself to badmouth him to others, like "hey, my dad is like this and that." "My dad is a womanizer." It's because I have a foundation of core memories with him that are similar to when we would go out... uh... every time it's his day off. "So I acquired all those principles because of him. That's why I can say that... even though that's what happened to us, even though he doesn't talk to me anymore, I still can't shake off the fact that I still love him. I'm still daddy's girl. Because if given the chance to fix everything or in a perfect situation... I would still choose my dad. Over my mom. Like, "sorry mom, but... I'm a daddy's girl."*

Agency. According to the participant, a positive element of their parents is their consistent involvement in important subjects. The participant further emphasized the significance of maturity in the eyes of their parents, highlighting that they have an open and unfiltered approach to all matters. Participant 5 said *“Oh, my parents... what I notice about them is that they didn't raise us to be like... you're out of the serious topics, so you're 1*

Emotionally Absent Parent. The responses of the participants indicate a growing emotional detachment and a deteriorating bond with their parents. The participants characterized their relationship with their parents as emotionally distant due to the demands of their professional lives and the influence of their personalities on this distance. The nature of the participant's parent-child relationship might not be as nurturing as desired. Participant 1 said *“We don't bond much anymore. It's like we're drifting further apart as time goes by”* Participant 2 said *“Growing up. It was fine but mostly financial transactions. It's nothing too, yeah. Cause both of them are working day and night. So we weren't that close even to begin with. My mom worked in the Philippines more than my dad ever did. But I was never that close with my mom because she is strict and she was also sensitive.”*

Disruption. The participant's response indicates that their family dynamics have been significantly disrupted. The participant emphasizes that their family does not qualify as a complete family. Despite the fact that family communication remains intact. While the participant's acknowledgment of their family's imperfections may seem flawless to an external observer, it is important to note that numerous challenges have arisen. The participant asserts that everything would have been okay in the absence of the disruption. Participant 3 said *“Before, we were super strong when there wasn't any issue or third party involved. We used to go out every week, really bonding. After that, Mom became really withdrawn at home because she's a martyr, even though she knew about the situation, she still endured it for the sake of my youngest sibling. It's like she's trying to be a martyr, not thinking about such things, and we just got caught up in that part maybe. It's like she's stressed out too. At home, our communication is still intact, it's just the depth that's missing. Our conversations have become more casual. Dad sleeps in another room, while Mom and my youngest sibling stay in the bigger room. So that's how it is. Yes, but unfortunately, it's no longer called a family.”* Participant 4 said *“Okay. You know, if... if you look at it, you could say it's like a perfect family when you observe it from a third-person point of view because my mom and my dad, they're really like buddies, when you look at them, you'd think, "Are they really married? Or just dating?" like that. And I'm their love child. I'm the product of their love, so I had a supportive and loving father, and I had a mother who's caring, you know. She loves to do things. She*

takes care of me because I'm the only one at home, and I mean, we're just three. I'm the only child. Following that, there's a bit of... you know... indulgence... I mean, following indulgence because I'm alone, so we're okay. Up until such time that there was a problem between them. That caused a drift in the family. Those three individuals were shattered. My mom got hurt, my dad got hurt, and of course, I got hurt as their child. If that didn't happen, we would be okay. Like... you could say, "Oh, if only." Like that. From my perspective, ah."

Neglected. The participant's response expresses a combination of melancholy and wistfulness regarding their childhood recollections, with particular emphasis on the transformation in the family dynamic that occurred upon the birth of their youngest child. The participant states that they had a tight relationship with their father during their childhood. The participant's response exaggerates the gravity of the situation with a touch of humor, but in essence, it expresses more profound sentiments of being disregarded. Nevertheless, the participant harbors optimism regarding the potential restoration of their father-son bond to its youthful state. The participant's response expresses a combination of melancholy and wistfulness regarding their childhood recollections, with particular emphasis on the transformation in the family dynamic that occurred upon the birth of their youngest child. The participant states that they had a tight relationship with their father during their childhood. The participant's response exaggerates the gravity of the situation with a touch of humor, but in essence, it expresses more profound sentiments of being disregarded. Nevertheless, the participant harbors optimism regarding the potential restoration of their father-son bond to its youthful state. Participant 6 said *"When I was a kid, everything was fine, I was even close to dad. Maybe when the youngest was born - just kidding! But it seems like attention got divided. Because, you know, when there were just two of us, it was easier to handle, and I was the youngest back then, so my life was pretty great. Seven? (years age gap) between me and my sister, and the same between me and the youngest. There's quite a big age gap between us. And then, since we moved houses, they've been busy with work. In grade 7, I learned to commute alone. That's when I started feeling like they were more focused on the youngest. They always had work, and they only came home at night, maybe around 6 or 7. We used to eat dinner together, and then wash the dishes. Then I'd go back to my room, mom would watch over the store, dad would be in the poultry, and your younger sister's name would be doing something else. The only time we spent together every day was during dinner. We each had our own thing at home."*

