

## **LIVED EXPERIENCES OF CHILDREN RAISED BY GRANDPARENTS**

A Qualitative Research  
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of the requirements for the subject  
CSRS-13: Research Project

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## ABSTRACT

**ALMAZAR, ALWYN DAVE A., ANGCANAN, JAMES CKARL JC E., CAPILI, JOHN JASPER A. II., PABELIC, JAMES ROMULO L.** **Lived Experiences of Children Raised by Grandparents.** Qualitative Research. Laboratory Science High School. Cavite State University, Indang, Cavite. May 2024. Adviser: Darylvy Avila

Due to various circumstances that revolve around the family, some children are taken care of by their grandparents at a young age. This study explored the lived experiences of those children who were raised by their grandparents. The study was conducted from October 2023 to May 2024 at Cavite State University - Laboratory Science High School. This study aimed to learn the experiences and challenges that children who were raised by their grandparents experienced and their reflection on the said experiences and challenges. For that reason, the researchers picked five (5) participants who are 13-16 years old and are currently studying at Cavite State University - Laboratory Science High School. The results showed that all of the children experienced at least one transformative experience while being under the care of their grandparents. The stress that the grandparents experience can be transferred to their grandchildren as they see it for themselves. It is also observed that some children are more biased towards their grandparents as they spend more time together with them instead of their own parents. The results also showed that there are several challenges that the children faced due to the decreasing physical and mental health of their grandparents because of old age. That said, the children managed to reflect on those challenges through their own understanding and use those experiences to mature mentally. Given the data gathered from this study, it can be said that the children develop a strong and deep bond between them and their grandparents. With all these information, future researchers can further expand the knowledge presented in this study by getting participants from a different age range and location to see the diversity of their experiences and whether they differ from each other.

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# **LIVED EXPERIENCES OF CHILDREN RAISED BY GRANDPARENTS**

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## **INTRODUCTION**

Parenting is the process of raising children, providing them with protection and care in order to ensure their healthy development into adulthood. In the present, there are different types of family structure and emerging family types. Changes in family structure are mostly due to migrations abroad or to the city for work or studies, on the part of both the parent and the adolescent child, as well as marital separation and parental death. Grandparent family is one of these family types. It is customary in the Philippines for grandparents to raise children that are left by either or both of their parents. Additionally, as cited in the study of Nuestro (2006) grandparents also take care of their grandchildren if their parents have work, are currently sick, or are facing the burden of having too many children (Schweitzer, 1957). As also cited in the same study of Nuestro (2006), grandparents usually get involved with their grandchildren if their parents are unmarried or divorced (Denham and Smith, 1989).

Child-rearing is the term used to describe the process of raising a child. It involves the way of taking care of your child and the environment you are exposing them in. A child's psychological and socio-emotional development is interconnected

on how they were raised by their parents. Meanwhile, Dunifon (2013) stated that children raised by grandparents are more prone to psychological problems than those that are raised by traditional two parents.

Children neglected by their parents experienced feelings of loss, anger, rejection, guilt, and attachment disorder often. They tend to look for something that they do not get from their parents and from their guardians resulting in these feelings (Edwards, 2008). According to Caguioa (2017), children may also experience confusion and anger because of parental separation through death, divorces, or with mutual consent of separation. Bronfenbrenner's ecological system theory states that the social environments of children have an effect on human development throughout the years.

Most of the studies conducted in relation to this subject focuses on the reason why children are raised away from their parents and how it affects them physically, psychologically and academically. Their personal experiences as an individual were not dug down deeper in the results and discussions of these studies.

Their opinions and past experiences are important as it also affects their attitude and behavior. Having an insight on what they went through as someone who was raised away from their parents would be beneficial not just for future studies, but also for parents and the children themselves. This study focused on the lived experiences and their reflection on the said experiences of children raised by grandparents. Therefore, this study is conducted to give awareness and a better comprehension of the lived experiences of children raised by grandparents.

### **Statement of the Problem**

Generally, this study aimed to describe the lived experiences of children raised by grandparents who are currently studying at Cavite State University Main Campus, Laboratory Science High School.

Specifically, this study aimed to answer the following questions:

1. What experiences do children raised by grandparents have?

2. What are the challenges that children raised by grandparents have faced?
3. How do children reflect on their experiences of being raised by grandparents?

### **Objectives of the Study**

In general, this study aimed to describe the lived experiences of children raised by grandparents who are currently studying at Cavite State University Laboratory Science High School.

Specifically:

1. describe the experiences of children raised by grandparents;
2. determine the challenges faced by children raised by grandparents; and
3. describe the reflections of children that were raised by grandparents.

### **Theoretical Framework of the Study**

This study's theoretical framework was based on an existing theory. The Bronfenbrenner's Ecological Systems Theory (1977). This existing theory helped the researchers create a basis for the study and help them identify, analyze, and evaluate the participants' experiences.

Bronfenbrenner's ecological systems theory posits that an individual's development is influenced by a series of interconnected environmental systems, ranging from the immediate surroundings to broad societal structures (Guy-Evans, O. 2023). The ecological Systems theory states that human development is influenced by the different types of environmental systems, this theory helps us understand why we may behave differently when we compare our behavior in the presence of our family and our behavior when we are in school or at work (Sincero, S. 2023), furthermore, According to an article by Cherry, Kendra (2023). Bronfenbrenner's ecological model is a framework that can be utilized to understand the complex systems that influence human development. In particular, this model emphasizes the

importance of environmental factors and social influences in shaping development and behavior.

The researchers used Bronfenbrenner's ecological systems theory to identify the challenges or lack thereof faced by the participants during their time with their grandparents. Furthermore, with the use of the parts of Bronfenbrenner's ecological systems theory, the researchers categorized the said challenges following the ecological systems theory, for example, if a participant experienced challenges in their school during their time being raised by grandparents it would fall under the microsystem in the ecological systems theory. After the identification and categorization of the challenges faced it was compiled to be analyzed.

### **Conceptual Framework of the Study**

The conceptual framework of this study outlines the theoretical underpinnings and relationships among key variables, guiding the research process and providing a structured approach to investigating the phenomenon.

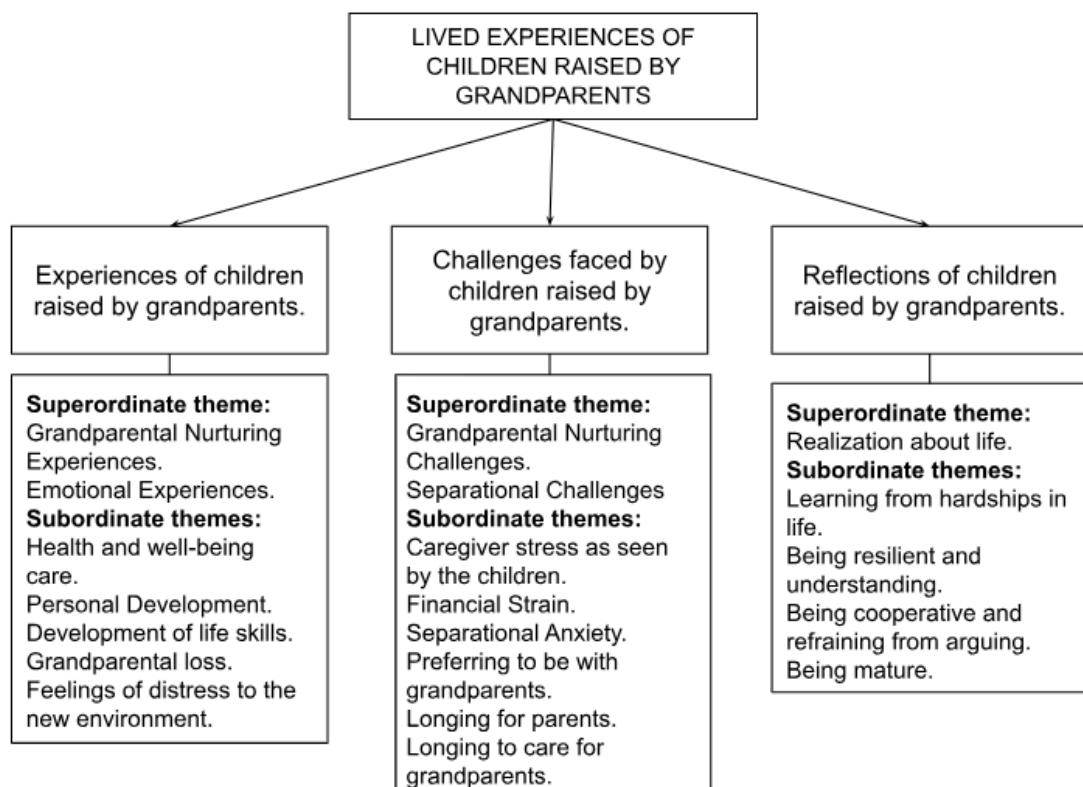


Figure 1. Research paradigm

This study analyzed the three time periods of grandparents rearing the children with the aforementioned three periods being; before the childrearing by the grandparents started, during the childrearing by the grandparents, and after the childrearing was done by the grandparents. This study focused on the experience of the child before being raised by grandparents, the challenges faced by the children during their time with their grandparents, and the reflections of the children after being raised by their grandparents. After interviewing the participants, the researchers thematically analyzed the responses of the participants that the researchers used for this study.

### **Significance of the Study**

The findings of this study provided a better understanding of the experiences that were faced by children raised by grandparents. These findings can be then used to inform parents, social workers and future researchers.