Mistreatment

Cruel. The participant was able to recognize the time they felt detached from their parents. The participants' response exhibits uncertainty and uneasiness in talking about family matters, which results in them struggling to articulate their thoughts. Participant 1 said *"Um, I think around 7 years old. When I had a stepfather, I started to distance myself. Um, it's like I felt somewhat, um, affected, I can't find the right word."*

Excluded. The participant expressed feelings of exclusion from their family due to their reluctance to discuss their problems with them, as they believed they had a great deal of problems. This causes the participant to develop independence at an early age, enabling them to directly address their problems. Participant 5 said *"I feel like I can't confide in them when it comes to my problems because they already have a lot on their plate. And I can't be a part of it."*

Struggles. The participants' distressing reactions upon being asked to share their perspectives suggest that

they are uneasy about discussing family matters from the past. Additionally, the participant conveys perplexity to his father regarding the motivations behind his father's unfair and unjust treatment of them. Conversely, the participants have provided insights into the current state of improvement and contrasted it with prior

difficulties. Participant 6 said *"That was a long time ago, oh my god, I was still a child back then, around grade 3. It wasn't just that. That's where I think my distance began. Especially when he always sided with the youngest. Before, his hot-tempered towards me, I don't know why. But now, only in college did I feel that he's not like that anymore, he's not as strict with me anymore. He just lets me be."*

Interference

Violent. The participants disclosed instances in which they were subjected to physical abuse, which they identified as the cause of their diminished sense of parental attachment. Further, as a result of the aforementioned conduct, the participants have expressed a desire to be separated from their mothers. Participant 1 said *"He sometimes hurts me. Uh, it's like I want to escape from that."*

Intrusion. The participant's reaction expresses displeasure with their parents for invading their privacy by accessing their online accounts and viewing messages. The participant stated that their parents casually engaged in conversation with them, as if nothing had occurred, but subtly suggested that they were intruding upon their privacy. Additionally, the participant highlighted how her mother becomes extremely sensitive whenever they make humorous remarks.

Traumatic. The participants have described instances in which their parents inflicted physical harm upon one another. The participant has expressed how traumatic that is for them, despite not being a part of it. Additionally, the participant commented on how distressing and traumatic it is to witness such abusive conduct. *Participant 3 said "When they started hurting each other, we weren't involved. It's like I see the trauma there, witnessing a child experiencing their parents in such a situation. That's the difficult part. It's just the trauma."*

Third Party. The participants recounted how, at the age of seven, their parents began to drift apart. Additionally, the participants emphasized that their father's mistress caused their family a great deal of trouble, which they were unable to comprehend as young children. Finally, the participants stressed their conflicting emotions regarding the next step to take. Participant 4 said *"Drifting began when someone intervened in between. Someone intervened in between, so basically, my dad had another woman. He suddenly introduced her to my mom and from then on, it seemed like the problems just kept coming one after another... umm... my dad didn't come home much anymore... he didn't come home on his days off."*

Disregarded. The participants described how their parents permitted them to do as they pleased. In certain circumstances, however, the participant may act simply to draw attention. Additionally, the participant emphasized the traditional family culture in which it is acceptable to make fun of a long-solved issue without further discussion of the subject. However, they are unaware of the participant's disturbing state of mind. Additionally, the participants have mentioned that when their parents request something from them, they carry it out without delay, whereas when their parents request something, they first reflect on it. Participant 6 said *"You know, lately they've just been letting me be. Not really. Not sometimes, you're just trying to get noticed. You do it to be noticed, but they just let you be. Because, "that's just how it used to be" is what they say. And they turn my trauma into a joke. You know, in a typical Filipino family, they think once it's over, you just laugh it off. They don't realize you're even more triggered when you bring up that topic."*

B. Reactions of Emotionally Detached Adolescents Towards Family Problems

This section organizes the reactions of emotionally detached adolescents to their family problems into themes and subthemes. There are three themes and 15 sub-themes.

Independence

When asked about how they cope with problems, most of the participant's responses show that they indulge themselves in distancing themselves both physically and emotionally from their family.

Escaping. As stated by one of the participants, they usually distance themselves from their family by leaving out of their homes. Moreover, despite being in the company of their friends, they still struggle to open up about their problems. Participant 1 stated, *"Leaving the house to study. No, I am with friends, but I am not able to open up to them like that."*

Isolation. The participants' responses suggest that they prefer to handle or cope with distress on their own rather than relying on other people. As Participant 5 said "*Just on my own.*"

Self-reliance. It is observed that the participants tend to rely on self-reliance and internal coping mechanisms. They express a high degree of self-awareness by recognizing the need for pauses and breaks. However, they do not readily open up to others, including friends and family. Furthermore, it was mentioned that their family is not open in communicating their feelings. The reluctance to open up to family is due to a lack of emotional support and understanding during major problems. Participant 3 said *"When things get overwhelming, I usually take a pause. I choose to pause because if I push through, what I'll do will become toxic. It won't turn out well. So I'd rather stop, put my phone aside, and read a book. Especially financial books. It's not just me though. We're not open in the family. I'm not comparing us to other families, but we're not the type of family who says, 'Oh child, how are you doing? You should be doing this and that.' We don't have that kind of dynamic. It's just casual check-ins, nothing more."*

Views

Elusiveness. The participant's response shows that their relationship has been like that for a long period of time and there is no chance of fixing it for them. The term "distant" used by the participant shows that their mother has been distant or elusive since they were young. Participant 1 said *"Well, it's like she hasn't been like that for a long time. Our relationship has been like that for a long time, since I was young, she's been kind of distant towards me."*

Cautious. The data obtained from the participants' responses indicates a sense of caution in their interpersonal dynamics with their parents. The probability of repairing their relationship is minimal due to the recurrent occurrence of fights or disagreements throughout their interactions. Communication is infrequent as it occurs on a weekly or monthly basis. Participant 2 said *"Hmm I don't know about getting closer, more on civil, but I do notice that whenever I'm with them, we always end up fighting one way or another after a few weeks. I think if I'm going to get closer with them, I will only talk to them, once every week, once every month."*

Resilient. The participant's response suggests that there is still hope and that they are currently in the healing stage of the process. The participant said that this can't be rushed since it can cause potential toxicity in the relationship. The participant wanted to avoid any further complications or conflicts and is hopeful for the day that everything will be okay. Participant 3 said *"I feel like we're all in the process. Everyone is still healing. I feel like it can't be rushed; it's something that needs to be overcome gradually, but hopefully soon. Yes, it's like we're being tested here, strengthening ourselves. If we rush, we might become more toxic. It's better to take our time and makeup properly."*

Impasse. The participants' response has mixed emotions of frustration, disappointment, and a sense of

hopelessness since the participant is stuck in a situation where fixing the situation is impossible. This is because the participant thinks that change is only possible if the other person's attitude or actions change and they take the initiative to fix their relationship. The participant's response also implies that their reconciliation did not happen at all because of the negative developments that happened during their past encounters. Participant 4 said *"Ahhh... no... not anymore. I don't think there's still room for reconciliation. Because the last time we met, the hurt from seven years ago, he added to it. There's a reason why—why I treat him the way I do. Because if I was truly angry at him, I wouldn't try to reach out. But he... he's the one who put up the barrier, who created the gap. So, let's not bother. I mean, this... if you look at it, it's not just a... it's not just a phase. It's not temporary. If he doesn't make a move, if he doesn't take the first step, no. Nothing. This won't be resolved. Because I've already made the first move."*