This study may benefit the **participants** by giving them a better insight on their experiences and the reflections that they have concluded from those experiences. It makes them think about what they have learned from all of their lived experiences and how they could apply this knowledge in their lives. This study also help the **grandparents** in learning about the situations that their grandchildren may be currently in. It gives them a better look on what their grandparents may have been feeling as someone who was raised by their grandparents. Additionally, having a better understanding about the situations the grandchildren are currently facing make their bond and relationship stronger. This study also assist the **parents** in improving their relationship with their children. Knowing about the experiences of other children that are experiencing the same situation as their own children may help them in understanding what they are currently facing. These better understandings can also help parents handle situations or solve problems related with their children. This study may help **social workers** be more aware of administering scenarios that

involve children raised by grandparents. They may use this knowledge to inform the parents and the children about these circumstances and how they can handle their situation better. **Schools** also benefit from this study since schools can use this knowledge to relate to students raised by their grandparents making school a better place to study for the said students. Lastly, this study is a source of information for **future researchers** who will tackle the same topic or is planning to expand this current study. This study gives people insight about the situation and experiences of children that were being raised by grandparents here in the Philippines.

### **Time and Place of the Study**

This study was conducted at Cavite State University Main Campus, Laboratory Science High School in the municipality of Indang, Cavite. The data were gathered starting from the second semester of the school year 2023-2024.

### **Scope and Limitation of the Study**

This study mainly focused on the lived experiences of children raised by grandparents to get a better understanding about their feelings, thoughts and situation. This study aimed to investigate their past and current experiences and their reflections about these experiences as someone who was raised by grandparents through the use of one-on-one interviews. The researchers used interpretative phenomenological analysis (IPA) for the data that was gathered to have a better insight about their personal experiences and reflections. The participants need to be 13-16 years old who are currently studying at Cavite State University Laboratory Science High School in the municipality of Indang, Cavite.

Because this study was conducted in Cavite State University, all the data that were gathered was limited to the population inside Cavite State University. Therefore, the data was not applied to all children who were experiencing grandparental care.

### **Definition of Terms**

The following are key concepts, terminology, and terms used by the researchers throughout the study.

**Challenges** are the experiences that the participant needs to overcome as a part of grandparent family type. These challenges may be related to events, circumstances, physical health, or mental health (Cambridge Dictionary, n.d.). The study determined the challenges that children raised by grandparents experienced

**Emerging family types** are family structures that are currently emerging in a specific place, country, or the globe (Sharma, 2013). It is the result of present opinions, beliefs, and perspectives of a person, community, or a country due to new technologies and cultural sensibilities. This study focused on grandparent families to identify the lived experiences of children raised by their grandparents.

**Experiences** are the series of events that a person undergoes or encounters which can be said to make up a person's life (Borchert, 2006). These experiences help people attain knowledge of the world. The study looked into the experiences of children raised by their grandparents.

**Family structure** is the combination of relatives that comprise a family. It describes the situation and relationship between people who are living in a single household (Urban, 2023). There are different types of family structure due to different circumstances that the family may be facing. The study investigated how the family structure of a child raised by grandparents works and how it relates to the experiences of the children.

**Grandparental care** is where the grandparents of the child are the current source of guidance and care (Du *et. al.*, 2022). This study looked into how the grandparents took care of their grandchildren during the said times.

**Human development** is how people grow and undergo changes throughout their lives. This is greatly affected by their physical and social environment that they are exposed to when they are growing up (Maryville University, n.d.). The study analyzed how children develop when they are raised by their grandparents.

**Lived experience** is a depiction of a person's experiences and decisions, as well as the knowledge gained from these experiences and choices. It will be explored

through qualitative interviews, allowing participants to narrate and reflect upon significant events, relationships, challenges, and moments of meaning in their lives (Talking Healthtech, 2022). This study used the participants' lived experiences as data that will be analyzed to find significance, meaning, and similarities.

**Oppositional-defiant disorder** is a type of disorder where the children are uncooperative, defiant, and hostile towards other people around them (Johns Hopkins Medicine, n.d.). The researchers analyzed the effects of this disorder on the relationship of children and their grandparents.

**Reflections** are the consideration of a person on their life experiences on how they deal with it and their plans for the future in accordance with these considerations. It is the process of self interaction with one's thoughts and actions (Nguyen *et. al.*, 2014). The study also identified how children raised by grandparents reflect on their experiences as someone raised by their grandparents.

## **REVIEW OF RELATED LITERATURE**

The literature in this chapter presented different concepts, ideas, and conclusions from past and recent studies that are related to this study.

### **Grandparents**

Grandparents are important pillar for a Filipino family. Grandparents help the family just by being present, providing the family a sense of continuity and history. Most grandparents also help the children in times of crises like divorce, widowhood, lack of employment and teenage pregnancy. Moreover, when these crises pass, the adult children develop a sense of responsibility to continue what they had started (Bengtson *et. al.*, 1990, as cited by Nuestro, 2006). For some older adults, being a grandparent is an honor or a biological award. Sanders and Trygstad (1993), as cited by Nuestro (2006), mentioned that for other people, being a grandparent gives them self-fulfilment, which gives them feelings of companionship and satisfaction that may have been missing in their early adult-child relationship.

In some cases, the grandparents are required to take a bigger role in the lives of their grandchildren because of family issues. Grandparents tend to be more involved with their grandchildren if their parents are unmarried or divorced (Presser, 1989, as cited by Nuestro 2006). Grandparents also help when the children experience abuse from their own parents (Creighton, 1991). All that said, many grandparents do lack legal custody of their grandchildren when they are taking care of them. Schools sometimes fail to recognize them as a legitimate guardian for school activities and legal papers (Jendrek, 1994, as cited by Nuestro 2006).

### **Children**

There are studies that support that the children's well being is affected by the separation of their parents. Results shows that the well-being of those raised by grandparents is influenced by the children's age, gender, location they reside in, level

of grandparents' education and socioeconomic status (Bradshaw, 2012). Furthermore, It also depends on the child's age at the time of separation, the grandparents' age and energy level. The extent to which the grandparent is capable of buffering the effects of the events and the resources and support available to help grandparents advance positive outcomes (Edwards & Ray, 2008).

It shows that the children's well-being is multidimensional and influenced by biological and environmental factors (Bradshaw, 2012; Pople, Abdallah, Rees, & Main, 2016). Their studies results also reports that while many children in grandparent-headed households may do well, others are at risk for having more psychological problems than those living with traditional two parent families (Dunifon, 2013; Edwards, 2008). Some of these problems include depression, anxiety, hyperactivity or inattention, health problems, learning disabilities, poor school performance, and aggression, especially in boys (Smith & Palmieri, 2007). The study would look into the participants' challenges as someone who is raised by their grandparents that happens within their circle of peers.

Many of these children that were raised by grandparents were referred for clinical treatment due to problems with concentration, hyperactivity, depression, oppositional-defiant behavior, temper tantrums, mood swings, and social isolation (Edwards & Ray, 2008). However, results show that depressive symptoms varied significantly by gender, age, and ethnicity, And more symptoms were found among females than males (Dolbin; MacNab, Roberto, & Finney, 2013).

This is supported by the findings of Md-yunus (2017), which states that younger responders reported more symptoms than older responders, as they experience uncertainty and difficulties in identity formation that subside with the approach of more stable life stages.

### **Parents**

Research has also been done to see why parents are not present to care for their children, Based on a 2022 web article (UP Population Institute), The common

reasons for their absence are any parent working away (45%), marital separation, and the death of any parent. The web article also stated that there was an increase of children not being raised by both parents between 2013 and 2021 that was attributed to their parents working away within the country for much of their childhood.

Furthermore, These results are supported by multiple studies. Hayslip (2013) Studied the reasons for the absence of their parents, grandparents often step into the role of parents due to abuse and neglect, substance abuse, HIV/AIDS, homicide, mental illness, incarceration, Military deployment, teenage pregnancy, death, and child welfare policies that have a preference for relative caregivers. In addition, grandparents often assume the role of parents to keep children within the family, save them from further harm, and keep them out of the foster care system.

The results indicate that the parent's absence is influenced by external factors like the parent's work, financial problems, health problems, or mental illness.

### **Child-rearing**

Child-rearing or parenting refers to the processes, strategies, and approaches used to raise a child from birth to adulthood and these methods vary significantly across the globe (Touro University Worldwide, 2023). Parenting styles can greatly affect the children's growth as parenting supports their physical, emotional, spiritual and cognitive thinking as also cited from Touro University Worldwide (2023). There are four main types of child rearing approaches that parents use according to Zeltser (2021) which are permissive, authoritative, neglectful, and authoritarian.

In permissive parenting the parents are more likely to take on a friendship role with their kids. They prefer to avoid conflict and allow their kids to do what they want with limited guidance. While in authoritative parenting the parents are supportive to their children's needs and guide them with open and honest discussions. Children with authoritative parents tend to be self disciplined and can think for themselves. There are also the neglectful parents which interact with their children less often than

the other parenting style. This can be seen as cold and uncaring but not always as they are facing their own issues. And lastly is authoritarian parenting that uses stern discipline that attempts to be in full control of their kids. They talk to their children without wanting feedback on what they say. These are all according to the study of Zeltser (2021).

In the Philippines, children are raised with many unique practices. An example of this is teaching the value of respecting the elders. Parents always remind their kids to use the word “*po*” and “*opo*”(Bunag, 2023).

### **Family structure**

Family structure is how the members of a family are grouped and there are a lot of family types that exist nowadays. One of the examples of emerging family structure is the same sex couples which was firstly counted in the 2020 U.S. Census (“In a First, 2020 Census to Count Same-sex Couples,” 2018). As cited on a blog post of AEI-Brookings Working Group on Childhood in the United States (2022) the effects of family structure on a child are strangers for social and behavioral outcomes specifically related to schooling (Kearney *et.al.* 2017). According to Blessing (2023) there are six types of family structures commonly seen in 2023 which are the nuclear family, single-parent family, extended family, families without children, stepfamily, grandparent family.