Enduring. The participant's response pertains to their relationship with their family as permanent since this has been happening for a long period of time. When the participant was young, she didn't understand anything about it, but as they grow older, they grow up with that kind of family dynamics, and it doesn't bother them anymore. Participant 5 said *"I think that's just the way he is. It's hard to... uhm... it's hard to say that it's just a phase because it's been so long ago... I'm already twenty-one. So... it's like he's permanently part of the dynamics in our family. But now, as I'm getting older, it's like it's okay. I've accepted that that's the dynamics. It's like I've grown accustomed to it. So it's not bothering me as much anymore."*

Isolated. The participant's response appears to navigate a lot of complex emotional aspects with their family. The participant's response expresses feelings of discomfort, distance, and having a hard time opening up to their parents. The participant also said that things are hard for them to change, and they are better off by themselves since, throughout the years, they have had a hard time connecting to each other. Participant 6 said *"I don't know, because personally, I don't want to anymore. I find it difficult. I would rather endure my own hardships than express my feelings to them because I'm not used to it. We are fine as a family, but I'm not that attached to them. It's like I'm okay just being here, I'm okay as long as you're there. So throughout that year, I really couldn't open up. That's why I kept everything to myself."*

Negativism

Meticulous. The participant implies that disagreements and misunderstandings are frequent in their family.The participant's response reflects a challenging situation where increased responsibilities, time constraints, and differing priorities within the family contribute to feelings of frustration and being overwhelmed. Participant 1 said *"Uh, often we just end up not understanding each other. Yes, because we both get tired, so it leads to disagreements. Um, well, sometimes it's because, of course, it's like, important, he's a clean freak. A clean freak, so, well, now that I've been busy since my first year, before I used to tidy up the house so when he came home, it's clean, but since I got busy, I have more time for studying, I lost time for that, so she gets angry."*

Disagreement. The participants shared that they experienced a serious and intense argument with their family members. Following the argument, they deleted their WhatsApp account and blocked everyone, including their family. Their decision to cut off communication and put distance between themselves and their family members points to an intense emotional reaction and a need for isolation or separation. *Participant 2 said "Last year, I think. Was it last year? I believe so. Last year, we argued at a restaurant in Malolos, which resulted in me crying, and that was when I decided to block everyone, including them. After our fight, I blocked them and even deleted my WhatsApp."*

Illicit. The participant suggests that the presence of a third party has affected not only the relationship between their parents but has also had an impact on their relationship with their mother and another sibling. This may

evoke feelings of family disruption and disconnection. The participants indicate that they have been directly affected by the situation, using phrases like "I was affected" and "I really kept a low profile there". This could imply a sense of being caught in the middle of the family turmoil and the need to navigate through challenging circumstances. *Participant 3 said "Perhaps the primary cause was that daddy had a third party, even back then it was happening, I don't know, mommy distanced herself from daddy. I got involved, and it seems like one of my siblings did too, that's how it became a cause. Since then, there's been a tension, especially when the third party came into the picture, and daddy also supported that."*

Separate. The participant describes a more complicated and distant relationship with their father. The seven-year gap in communication is significant, starting when the participants left their home. The breaking point seems to be the death of the participant's grandmother. Despite attempts to reach out a few days after the grandmother's death, the father declined communication for seven years. The participants eventually reconnected with their father the previous year, marking the first conversation in seven years. However, this separation from their father led them to a strained relationship. *Participant 4 said "Oh, with my mom, I still communicate because from time to time, she suddenly looks for me like last night when she said I haven't been keeping in touch. I told her I'm just busy with research so she shouldn't worry. With my dad, our streak of not talking for seven years was broken last year—yeah, last year because my grandmother passed away. We hadn't talked for seven years before that. Those seven years began when I left home, and that was it. Since then, it was cut off—oh, I reached out a few days after because I couldn't bear my dad's situation, but he declined. Seven years. Then last year, it broke. That was our first conversation in seven years. Last year."*

Self-Reliant. The participant's response appears to be a mix of frustration, a sense of unfairness, and emotional exhaustion. These feelings may have influenced their coping mechanisms and shaped their approach to seeking support or handling problems independently. The participant mentions the challenge of being perceived as strong and reliable, yet not receiving the care or support they need, especially during times of vulnerability. This might lead to a sense of isolation or difficulty in expressing their own emotional needs, making them self-reliant. *Participant 5 said "Personally, the problem I encountered before was that since they saw me as someone reliable or responsible, they didn't take care of me when... uh... when it comes to fragility—what's the word? Being fragile. It's like they see you as capable of handling things on your own. Which is quite difficult, especially when you're still young because you're still trying to figure out what you should do. But I'm not the type to run to just anyone when something happens to me or whatnot. So that's where the conflict arose. And uh... what do you call it... when I was a child, I don't know. Is it a phase? Or what. It felt unfair for me to handle both of them when I was a child myself. And there were times when I felt like I was only alive to take care of both of them. It's exhausting because... you're just a kid. Right?"*