First is the nuclear family or the traditional type of family structure that consists of two parents and at least one child. It is also known as traditional because it is built in the society that raising children is ideal for a family. Second is the single-parent family which is built of one parent raising his or her own children. This limits the opportunities of the children as they are only raised by a single parent although many single-parent families get support from relatives and peers. Third is the extended family where there are two or more adults who are related that live in the same home. Extended families consist of relatives living together with a common goal which can be raising children, or other household duties. Fourth is families

without children as the name suggests this family type are couples that either cannot or choose not to have children. Fifth is the stepfamily, this family type involves two separate families merging into one because of remarriage. Step-families are similar to nuclear families. However, they tend to have unique challenges due to them originally being a different family. Lastly is the grandparent family, grandparents raising their grandchildren for different reasons. These are all according to Blessing (2023).

Additionally, Kusumaatmadja (1995) stated that a family is the core of a community. It has an important role to our future generations, which is to give educational background and knowledge to them. Pascual (1997) also said that a children's foundation starts from their home.

This research study focused on the grandparent family structure. The potential reasons a grandparent is taking care of their grandchildren are because the parent has addiction with alcohol and drugs, the parent has mental problems, the parent is in jail, inexperience of parents most likely because of teenage pregnancy, death or physical health issues of parents, lack of financial resources, domestic violence, and military deployment (Saxena, 2022). The research study will identify patterns and concepts on the lived experiences of children that were raised by their grandparents.

### **Bronfenbrenner's Ecological systems theory**

According to Guy-Evans (2023), The ecological systems theory of Bronfenbrenner asserts that a person's development is impacted by several interrelated environmental systems, spanning from the local surroundings to large social institutions.

Moreover, according to the ecological systems theory, the various environmental system types have an impact on human development. When we compare our conduct at home and work or in the presence of our family, this idea explains why we could act differently (Sincero, 2023).

In addition to that, the ecological model developed by Bronfenbrenner provides a framework for comprehending the intricate mechanisms influencing human development. This model specifically highlights the significance of social and environmental effects on behavior and development (Cherry, 2023).

Furthermore, according to Psychology Notes HQ (2021), Bronfenbrenner's ecological model organizes contexts of development into five nested levels of external influence: Microsystem, Mesosystem, Ecosystem, Macrosystem, and Chronosystem. These levels are categorized from the most intimate level to the broadest. The Bronfenbrenner theory suggests that the microsystem is the smallest and most immediate environment in which children live. As such, the microsystem comprises the home, school or daycare, peer group, and community environment of the children. Interactions within the microsystem typically involve personal relationships with family members, classmates, teachers, and caregivers. How these groups or individuals interact with the children will affect how they develop. More nurturing and supportive interactions and relationships will likely foster a better environment for development. The mesosystem encompasses the interaction of the different microsystems in which children find themselves in. It is, in essence, a system of microsystems and as such, involves linkages between home and school, between peer group and family, and between family and community. If a child's parents are actively involved in the friendships of their child, for example, they invite their child's friends over to their house from time to time and spend time with them, then the child's development is affected positively through harmony and like-mindedness. The exosystem in Bronfenbrenner's ecological model pertains to the linkages that may exist between two or more settings, one of which may not contain the developing children but affect them indirectly nonetheless. Based on Bronfenbrenner's findings, people and places that children may not directly interact with may still have an impact on their lives. Such places and people may include the parents' workplaces, extended family members, and the neighborhood the children

live in. The macrosystem in Bronfenbrenner's ecological model is the largest and most distant collection of people and places to the children that still have significant influences on them. This ecological system is composed of the children's cultural patterns and values, specifically their dominant beliefs and ideas, as well as political and economic systems. The chronosystem adds the useful dimension of time to Bronfenbrenner's ecological systems theory. It demonstrates the influence of both change and constancy in the children's environments. The chronosystem may include a change in family structure, address, parents' employment status, as well as immense society changes such as economic cycles and wars.

### **Social challenges**

Social challenges may be related to specific diagnoses such as Autism Spectrum Disorder, Social Anxiety Disorder, Social Communication Disorder, Speech and Language Disorders, and Dementia. Alternatively, an individual may experience social challenges without meeting the criteria for any diagnosis. People with and without a diagnosis can benefit from improving their social skills (Approach Psychology, 2020).

Furthermore, according to Kulik (2023), Social issues can rarely be cleanly divided into discrete categories and often have intersectional causes and effects. For example, child marriage—the marriage of legal minors—is considered by many to be a serious global social issue. Some frame it as an issue of women's rights (see feminism), as the younger partner in such marriages is generally female and the marriage is often forced on her by her family. Others may argue that it is a problem of children's rights in general, as often both partners in such marriages are underage, and child marriage can plausibly be linked to cultural attitudes fueling issues such as child labor. Child marriage also exacerbates problems like illiteracy and undereducation, since the girls in such marriages are often expected to leave school. Pregnancy and birth can be dangerous for underage females and their children, leading to health problems. Child marriage can also be linked to problems of

unemployment and low economic opportunity, since many families choose to marry off their daughters to avoid the costs of caring for them. Finally, there are those who argue that child marriage should in fact be legal for cultural or religious reasons—from such a perspective, the many laws criminalizing child marriage are themselves a social issue.

From these articles, the researchers can infer that societal challenges can stem from two variables, these can be from the person him/herself or it can be from the society that the individual finds him/herself in.

### **School challenges**

According to Garcia (2021), Student social media users mentioned many interesting problems they faced in school. The majority of this #StudentProblems101 are classroom problems such as difficulty in understanding lessons, humiliation, stress, and boredom. Personal problems, on the other hand, include sleep deprivation and miserable weekends and holidays due to homework.

Moreover, according to Childhope Philippines (2021), it is clear that there is a class divide between rich and poor students in the country. Though this is the case, less developed states can focus on learning if it is covered in their top concerns. However, the Philippines doesn't invest in topnotch learning as compared to its neighbor countries. Many public schools lack computers and other tools despite the digital age. Further, a shortfall in the number of public school teachers is also one of the top issues in the country due to their being among the lowest-paid state workers. Aside from that, more than 3 million children, youth, and adults remain unenrolled since the school shutdown.

From these articles, the researchers can infer that challenges faced in schools by students can vary from person to person. Whether it would be about psychological or physical barriers that hinder the ability of the school to teach its students properly.

### **Grandparents challenges**

Also known as “kinship care,” a growing number of grandparents are now taking on the parenting role for their grandchildren, thus foregoing the traditional grandparent/grandchild relationship. This often means giving up your leisure time, the option of travelling, and many other aspects of your independence. Instead, you once again take on responsibility for the day-to-day maintenance of a home, schedules, meals, homework, and play dates. And if it were tragic circumstances that required you to step into the role of a parent, you will face many other stress factors, such as coping with your own and your grandchildren's grief (Smith & Segal, 2023).

Furthermore, according to Eng (2022), Grandparents who are raising grandchildren confront the reality of being unexpectedly called on to care for a child, or sometimes multiple children, often while grieving one of their adult children or working through a family crisis. They may also be dealing with an abrupt change in plans and expectations as they geared up for their retired lives.

If grandparents — like most people who are not planning to be primarily responsible for a child's wellbeing — haven't kept up with the latest developments in realms like discipline techniques, school expectations, infant feeding and sleep guidelines, social media and online safety, and more, the very steep learning curves can be overwhelming. Plus, the kids they are now responsible for may be dealing with added emotional challenges due to recent disruptions in routine and even family tragedy.

Financially, many grandparents may be struggling to simply care for themselves in retirement — so adding extra household members to feed, clothe, educate, and entertain just adds to the strain. Older adults may also be dealing with their own health issues that can make child-rearing (and its costs) even more challenging. Housing can be a significant issue, as grandparents may not have had any extra space available and do not know what types of living arrangements they are eligible for.

There are also the complicated legal and institutional processes that older adults may have to suddenly learn to navigate — such as guardianship, adoption, and foster care systems, and the numerous requirements from social services agencies.

From the articles gathered the researchers can infer that there are mostly 4 challenges that grandparents face when raising their grandchildren. These are the Legal Side, Financial Side, Health Problems, and Education Concerns. Moreover, grandparents are sometimes forced or raise their grandparents voluntarily due to different circumstances.

## METHODOLOGY

In this chapter, the researchers discussed the research design, context and participants of the study, research instruments, data collection, data analysis, and the ethical consideration that was used for this study.

### **Research design**

According to Tenny, *et al.* (2022), qualitative research is a type of research that explores and provides deeper insights into real-world problems. Instead of collecting numerical data points or intervening or introducing treatments like quantitative research, qualitative research helps generate hypotheses and further investigate and understand quantitative data.

Qualitative research seeks to gain insights and understand people's experiences and perspectives by studying social organizations and human behavior. Data in qualitative studies focuses on people's beliefs and emotional responses. Data in qualitative research typically can not be assessed mathematically — the data is not sets of numbers or quantifiable information. Rather, it is collections of images, words, notes on behaviors, descriptions of emotions, and historical context. Data is collected through observations, interviews, surveys, focus groups, and secondary research (Girardin, 2023).

Interpretative Phenomenological Analysis is an inductive research method that begins with specific examples and uses them to develop broader theories. IPA researchers collect data (e.g. via interviews) and analyze it to uncover themes and meanings, helping them understand how individuals make sense of their experiences (Delve, 2023). While IPA focuses on the lived experiences of individuals, it is not concerned with the more mundane aspects of everyday life. Instead, IPA explores transformative or emotionally charged experiences that can often leave a lasting impact – “a mark” – on the individual's life (Delve, 2023).

According to Smith & Fieldsend (2021), IPA is a well-established qualitative approach developed to investigate individuals' lived experiences. In trying to understand lived experience. It is concerned with the particular experiences that individuals have and their meaning making that occurs in relation to those experiences. IPA is collaborative because it explores experiential meanings through the interpretative work between the researcher and the participant rather than being a theory-driven examination.

Additionally, this research study will be using descriptive phenomenology which aims to describe the essential meanings and structures of the phenomena without imposing any preconceptions or interpretations setting aside researchers' own biases and assumptions to focus on the data (Gudem et al., 2024).

In conclusion, qualitative research explains an event or a phenomenon down to its minute details from the what, why, when, where, who, and how of the phenomenon. Moreover, instead of stating the data and results through numerical values, qualitative research instead states its data and results through statements. Meanwhile, Interpretative phenomenological analysis (IPA) deals with how participants make sense of what they experienced, specifically what they learned from that specific experience or what they gained from it, whether it is a positive thing or not. This study used the IPA format as it was the most compatible one for the study. Specifically, because we are dealing with the experiences of the participants.

In addition IPA

### **Participants of the study**

The researchers picked five participants for this study, in line with what Polkinghorne (1989) advised, which suggests that researchers should interview 5-10 participants who have all experienced similar events in their lives for commonalities to be captured and interpreted (Alase, 2017). They are 13-16 years old in line with Piaget's Theory of Cognitive development, Specifically the formal operational stage, the final stage of development where an individual is capable of hypothetical and

deductive reasoning (Piaget, 1971). The participants should also be currently studying at Cavite State University Laboratory Science High School and were raised by their grandparents. Additionally, the parents of the participants should still be in contact with their children but did not or have little to no part in their child's growth as the child has been raised by their grandparents. Their grandparents have been taking care of the participant since they were born. Lastly, The participants' grandparents should be alive, however if they are deceased already, the participants' grandparents must be deceased for at least for more than 12 to 24 months. Since, symptoms of grief largely resolve after one to two years.

### **Sampling technique**

According to Nikolopoulou (2023), Purposive sampling refers to a group of non-probability sampling techniques in which units are selected because they have characteristics that you need in your sample. In other words, units are selected "on purpose" in purposive sampling. Purposive sampling is common in qualitative research and mixed methods research. It is particularly useful if you need to find information-rich cases or make the most out of limited resources, but are at high risk for research biases like observer bias. Because the aim of this study is to collect experiences from different people that have similar experiences, the researchers used purposive sampling as its technique to find participants for the study through screening the possible participants that fit the criteria for the study.

### **Data gathered**

The data in this study came from primary sources since the participants were directly interviewed to acquire the data about their lived experiences as children raised by their grandparents. Researchers used online interviews as a tool to gather the detailed perspective of children raised by grandparents on their lived experiences.

The research specifically chose children raised by grandparents as

participants using the purposive sampling method. Then, a pre-survey was constructed to determine the participants that will also go through experts' validation.

The interview data was analyzed to understand the ideas in the participants' response. The audio recordings of the interview were transcribed into text format and were checked by the participants to ensure that there is no tampering of data. The transcribed data was analyzed thoroughly to determine the concepts behind the participants' responses examining its context. The interviews were done through google meeting where the only ones present were the participant and the researchers. Audio recorder was used to record the interview if permitted by the participants' consent to review and analyze the data.

The study used interview guide questions that were validated by three experts in the field of psychology to ensure that the research instruments that will be used are valid. The interview guide questions asked the experiences, challenges they encountered related to their social life, school, and grandparents, and reflections of the participants as someone who was raised by their grandparents. The questions were translated to both English and Filipino languages.

### **Data analysis**

Interpretative Phenomenological Analysis is an inductive research method that begins with specific examples and uses them to develop broader theories. IPA researchers collect data (e.g. via interviews) and analyze it to uncover themes and meanings, helping them understand how individuals make sense of their experiences (Delve, 2023). While IPA focuses on the lived experiences of individuals, it is not concerned with the more mundane aspects of everyday life. Instead, IPA explores transformative or emotionally charged experiences that can often leave a lasting impact – “a mark” – on the individual's life (Delve, 2023).

The responses of the participants from the online interview were analyzed using interpretative phenomenological analysis (IPA). This type of data analysis is used to explore ‘lived experiences’ of the research participants in a more detailed

way (Alase, 2017). Smith, Flowers, and Larkin (2009), as cited by Alase (2017) stated that “IPA is a qualitative research approach committed to the examination of how people make sense of their major life experiences”. Additionally, IPA is considered as the most ‘participant-oriented’ qualitative research approach as it respects the lived experiences of the research participants. It allows the research participants who experienced similar events/concepts in their life to tell their experiences without any distortions on what they said (Creswell, 2012, as cited by Alase, 2017).

There are five stages in conducting an IPA approach. First stage is reading the transcribed data. This stage is where the researchers find significant statements, quotes, and sentences from the gathered data (Creswell, 2012, as cited by Alase, 2017). It is important to keep the said statements, quotes, and sentences the same as what the participants said, word per word, without any tampering from the researchers. The second stage is to identify themes. This is where the researchers grouped the said statements into ordinate themes and subordinate themes. The third stage is structuring the analysis. The researchers went through the transcribed data and themes to further understand the experiences and how they correlate with each other. Creswell (2012) also suggested writing a description of ‘what’ the participants experienced and ‘how’ the experience happened which allows the researchers to reflect on the context and setting in which the phenomenon was experienced. The fourth stage is the production of a summary table of the themes. This is where the researchers used quotations to illustrate the established themes from the gathered data from the participants. Lastly, the fifth and last stage is to create a cohesive narrative from the summary table of the themes. Alase (2017) stated that the researchers must write a statement that tells ‘what’ the participants have experienced and ‘how’ they experienced the phenomenon in a contextual format to the readers. The researchers made a brief discussion on each ordinate theme and subordinate theme based on common experiences that the participants have.

### **Ethical consideration**

This research requires the consent of the participants and their parent, grandparent or guardian to conduct the online interviews. Since the participants are minors, the researchers are legally required to ask the consent of the parents. The researchers assure the confidentiality, and the anonymity of the participants. The researchers will not share information about the participants in order to maintain the confidentiality of the participants. If the participants gave permission to do voice recording, the recording was stored in two sd cards to keep the data safe and for unexpected scenarios. In accordance with the Data Privacy Act of 2012, the audio recordings will also be prohibited to be sent through any online means to protect the privacy of the researchers and participants. To protect the participants' identity, a voice changer was used.

Moreover, if a participant experiences a trigger during the interview, the researchers stopped to provide support to the participant. A psychological expert was on standby while doing the interview in case the participants felt discomfort during the interview. The researchers were inquired about the guidance of a mental health professional in performing the interview. The trigger was documented with the participants consent, but the researchers did not ask for further explanation on the trigger or their reaction to it. In addition, if the participant's grandparents are deceased. The researchers respected the emotion of the participant/s during the interview.

## RESULTS AND DISCUSSION

This chapter presented and discussed the results gathered from the phenomenological view of the lived experience of children raised by grandparents.

### Experiences of children raised by grandparents

This section is focused on addressing the first statement of the problem, specifically the experiences of children who were raised by grandparents. Through analyzing the data using Interpretative Phenomenological Analysis a total of 5 subordinate themes emerged from the participant's response: health and well-being care, personal development, development of life skills, grandparental loss, and feelings of distress to the new environment.

Table 1. Experiences of children raised by grandparents

SUPERORDINATE THEME	SUBORDINATE THEME	ILLUSTRATIVE TEXT
<b>Grandparental Nurturing Experiences</b>	Health and well-being care	"I have experiences with my grandparents. One example is the time when they took care of me while my parents were in another country." - Ate A.
		"So, during my childhood, my grandparents were my caretakers when my parents weren't around. My dad was abroad, and my mom had work here in the Philippines, so my grandparents took care of me." - Kuya D.
		"When I was a child in elementary school, my parents weren't around, and I was staying at my grandmother's house. I got a serious eye infection, and my parents couldn't visit me, so my

Table 1. Continued

SUPERORDINATE THEME	SUBORDINATE THEME	ILLUSTRATIVE TEXT
		grandmother took care of me during that time." - Ate B.
		"Yes, I have experiences with my grandmother, but not with my grandfather. My grandmother on my father's side raised me and has always been with me at home (aside from my siblings) since I was a baby until now. My parents do help my grandmother, but I spend more time with her than with my mom and dad." - Kuya C.
Personal Development		"I became more mature in certain situations, and it opened my eyes to the fact that life can be difficult. That's why we need to be grateful." - Ate A.
		"My grandmother also shaped my character. She taught me to show respect by doing things like the "mano" gesture and saying "po" and "opo." She encouraged me to eat vegetables and help out, even though I wasn't very helpful before and was quite lazy. Being with her all the time made me more helpful because I realized the importance of guidance and assistance." - Ate B.

Table 1. Continued

<b>SUPERORDINATE THEME</b>	<b>SUBORDINATE THEME</b>	<b>ILLUSTRATIVE TEXT</b>
<b>Emotional Experiences</b>	Development of life skills	<p>“Growing up with her really changed me. She taught me a lot of household stuff, like doing chores and things like that.”</p> <p>- <i>Kuya E.</i></p>
		<p>“Most of the time that I spent with them, I became more hardworking. When they got sick, I would take care of them.”</p> <p>- <i>Ate B.</i></p>
	Grandparental loss	<p>“I remember that they taught me many things when I was a child, like how to eat by myself and how to be potty trained. They were the ones who taught me these things”</p> <p>- <i>Kuya D.</i></p>
	Feelings of distress to the new environment	<p>“Around 2019 or 2020, during the middle of quarantine, one of my grandmothers got sick. She couldn't take care of us anymore, so we started taking care of her. She couldn't stand or do household chores. In late 2020, around September, she passed away.”</p> <p>- <i>Ate B.</i></p>
		<p>“When my parents leave for work and my grandparents are the ones who will take care of me, I often find myself in tears.”</p> <p>- <i>Kuya D.</i></p>

**Grandparental nurturing experiences.** Grandparents make major contributions to family and social life although the care they provide varies in type, intensity, and whether they act as primary or secondary caregivers (Sadruddin et al., 2019). Grandparents taking the role of caregiver in the family is not a new social phenomenon as also stated by Sadruddin et al. (2019). Grandparents still act as an important pillar of the family even if they take other roles.