Negligence. The participant expresses a mix of frustration, feelings of neglect, and a sense of being overshadowed, particularly in comparison to the attention given to a younger sibling. The participant mentions that the absence of their family members is notable, and they feel as if they are often left alone. This absence seems to extend beyond physical presence, touching on emotional availability as well.The participant describes a lack of communication or understanding within the family. They express frustration about not being asked about their feelings or experiences, and when they do express discontent, they feel blamed or misunderstood. Participant 6 said *"Their absence is like that. When they're always not around. And when you get upset about it, it's like you're the one at fault. "Why are you acting like that?" Like that. Because they don't ask. And I don't know, it's like they're too shy or it's too late to change our relationship because, you know, with the youngest, their relationship is good, right? With me, it's kind of like an experiment. So because they're busy, we just stayed in that relationship. It's like it's hard to upgrade it. How do I explain? But yeah, they're always not there, and it seems like they don't care. Not that they don't care, but I don't know. Let's not*

sugarcoat it. And they always take the youngest's side. They say I should just understand. And they'll say, "you're older, you should just ignore it," like that. And I'll say, "it's because you spoil them, that's why they act like that. About finances too. What, I can't say I'm spendy? It's not a joke, we're being frugal. Especially before, I was so frugal. It's like now I'm experiencing this for the first time, now I'm experiencing going to places like that for the first time. I deserve it though, I didn't even get this on my birthday, I didn't even demand it before. I even recycle your old cellphones. Now I just got a new one. It's like I always say, "But before..." Aside from that, there's really nothing, we really don't talk at home. It's not tension, we just... don't have time.”

DISCUSSION

This qualitative study examines how six emotionally detached adolescents construct meaning concerning their family dynamics and the subsequent impact on their well-being. Through the utilization of in-depth interviews and the sharing of personal experiences, the researchers were able to collect data about the development of emotional detachment within familial contexts, as well as the diverse emotions exhibited in response to familial issues. These findings shed light on the profound significance that such dynamics hold for adolescents who experience emotional detachment within their families. The objective of this study was to investigate the six experiences of emotionally detached adolescents across many domains of their personal lives and familial roles. Furthermore, the narratives provided by the individuals shed light on the consequences that arise from experiencing emotional detachment in their lives. This current research on adolescents who are emotionally distant contributes to the body of knowledge, particularly in the context of the Philippines. To accomplish the aims of the study, the researcher analyzed the data using the coding method developed by Johnny Saldana.

First, in analyzing the occurrence and development of emotional detachment towards parents from the perspective of adolescents, it is essential to consider both the negative and positive elements that contribute to this complex emotional landscape. Despite facing pessimism and communication issues, adolescents also experience moments of fatherly fulfillment, admiration, agency, and tolerance. However, as adolescents navigate their way through dysfunctional relationships, a growing emotional distance is observed. This distance can be attributed to factors such as emotional absence or neglect during adolescence, which can be linked to their parents' busy professional lives and the different personalities of both the parents and the adolescents themselves. The consequence of these circumstances is the perception that parent-child relationships become less nurturing over time. Those who have experienced neglect often describe their family dynamics in a melancholic manner, highlighting the contrast between a once-close relationship with their father and their current feelings of rejection. These findings complement the study of Pan (2022) emphasizing that their parents could not recognize and address their emotional needs, reach consensus in decision-making, and provide fairness in their interactions with them. Another factor that can have a profound impact on adolescents is mistreatment from their parents. This mistreatment can manifest in different ways, leading to feelings of exclusion and detachment within the family. Adolescents often express that exclusion is a frequent occurrence, as they believe their parents have a significant number of problems that hinder open dialogue and communication within the family. This lack of open communication can create a sense of uncertainty and uneasiness when discussing family matters, further exacerbating the feeling of detachment. Furthermore, it is also found that interference within the family can also contribute to detaching themselves emotionally. This interference can take the form of abuse, privacy violations, witnessing parental conflicts, and family troubles involving third parties, thus leading to experiencing complex emotions.