**Health and well-being care.** Grandparents take care of their grandchildren if their parents have work, are currently sick, or are facing the burden of having too many children (Schweitzer, 1957 as cited by, Nuestro, 2006). Grandparents taking care of their grandchildren when their parents were away was experienced by Ate A. as she stated that “*yung pag time po na inaalagaan po nila ako nung mga panahon - - - sa ibam bansa yung mga magulang ko po*” and also occurred to Kuya D. as he stated that “*kapag wala yung parents ko kasi si daddy nasa abroad tapos si mommy Dmay work din sa..- May work dito sa Philippines kaya yung lolo at lola ko yung nag aalaga sakin*” and another related experience was shared by Ate B. “*hindi po ako mabisita ng mga parents ko and like yung lola ko nalang po yung nag aalaga sakin that time*”

**Personal development** is the conscious effort to enhance oneself and develop new skills, traits, and attitudes that contribute to personal growth. It encompasses various aspects of our lives, including our emotional, psychological, and intellectual well-being. By embarking on this lifelong journey, we pave the way for self-discovery and self-awareness, allowing us to become the best version of ourselves (CGI Insights, 2024). According to Ate B. “*po kasi po, hinuhubog din po ng lola ko yung pagkatao ko rin po yung like pag mamano po pag po-po at opo pag kain ng gulay at yung pag tulong narin sakanila kase po di po talaga ako ganon ka matulungan po like tamad po ako pero nung kasama ko po lagi yung lola ko syempre po kailangan po ng Gabay po at tulong rin po kaya po yun po nag-naging mas matulungan po ako*”. As stated by Ate B, her grandparents had a major role in her

personal development saying that her grandparents shaped what character she has to day.

**Development of life skills.** Life skills refer to the skills necessary to help you manage everyday activities, with some examples of life skills including problem-solving, communication or resilience (Indeed Editorial Team, 2024). As stated by *Kuya E.* during his time with his grandparents he had learned how to do basic household chores. "*like ano lang sya growing up na nag pabago sakin pero i think dun sa mga ano bagay sa bahay like naturuan nya ako ng mga household stuff mga chores parang ganon*" - *Kuya E.*

**Emotional experiences** are situated and dynamic. Fear, for example, is typically studied in a physical danger context, but in the real world, it often occurs in social contexts, especially those involving social evaluation. Understanding situated emotional experience is critical because adaptive responding is guided by situational context, as everything changes as we observe everything, for example, inferring the intention of another in a social evaluation situation compared to monitoring the environment in a physical danger situation.

**Grandparental loss.** Although grandparents can provide support and stability in families, up to 72% of children raised by grandparents have been exposed to at least one adverse, traumatic event. (Sprang et al., 2015 as cited by, Rapoport et al., 2020). This occurrence was experienced by *Ate B.* as she stated that "*nung ano po nung about 2019 po or 2020 siguro po kalagitnaan din po ng quarantine so nag karon po like ng sakit isa ko pong lola na ano po dun narin po sya di narin po siya nakapag alaga po samin so kami narin po yung nag-aalaga sa kanila kasi po di na po sya maka tayo noon and like di na po sya makagawa ng mga gawaing bahay so um late 2020 po like september dun narin po siya pumanaw*". Grandparents might be unable to take care of their grandchildren as they grow old and their passing away is not something we can avoid.

**Feeling of distress to the new environment.** The feeling a person gets when their environment is changing, and they have no ability to control the change of their environment is sometimes called homesickness (*What to Know About Homesickness and Mental Health*, 2024). Kuya D. stated that “*kapag ano iniwan na ako ng parents ko paalis na sa work tapos yung grandparents na mag aalaga sakin napapa iyak ako*” illustrates that he felt distress to the new environment he will be in around his grandparents and this distress caused him to cry.

### **Challenges faced by children raised by grandparents**

This section is focused on addressing the second statement of the problem, specifically the challenges faced by the grandparents while raising their grandchildren and the challenges faced by the grandchildren. Through analyzing the data, 8 subordinate themes emerged from the participant's response: caregiver stress, financial strain, separational distress, preferring to be with grandparents, longing for parents, longing to care for grandparents, disagreements, and the strong bond between grandparent and grandchildren.

Table 2. Challenges that the children raised by grandparents have

SUPERORDINATE THEME	SUBORDINATE THEME	ILLUSTRATIVE TEXT
<b>Grandparental Nurturing Challenges</b>	Caregiver stress as seen by the children	<p>“They were struggling because they were getting older and their bodies were weakening. And maybe I was a bit stubborn and spoiled back then, making it hard for them to raise me that way. But even with all that, they still put up with me.”</p> <p>- Ate A.</p>
		<p>“I've been told I'm a bit stubborn”</p> <p>- Kuya C.</p>
		<p>“Taking care of many children is difficult.”</p>

Table 2. Continued

SUPERORDINATE THEME	SUBORDINATE THEME	ILLUSTRATIVE TEXT
		- <i>Kuya D.</i>
		"Taking care of many children at once" - <i>Kuya D.</i>
		"My grandparents always accompanied me on field trips because my parents were often absent. If I recall correctly, one of the trips was to Star City. I don't remember it exactly, but my grandparents used to tell me that it was very difficult for them to keep up with me during those trips because I would wander off everywhere, which was exhausting for them." - <i>Kuya E.</i>
Financial Strain		"Money was also a big problem for them. Their income from the store was quite small, and they couldn't work much because they had to take care of us and other responsibilities. So, they really struggled financially." - <i>Ate B.</i>
		"It seems like the biggest challenge was my being rebellious and the financial struggles they faced." - <i>Kuya C</i>
Separational Anxiety		"The times when you get left behind and you want to cry" - <i>Kuya E.</i>

Table 2. Continued

SUPERORDINATE THEME	SUBORDINATE THEME	ILLUSTRATIVE TEXT
		"When I get separated from them, I tend to cry. I become emotional when I don't see them for a long time." - Kuya D.
<b>Separational Challenges</b>	Preferring to be with grandparents	"I'm closer to my grandmother than to my parents. I prefer my grandmother over my mom and dad. When my parents come home, I prefer to be with my grandmother." - Kuya C.
	Longing for parents	"Then my dad would also come back, so we didn't get to spend much time with him before. But of course, we missed him too." - Ate B.
	Longing to care for grandparents	"We also took care of them because sometimes they got sick. Since I was still young back then, I didn't really know what to do." - Ate B.

**Grandparental nurturing challenges.** Becoming a custodial grandparent may have negative impacts on personal, interpersonal, financial, physical, and mental health on both the grandparents and the grandchildren (Hayslip & Kaminski, 2005). Diabetes, insomnia, hypertension, and depression are some illnesses that are more pronounced on custodial grandparents.

**Caregiver stress as seen by the children.** Caregiver stress can result on some negative outcomes like decline in physical health and increased mental health concerns (Broxon & Feliciano, 2020). This stress is also visible to the grandchildren

themselves, which Ate A. experienced. “siguro po yung um nahihirapan na po sila kasi nga po matanda na po parang nasakit na po yung mga katawan nila tas ako po parang matigas po yung ulo ko po noon tsaka medyo spoiled din po siguro po nahihirapan po sila sakin mag palaki ng ganon pero kahit naman po ganon natitiis naman po nila ako” - Ate A.

**Financial strain.** Financial strain is interconnected with caregiver stress as caregiver stress results on financial issues due to increased financial costs to the person and the family (Broxon & Feliciano, 2020), which is in line with Ate B. said, “malaki rin po yung problema po sakanila yung pera po na pera po na kinakaylangan po para po mapa ano po like hirap po talaga sa pera sila kasi po medyo maonti lang po yung kita dati sa tindahan and like hindi rin po masyadong nakakapag trabaho kasi nga po may inaalagaan po ganon din po nagkukulang po talaga sa pera” - Ate B.

**Separation anxiety** is normal in very young children (those between 8 and 14 months old). Kids often go through a phase when they are "clingy" and afraid of unfamiliar people and places (WebMD. 2022). This occurrence is observed in the response of Kuya E., “pag umalis sila tas naiwanan ka tas iiayak ka yun”.

**Separation challenges.** These are challenges that are faced when the child is not used to being away with either their parents or grandparents. These types of challenges occur when they are separated from someone they are attached to, like their parents, or when they develop attachments with their grandparents but then they have to leave their care.

**Preferring to be with grandparents.** Grandparents play different kinds of roles in their grandchildren's lives, depending on what kind of support they need (Dufinon et. al., 2018). Being raised by their grandparents for some time may lead to the children being closer to their grandparents than their parents. As Kuya C. stated, “mas malapit ako sa lola kesa sa mga magulang” mas gusto ko sa lola ko kesa kila

*nanay at tatay mas gusto ko tumabi pag ka nauwi sila nanay at tatay sa lola ko” - Kuya C.*

**Longing for parents.** Longing for parents is a strong feeling of loss because of the absence of their parents that may be caused by being with their parents far longer than their grandparents (Taylor & Francis, 2016). In some cases, being close with your parents also intensifies the longing feeling that the child experiences. As Ate B. stated from her experience, “*tas babalik narin po so like di narin po namin masyadong nakakasama yung tatay namin dati - pero po syempre po namimiss din po namin*” - Ate B.

**Longing to care for grandparents.** Grandparents also experience physical and mental negativities due to their age. As such, it is normal for grandchildren to look for their grandparents' well-being if they are the only one present. The memories of children being with their grandparents, developing bonds with them, and taking care of them can trigger a sense of loss when remembered. Just like what Ate B. said, “*yung mga pagaalaga narin po sakanila kase po minsan po nagkakasakit rin po sila and dahil nga po bata pa ako non di papo ako masyadong- di ko pa po alam kung ano gagawin ko*” - Ate B.

**Quality of relationship challenges.** Most parents are aged 50-59 years and, compared with parents, tend to have poorer physical and mental health before taking on the demanding role of parenting a child (Rapoport et al., 2020). Also according to Rapoport et al. (2020) grandparents who are raising their grandchildren may also feel isolated from peers because the demands of caregiving can be time-consuming resulting in these types of challenges.

**Disagreements** can cause serious family disputes with grandparents who believe that they are right (Adcox, 2022). Moreover, as also cited by Adcox (2022) if the family conflict is especially bitter or involves unresolved issues, family counselling can be helpful as well. Disagreements between Kuya C's grandparents oftenly

happen as he stated “*Malimit sila mag away so medyo ano.. Laging may conflict sa bahay*”.

**Quarrel between grandchildren and grandparent.** Reasons for conflict between parents and children vary. Some children feel that they are not loved or taken care of sufficiently; sometimes it is because their parents truly have a hard time expressing their feelings (Adcox, 2021). As stated by *Kuya E.* “*Tapos bilang bata palang may mga gusto ka talagang bilhin so parang ayun may gusto akong bilhin na parang laruan or something tapos hindi nabigay so parang nagdabog ako and stuff tas parang galit na galit ako dun*” this shows that there are wants that his grandparents cannot give him and he retaliates causing a quarrel.

#### **Reflections of Children raised by grandparents**

This section is focused on addressing the third statement of the problem, specifically the reflections made by the children raised by grandparents. Through analyzing the data, four subordinate themes emerged from the participant's response: learning from hardships in life, being strong and understanding, being cooperative and refraining from arguing, and being mature.

Table 3. Reflections of the children on their experiences being raised by their grandparents

SUPERORDINATE THEME	SUBORDINATE THEME	ILLUSTRATIVE TEXT
<b>Realization about Life</b>	Learning from hardships in life	“The lessons I learned are that no matter how hard life gets, if it's for your own good, keep fighting and be grateful for everything given to us.” - Ate A.
		“The most significant lesson I learned as I grew up is that life is difficult, and our parents try their best to meet our needs so that we don't feel lacking, especially our moms and-

Table 3. Continued

SUPERORDINATE THEME	SUBORDINATE THEME	ILLUSTRATIVE TEXT
		-dads." - <i>Kuya C.</i>
	Being resilient and understanding	"I also learned to be helpful, resilient, and-always be by their side because I realized the importance of being understanding towards them at times." - <i>Ate B.</i>
	Being cooperative and refraining from arguing	"The lesson I learned is that I should be kind and cooperative. Do your best to be cooperative with them so they won't have a hard time anymore." - <i>Kuya D.</i>
		"So what I learned from that is what he always told me: sometimes it's easier not to argue, just let it be, it is what it is." - <i>Kuya E.</i>
	Being mature	"The challenges that my grandparents faced taught me... it's kind of hard to explain, but I guess there's a lot. Like growing up, you learn a lot, and a lot of it comes from the challenges you experience with your grandparents. It's like you mature as you face challenges, and they also faced those challenges and solved them with you, it's like, uh, it's like a team thing." - <i>Kuya E.</i>

**Realization about life.** Socrates (Plato, *Apology of Socrates*, 38a) affirms that a life devoid of reflective thinking is not a fully human life, and on this basis he conceives education as a process aimed at cultivating the habit of reflection, in order to be capable of an in-depth interrogation into the webs of thoughts wherein life is immersed (Mortari. L., 2014). Realizations that we have derived from our experiences can help us grow into a better version of ourselves. It can also help us realize important things about life that could not be taught by our guardians/parents but instead be experienced personally.

**Learning from hardships in life.** Hardship often reveals our true resilience, forcing us to confront our fears and doubts. Each time we endure a difficult experience, we build resilience, making us better equipped to handle future challenges. By acknowledging and appreciating our resilience, we learn to adapt and thrive in the face of adversity (Linder. J., 2023). Responses to adversity can vary person to person.

According to Buqo. T. (2021), Adversity, as an environmental event, has a pronounced impact on emotional experiences. While the majority of individuals will return to emotional functioning before any adverse event, including a PTE or loss, some individuals continue to have difficulties that constitute emotional pathology in the aftermath of adversity, including adjustment disorders, traumatic stress disorders, prolonged grief disorder, and other forms of pathology. This suggests that a person could be generally affected in 2 ways: A person would respond to the adversity without having any impact on their emotions and possibly learning a thing or two from it. On the other hand, A peson could be affected greatly having an impact on their emotions, and being causing them to be emotionally dysfunctional and be vulnerable to developing disorders.

**Being resilient and understanding.** Resilience refers to both the process and the outcome of successfully adapting to difficult or challenging life experiences, .its having the mental, emotional, and behavioral flexibility and ability to adjust to both

internal and external demands, (American Psychological Association, 2018 as cited by Katie. H., 2024). On the otherhand, understanding is a protean concept in philosophy, and the desire for understanding is pervasive in everyday life. Scientists take it as their goal to understand the world and how it works, teachers and parents hope to transmit understanding to their students and children, and from a political and social point of view we often strive for mutual understanding (Grimm, S. R., 2021). From the statement of *Ate B*: “*yung ano po pagiging matulungan po kahit po may basta po yung pagiging matatag po and lagi pong nasa tabi nila kasi po ano po um- natutunan ko rin po maging ano mas maunderstanding din po sakanila minsan din po*”. We can hypothesize that *Ate B*. developed these qualities as a person because of her environment and the individuals that fostered her development.

**Being cooperative and refraining from arguing.** Argument is a central concept for philosophy. Philosophers rely heavily on arguments to justify claims, and these practices have been motivating reflections on what arguments and argumentation are for millennia (Catarina and Novaes. D., 2022). However, in this case refraining from arguing with grandparents and being cooperative with them is important in lessening the things that they have to deal with. “*okay soo ang natutunan kong aral eh dapat magpaka bait at maging cooperative do your best maging cooperative sakanila para di na sila mapahirapan pa*” as stated by *Kuya D*.

**Being mature.** People who are mature are able to control their emotions, respond appropriately to situations, and behave like an adult while dealing with others (Bhagat. V., 2016 as cited by Gupta. S., 2022). According to the statement of *Kuya E*: “*umm hamon na naharap ng aking grandparents natutunan ko is... parang mahirap sya explain pero siguro ano marami din like yung growing up marami kana natututunan tas marami din dun is sa challenge na naexperience mo with your grandparents is like nag mamature ka aswell as hinarap nila yung challenges at solving it like with you parang its like uh team its like a team thing*”. *Kuya E* considers that because he faced challenges along with his grandparents and he saw as to how

they solved them he grew as a person and developed his maturity while facing said challenges and his grandparents' response to said challenges.

## **SUMMARY, CONCLUSION, AND RECOMMENDATION**

This chapter presents a synopsis of the results, inferences drawn from the data examined in earlier chapters. and suggestions for future researchers and students.

### **Summary**

The purpose of this study is to add information to the understanding of lived experience of children raised by grandparents. Furthermore, the researchers had three goals for the study: (1) describe the experiences of children raised by grandparents; (2) describe the challenges faced by children raised by grandparents; and (3) describe the reflections of children that were raised by grandparents.

The study used a qualitative research design using online interview as the strategy for data collection and Interpretative Phenomenological Analysis (IPA) as the framework for data analysis in which it delves and goes into details about the lived experience of the participants.

The researchers created a set of interview guide questions based on the statement of the problem. After numerous revisions, the research instrument was approved for use in collecting the necessary data for the study by three validators. Purposive sampling was used to find the participants of the study in Cavite State University - Laboratory Science Highschool, Indang, Cavite.

Through the process of Interpretative Phenomenological Analysis. Superordinate themes were created to satisfy each of the objectives of the study. These themes represent the experience, the challenges faced, and the reflections of children raised by grandparents

The study found that the experience of children raised by grandparents can vary from one another, from receiving health and well-being care, being able to develop as a person because of their grandparents, and being taught important life

skills. However, two of the participants experienced grandparental loss and feelings of distress to the new environment respectively.

Next, the study found that the challenges faced by children raised by grandparents ranged from grandparental nurturing challenges, separational challenges, and quality of relationship challenges. Starting from grandparental nurturing challenges, the participants witnessed their grandparents face stress from caregiving and them experiencing financial stress. Secondly, separational challenges ranging from preferring to be with grandparents, longing for parents, longing to care for grandparents, and separation distress. Last but not least, quality of relationship challenges these two being: disagreements between grandparents, and quarrel between grandchildren and grandparent.

Lastly, the study found out that reflections made by children raised by grandparents are all about their realization about life, some realized that it was best if we were to learn from hardships that we have faced, others realized that their time with their grandparents made them more resilient, more understanding, and more mature. While the rest realized that being cooperative with the ones raising them and avoiding arguments with them will reduce the things that they would have to deal with while raising them.