Lastly, how do emotionally detached adolescents react to family problems; most of the participant's responses indicate that they indulge themselves in distancing themselves both physically and emotionally from their family. Adolescents resort to escaping and isolating themselves to distance themselves from their families.

This can be emphasized by Matthews et al. (2022) wherein they have stated that a child's tendency to isolation may be influenced by certain aspects of the familial environment and peer relationships. However, it is worth taking note that they prefer to manage their distress on their own rather than rely on other people. Moreover, most adolescents have mingled emotions of frustration, disappointment, and a sense of hopelessness towards their family problems. This is accompanied by elusiveness, which has been the situation for a long time that they view as having a low possibility of being addressed. Adolescents perceive their family situations as permanent, as they grew up with that kind of family dynamics. However, this can be concluded as something that depends on the circumstance, as some other participants have stated that this can be only a phase and have a sense of optimism for it to be fixed. Furthermore, adolescents infer a variety of negative emotions towards their family problems. This has been due to increased responsibilities, time constraints, and differing priorities caused by the complex family dynamics of adolescents. This also results in family disruption and disconnection, wherein they cut off communication to avoid intense arguments. Also, participants have indicated being caught in the family turmoil and struggling to navigate through challenging circumstances. This can contribute to having strained relationships with their parents. Consequently, participants have been more self-reliant, but sometimes led to self-isolation due to the difficulty in expressing their own emotional needs.

CONCLUSION

In conclusion, emotional detachment, particularly in adolescents, develops from a mixture of positive and negative elements. The development of emotional detachment is influenced by various factors such as communication issues, parental neglect, mistreatment, interference within a family, and shifting family dynamics. The emotional outlook of the adolescent is contributed by fulfilment, admiration, as well as pessimism. The widening of the emotional distance can be brought about by parental factors such as emotional absence because of professional lives and the conflict of diverse personalities of both adolescents and parents. In addition to that, mistreatment, and interference, such as abuse, privacy violations, and witnessing parental conflicts, further add to the sense of detachment. To develop a healthier parent-child relationship that can mitigate emotional detachment, it is important to address the adolescent's emotional needs and nurture open communication.

Finally, the responses exhibited by emotionally detached adolescents towards familial issues suggest a tendency to create both physical and emotional distance. The emotional experiences that individuals have in the context of familial difficulties encompass feelings of irritation, despair, pessimism, and elusiveness. Based on the familial conditions, there exists a limited probability of ameliorating the situation; yet a majority of emotionally disengaged adolescents see their family dynamics as enduring and unchangeable. Adolescents who exhibit emotional detachment tend to exhibit a preference for self-reliance and independent management of tasks, as opposed to seeking support or assistance from others. They always result in self-isolation and have difficulty conveying their emotional needs. The influence of family conditions significantly impacts the response of emotionally detached adolescents toward their challenges.

RECOMMENDATIONS

Additional research is required to strengthen the robustness of the findings in the research study and ensure its replicability, particularly in the Philippine context, because most relevant studies are undertaken in other countries. Future researchers must conduct interviews as a methodology because the topic is sensitive to address and may require rapport building. It is proposed that future researchers gather participants from an older age range for adolescents since they can handle delicate themes with more awareness and understanding,

resulting in more data being acquired for the researchers to analyze. Since the study was done in a certain province, it is proposed that future researchers explore doing their studies in different parts of the Philippines if the results are comparable.

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APPENDICES

Interview Guide Questions

1. How do you cope with stress or emotional challenges in your life? Do you seek support or comfort from your parents, or do you tend to handle things on your own?

2. Can you describe your relationship with your parents while growing up? What were the dynamics like in your family?

3. What are some of the positive aspects of your relationship with your parents?

4. What are some of the positive aspects of your relationship with your parents?

5. Can you recall a specific incident or time when you felt emotionally detached from your parents? What happened, and how did it make you feel?

6. Can you identify any patterns or behaviors in your parents that may have made you feel less emotionally connected to them? How have these impacted you?

7. Do you think your emotional detachment from your parents is a temporary phase or a more enduring aspect of your relationship? Why do you feel this way?

Informed Consent

This informed consent is for the students of NU Baliwag ages 17-24 whom we are inviting to participate in research entitled, "Understanding the Emotional Detachment of Adolescents from their Parents: A Qualitative Study"

Marienell Faith De Luna

NU Baliwag

Qualitative Research

This Informed Consent Form has two parts:

1. **Information Sheet (to share information about the study with you)**

2. **Certificate of Consent (for signatures if you choose to participate)**

You will be given a copy of the full Informed Consent Form

Part I: Information Sheet

Introduction:

Greetings! We are 3rd year BS Psychology students at the National University Baliwag. We are inviting you to participate in our qualitative research study entitled **"Understanding the Emotional Detachment of Adolescents from their Parents: A Qualitative Study**". You do not have to decide today whether or not you will participate in the research. Before you decide, you can talk to anyone you feel comfortable with about the research.

This consent form may contain words that you do not understand. Please ask me to stop as we go through the information and I will take time to explain. If you have questions later, you can ask them of me or of another researcher.

Purpose of the research

The emotional detachment between parents and their children has become a growing concern in today's society. We want to gain a deeper understanding of the emotional detachment experienced by adolescents from their parents.

Type of Research Intervention

This research will involve your participation in a one-on-one interview that will last for about fifteen minutes to thirty minutes maximum interview.

Participant Selection

You are being invited to take part in this research because we feel that your experience as a child who is not on good terms with their parents can contribute much to our understanding and knowledge of local health practices.

Voluntary Participation

Your participation in this research is entirely voluntary. It is your choice whether to participate or not. If youcchoose not to participate all the services you receive at this Centre will continue and nothing will change.

Procedures

We are asking you to help us understand more about why children have been emotionally detached from their parents. We are inviting you to take part in this research project. If you accept, you will be asked to

Participate in an interview with us.

During the interview, We, the interviewer, will sit down with you in a **comfortable place at NU Baliwag.** If it is better for you, the interview can **take place anywhere around NU Baliwag**. If you do not wish to answer any of the questions during the interview, you may say so and the interviewer will move on to the next question. No one else but the interviewer will be present unless you would like someone else to be there. The information recorded is confidential, and no one else except our group will have access to the information documented during your interview. The entire interview will be tape-recorded, but no one will be identified by name on the tape. The information recorded is confidential, and no one else except our group members will have access to the tapes. The tapes will be destroyed after three weeks. If circumstances necessitate another recording, the researchers will notify the participants.

Duration

The research takes place over five months in total. Each interview will last for about thirty to forty-five minutes. The interview will be held in the span of two weeks based on the availability of the participants.

Risks

We are asking you to share with us some very personal and confidential information, and you may feel uncomfortable talking about some of the topics. You do not have to answer any questions or take part in the interview if you don't wish to do so, and that is also fine. You do not have to give us any reason for not responding to any question, or for refusing to take part in the interview"

Benefits

This study will help you understand more about your circumstances and your participation will also benefit those people in the same situation, it can also contribute to future studies in understanding emotional detachment in the Philippine context.

Reimbursements

You will not be provided any incentive to take part in the research. However, we will provide a modest yet heartfelt token of appreciation to express our gratitude for your time and insights. Your contribution is highly valued, and this gesture is our way of showing appreciation for your involvement in our research.

Confidentiality

The research being done in the society may draw attention and if you participate you may be asked questions

by other people in the community. We will not be sharing information about you with anyone outside of the research members. The information that we collect from this research project will be kept private. Any information about you will have a number on it instead of your name. Only the researchers will know what your number is and we will lock that information up with a lock and key. It will not be shared with or given to anyone except our group members will have access to the information

Sharing the Results

Nothing that you tell us today will be shared with anybody outside the research team and nothing will be attributed to you by name. The knowledge that we get from this research will be shared with you and your community before it is made widely available to the public. Each participant will receive a summary of the results. We will publish the results so that other interested people may learn from the research.

Right to Refuse or Withdraw

You do not have to take part in this research if you do not wish to do so, and choosing to participate will not affect your job or job-related evaluations in any way. You may stop participating in the interview at any time that you wish without your job being affected. I will give you an opportunity at the end of the interview to review your remarks, and you can ask to modify or remove portions of those, if you do not agree with our notes or if we did not understand you correctly.