## **Conclusion**

The study of lived experiences of children raised by grandparents revealed that they were able to go through different encounters, challenges, and realizations. The children were able to acquire multiple things through these experiences that will affect them up to adulthood. Going through childhood with their grandparents' nurture is a unique phenomena that has its own differences from growing up with traditional parents. Moreover the children still cherish their experience being raised by their grandparents

Based on the findings, the following conclusions are made:

First, grandparents can take on the role of caregivers of their grandchildren even in the absence of their parents, which happens for various reasons.

Second, the children all experienced transformative experiences from the nurture of their grandparents. Children can be more mature and learn different things such as life skills from their grandparents' guidance.

Third, children can experience distress from the new environment with their grandparents. The loss of grandparents can also cause the child distress due to grieving.

Fourth, several challenges can be experienced by children raised by grandparents due to grandparents' inability to do several things because of their physical and mental health.

Fifth, the children can also share the stress their caregivers feel as they witness them. The stress their grandparents experience can be the results of old age as the children see them.

Sixth, children raised by grandparents are able to reflect through their challenges through their own understanding and learnings of different situations and the maturity they gained from the nurture of their grandparents.

Seventh, the children raised by grandparents can earn a bias towards them as they spend more time together than their parents, sometimes preferring for their grandparents to be with them instead of their parents.

### **Recommendations**

Based on the findings of this study, the following are the recommendations that the researchers made:

Children may integrate the lessons they learned from their emotional and transformative experiences with their grandparents into their daily lives.

Both children and grandparents can approach social workers to properly administer challenges they faced/or are currently facing that are related to relationship, familial, or financial issues.

Parents can use the knowledge that was presented in this study as a guide to develop a better understanding about their child who was raised/is currently being raised by their grandparents and to develop a better relationship with them.

Schools can use the data gathered in this study to make a better environment for children that were raised or are currently being raised by their grandparents.

Future researchers may conduct another study that further expands the knowledge in this field by getting participants with a different demographic and criteria than the ones used in this study to show if the results vary on different age groups and areas.

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## **APPENDICES**

## Appendix 1. Validated research instrument



Republic of the Philippines  
**CAVITE STATE UNIVERSITY**  
**Don Severino de las Alas Campus**  
 Indang, Cavite  
[www.cvsu.edu.ph](http://www.cvsu.edu.ph)



**COLLEGE OF EDUCATION**  
**Laboratory Science High School**

### Part I. Demographic Profile

1. How are you?  
*"Kamusta ka?"*
2. What is your age?  
*"Ilang taon kana?"*
3. Where do you live?  
*"Saan ka nakatira?"*
4. What is your current grade level?  
*"Anong baitang kana?"*
5. What year did you start going to CvSU - LSHS?  
*"Anong taon ka nagsimula mag-aryl dito sa Cavite State University - Laboratory Science High School?"*

### Part II. The experiences of children raised by grandparents.

1. Did you have experiences with your grandparents? If yes could you share it with us?  
*"Mayroon ka bang karanasan kasama ang iyong lolo at lola?, kung mayroon maaari mo ba itong ibahagi sa amin?"*
2. Can you recall any transformative experience that you had while being under your grandparent's care?  
*"May naalala ka bang nakakapagpabagong karanasan habang nasa ilalim ng pangangalaga ng iyong lolo at lola?"*
3. Can you recall any emotional experience that you had while being under your grandparent's care?  
*"May naalala ka bang emosyonal na karanasan habang nasa ilalim ng pangangalaga ng iyong lolo at lola?"*



### **Part III. The challenges that children raised by grandparents have faced.**

1. Do you remember that your grandparents faced challenges while raising you? If yes, can you recall the most notable one?

*“Naalaala mo ba ang mga hinárap na mga hamon ng iyong lolo at lola sa pagpapalaki sa iyo? Kung oo maaalala mo ba ang pinaka-kapansin-pansin?”*

2. Do you remember any separational challenges that you encountered during your time with your grandparents? If yes, can you recall the most notable one?

*“Naalaala mo ba ang mga hamon ng paghihiwalay sa panahong kasama mo ang iyong lolo at lola? Kung oo maaalala mo ba ang pinaka-kapansin-pansin?”*

3. Do you remember any quality of relationship challenges that you experienced while you were being raised by your grandparents? If yes, can you recall the most notable one?

*“Naalaala mo ba ang anumang kalidad ng mga hamon sa relasyon na naranasan mo habang ikaw ay pinalaki ng iyong mga lolo at lola? Kung oo naaalala mo ba ang pinaka-kapansin-pansin?”*

### **Part IV. Children's reflection on their experiences of being raised by grandparents.**

1. If you were to reflect on the challenges faced by your grandparents, what lesson did you learn from said challenges?

*“Kung pag-isipan mo ang mga hamon na hinárap ng iyong mga lolo at lola, anu - ano ang aral ang natutunan mo sa nasabing mga hamon?”*



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2. If you were to reflect on your own experiences, whether transformative or emotional, what had the most lasting impact on your life?

*"Kung pag-isipan mo ang iyong sariling mga karanasan kung ito ay nakakapagpababago o emosyonal, ano ang may pinakamatagal na epekto sa iyong buhay?"*

3. What can you say about your experiences growing up with your grandparents being your parental figure?

*"Ano ang masasabi mo tungkol sa iyong mga karanasan sa pagpapatulungan ng iyong lolo at lola "*

## Appendix 2. Certificate of validation of research instrument



Republic of the Philippines  
**CAVITE STATE UNIVERSITY**  
**(CvSU)**  
**DON SEVERINO DE LAS ALAS CAMPUS**  
Indang, Cavite

**COLLEGE OF ARTS AND SCIENCES**  
Department of Social Sciences

### CERTIFICATION

The undersigned certifies that Alwyn Dave Almazar, James Ckarl JC Angcanan, John Jasper Capili II, and James Romulo Pabelic, with their study entitled **Lived Experiences of Children Raised by Grandparents** has validated all their questionnaires on the 22<sup>nd</sup> day of April year 2024.

Affix below is the signature of the professor who validated the said questionnaires.

  
**MARC DARISH P. ALCAZAR**  
Instructor, IBA Political Science  
DSS, College of Arts and Sciences

Appendix 2.1 Certificate of validation of research instrument



Republic of the Philippines  
**CAVITE STATE UNIVERSITY**  
**(CvSU)**  
**DON SEVERINO DE LAS ALAS CAMPUS**  
Indang, Cavite

**COLLEGE OF ARTS AND SCIENCES**  
Department of Social Sciences

### CERTIFICATION

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Affix below is the signature of the professor who validated the said questionnaires.

**ALGEN B. BOAQUINA**  
Instructor, BS Social Work  
DSS, College of Arts and Sciences

## Appendix 2.2 Certificate of validation of research instrument



Republic of the Philippines  
**CAVITE STATE UNIVERSITY**  
Don Severino de las Alas Campus  
Indang, Cavite  
[www.cvsu.edu.ph](http://www.cvsu.edu.ph)

### CERTIFICATION

The undersigned certifies that **Alwyn Dave Almazar, James Ckarl JC Angcanan, John Jasper Capili II, and James Romulo Pabelic**, with their study entitled **Lived Experiences of Children Raised by Grandparents** has validated all their questionnaires on the 25<sup>th</sup> day of April year 2024.

Affix below is the signature of the professor who validated the said questionnaires.

A handwritten signature in black ink, appearing to read "Annielyn Afable".  
**ANNIELYN AFABLE**  
Instructor  
DSS, College of Arts and Sciences

### Appendix 3. Consent letter for the participants



Republic of the Philippines  
**CAVITE STATE UNIVERSITY**  
**Don Severino de las Alas Campus**  
 Indang, Cavite  
[www.cysu.edu.ph](http://www.cysu.edu.ph)



#### LIVED EXPERIENCES OF CHILDREN RAISED BY GRANDPARENTS

**Researchers:** Alwyn Dave A. Almazar  
 James Ckarl JC E. Angcanan  
 John Jasper A. Capili II  
 James Romulo L. Pabelic

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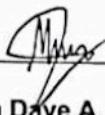
#### Greetings!

You have been selected to participate in a research study conducted by the students of Cavite State University's Laboratory Science High School. This study will analyze the lived experiences of children who were raised by their grandparents. We, the researchers, will conduct a face-to-face or an online interview according to your availability in which we will ask you specific questions about your time being raised by grandparents. A voice recording of the interview will also be made. You will not be required to divulge private information. A mental health professional will be on standby during the interview in case unexpected scenarios happen. We will make sure that the information we collect is safely guarded for your anonymity and is only used for the study and nothing more.

Participating in the study is purely voluntary. You are more than welcome to decline participation. However, if you do decide to join, you have every right to refuse any questions that cause you discomfort, and you have the right to end the interview if you please.

If you have any inquiries about the interview, you may contact the researchers by dialing or texting 09279364381. You may also contact the researchers by emailing [jamespabelic@gmail.com](mailto:jamespabelic@gmail.com).

Sincerely yours,



**Alwyn Dave A. Almazar**  
Researcher



**James Ckarl JC E. Angcanan**  
Researcher



**John Jasper A. Capili II**  
Researcher



**James Romulo L. Pabelic**  
Researcher



**Ms. Daryl Avila**  
Research Adviser



**Ms. Rizel Espinosa**  
Technical Critic

Appendix 3.1 Consent letter for the participants

	 <p style="margin-top: 10px;">         Republic of the Philippines  <b>CAVITE STATE UNIVERSITY</b>          Don Severino de las Alas Campus          Indang, Cavite  <a href="http://www.cvsu.edu.ph">www.cvsu.edu.ph</a> </p>	 <p style="margin-top: 10px;"> <b>BAONG PILIPINAS</b> </p>
<b>ASSENT FORM</b>		
<p>I, <u>Athena Dillan M. Acson</u> _____ voluntarily agree to be a participant in this study. The purpose of this document is to state that I am a participant and I am allowing myself to take part in the face-to-face/online interview.</p>		
<ol style="list-style-type: none"> <li>1. I understand that my identity will only be known to the researchers.</li> <li>2. I understand that I could withdraw from the study anytime I please.</li> <li>3. I understand that the interview will include questions about my personal experiences.</li> <li>4. I understand that I have every right to refuse any questions that may make me uncomfortable during the interview.</li> <li>5. I understand that I am agreeing to be video recorded as well as voice recorded for the interview.</li> <li>6. I understand that every piece of information that will be provided in the interview will stay confidential and will be only used for the study.</li> </ol>		
		<u>05/20/24</u>
<b>Participants' signature over printed name</b>		<b>Date</b>

Appendix 3.2 Consent letter for the participants



Republic of the Philippines  
**CAVITE STATE UNIVERSITY**  
 Don Severino de las Alas Campus  
 Indang, Cavite  
[www.cvsu.edu.ph](http://www.cvsu.edu.ph)



**ASSENT FORM**

I, \_\_\_\_\_ voluntarily agree to be a participant in this study. The purpose of this document is to state that I am a participant and I am allowing myself to take part in the face-to-face/online interview.

1. I understand that my identity will only be known to the researchers.
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5. I understand that I am agreeing to be video recorded as well as voice recorded for the interview.
6. I understand that every piece of information that will be provided in the interview will stay confidential and will be only used for the study.

\_\_\_\_\_  
**Participants' signature over printed name**

May 20, 2021  
\_\_\_\_\_  
**Date**

## Appendix 3.3 Consent letter for the participants



Republic of the Philippines  
**CAVITE STATE UNIVERSITY**  
Don Severino de las Alas Campus  
Indang, Cavite  
[www.cvsu.edu.ph](http://www.cvsu.edu.ph)

**ASSENT FORM**

I, \_\_\_\_\_ voluntarily agree to be a participant in this study. The purpose of this document is to state that I am a participant and I am allowing myself to take part in the face-to-face/online interview.

1. I understand that my identity will only be known to the researchers.
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5. I understand that I am agreeing to be video recorded as well as voice recorded for the interview.
6. I understand that every piece of information that will be provided in the interview will stay confidential and will be only used for the study.

05/20/2024

Participants' signature over printed name

Date

## Appendix 3.4 Consent letter for the participants



Republic of the Philippines  
**CAVITE STATE UNIVERSITY**  
 Don Severino de las Alas Campus  
 Indang, Cavite  
[www.cvsu.edu.ph](http://www.cvsu.edu.ph)

**ASSENT FORM**

I, \_\_\_\_\_ voluntarily agree to be a participant in this study. The purpose of this document is to state that I am a participant and I am allowing myself to take part in the face-to-face/online interview.

1. I understand that my identity will only be known to the researchers.
2. I understand that I could withdraw from the study anytime I please.
3. I understand that the interview will include questions about my personal experiences.
4. I understand that I have every right to refuse any questions that may make me uncomfortable during the interview.
5. I understand that I am agreeing to be video recorded as well as voice recorded for the interview.
6. I understand that every piece of information that will be provided in the interview will stay confidential and will be only used for the study.

---

Participants' signature over printed name

May 25, 2024

---

Date

Appendix 3.5 Consent letter for the participants



Republic of the Philippines  
**CAVITE STATE UNIVERSITY**  
 Don Severino de las Alas Campus  
 Indang, Cavite  
[www.cvsu.edu.ph](http://www.cvsu.edu.ph)



**ASSENT FORM**

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5. I understand that I am agreeing to be video recorded as well as voice recorded for the interview.
6. I understand that every piece of information that will be provided in the interview will stay confidential and will be only used for the study.

*Loma*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5/30/24

Participants' signature over printed name

Date

Appendix 4. Consent letter for the participants' guardian



Republic of the Philippines  
**CAVITE STATE UNIVERSITY**  
 Don Severino de las Alas Campus  
 Indang, Cavite  
[www.cvsu.edu.ph](http://www.cvsu.edu.ph)



**LIVED EXPERIENCES OF CHILDREN RAISED BY GRANDPARENTS**

**Researchers:** Alwyn Dave A. Almazar  
 James Ckarl JC E. Angcanan  
 John Jasper A. Capili II  
 James Romulo L. Pabelic

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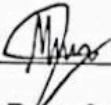
Greetings, Mr./Mrs., \_\_\_\_\_

Your child has been chosen to participate in a research study conducted by the students of Cavite State University - Laboratory Science High School. This study will analyze the lived experiences of children who were raised by their grandparents. We, the researchers, will conduct a face-to-face or an online interview according to your children's availability, in which we will ask your child specific questions about their time being raised by their grandparents. A voice recording of the interview will also be made. Your child will not be required to divulge private information. We will make sure that the information we collect is safely guarded for your child's anonymity and is only used for the study and nothing more. A mental health professional will be on standby during the interview in case unexpected scenarios happen.

Participating in the study is purely voluntary. Your child is more than welcome to decline participation. However, if they decide to join, your child has every right to refuse any questions that cause discomfort, and the right to end the interview if you and your child please.

If you have any inquiries about the interview, you may contact the researchers by dialing or texting 09279364381. You may also contact the researchers by emailing [jamespabelic@gmail.com](mailto:jamespabelic@gmail.com).

Sincerely yours,



**Alwyn Dave A. Almazar**  
Researcher



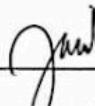
**James Ckarl JC E. Angcanan**  
Researcher



**John Jasper A. Capili II**  
Researcher



**James Romulo L. Pabelic**  
Researcher



**Ms. Daryl Avila**  
Research Adviser



**Ms. Rizel Espinosa**  
Technical Critic

## Appendix 4.1 Consent letter for the participants' guardian



Republic of the Philippines  
**CAVITE STATE UNIVERSITY**  
 Don Severino de las Alas Campus  
 Indang, Cavite  
[www.cvsu.edu.ph](http://www.cvsu.edu.ph)

**GUARDIANS' CONSENT FORM**

I, \_\_\_\_\_ voluntarily agree for my son/daughter to participate in this study. The purpose of this document is to state that I am a willing parent and I am allowing my son/daughter to take part in the face-to-face/online interview.

1. I understand that his/her identity will only be known to the researchers.
2. I understand that my son/daughter could withdraw from participating in the study anytime he/she pleases.
3. I understand that the interview will include questions about his/her personal experiences.
4. I understand that my son/daughter have every right to refuse any questions that may make my son/daughter uncomfortable during the interview.
5. I understand that I am agreeing for my son/daughter to be video recorded as well as voice recorded for the interview.
6. I understand that every piece of information that will be provided by my son/daughter in the interview will stay confidential and will be only used for the study.

\_\_\_\_\_  
 Parent/Guardian's signature over printed name

MAY 21, 2024  
 Date

## Appendix 4.2 Consent letter for the participants' guardian



Republic of the Philippines  
**CAVITE STATE UNIVERSITY**  
 Don Severino de las Alas Campus  
 Indang, Cavite  
[www.cvsu.edu.ph](http://www.cvsu.edu.ph)

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5. I understand that I am agreeing for my son/daughter to be video recorded as well as voice recorded for the interview.
6. I understand that every piece of information that will be provided by my son/daughter in the interview will stay confidential and will be only used for the study.

Parent/Guardian's signature over printed name

May 22, 2021

Date

## Appendix 4.3 Consent letter for the participants' guardian



Republic of the Philippines  
**CAVITE STATE UNIVERSITY**  
 Don Severino de las Alas Campus  
 Indang, Cavite  
[www.cvsu.edu.ph](http://www.cvsu.edu.ph)

**GUARDIANS' CONSENT FORM**

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6. I understand that every piece of information that will be provided by my son/daughter in the interview will stay confidential and will be only used for the study.

\_\_\_\_\_  
 Parent/Guardian's signature over printed name

May 20, 2024  
 \_\_\_\_\_

Date

Appendix 4.4 Consent letter for the participants' guardian

	<b>Republic of the Philippines CAVITE STATE UNIVERSITY Don Severino de las Alas Campus Indang, Cavite <a href="http://www.cvsu.edu.ph">www.cvsu.edu.ph</a></b>	 <b>SAGONG PILIPINAS</b>
<b>GUARDIANS' CONSENT FORM</b>		
<p>I, _____ voluntarily agree for my son/daughter to participate in this study. The purpose of this document is to state that I am a willing parent and I am allowing my son/daughter to take part in the face-to-face/online interview.</p> <p>1. I understand that his/her identity will only be known to the researchers.</p> <p>2. I understand that my son/daughter could withdraw from participating in the study anytime he/she pleases.</p> <p>3. I understand that the interview will include questions about his/her personal experiences.</p> <p>4. I understand that my son/daughter have every right to refuse any questions that may make my son/daughter uncomfortable during the interview.</p> <p>5. I understand that I am agreeing for my son/daughter to be video recorded as well as voice recorded for the interview.</p> <p>6. I understand that every piece of information that will be provided by my son/daughter in the interview will stay confidential and will be only used for the study.</p>		
 <b>Parent/Guardian's signature over printed name</b>		<u>May 25, 2024</u> <b>Date</b>

Appendix 4.5 Consent letter for the participants' guardian



Republic of the Philippines  
**CAVITE STATE UNIVERSITY**  
 Don Severino de las Alas Campus  
 Indang, Cavite  
[www.cvsu.edu.ph](http://www.cvsu.edu.ph)



**GUARDIANS' CONSENT FORM**

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5/30/24

Parent/Guardian's signature over printed name

Date

## Appendix 5. Request letter for data gathering



Republic of the Philippines  
**CAVITE STATE UNIVERSITY**  
**Don Severino de las Alas Campus**  
 Indang, Cavite  
[www.cvsu.edu.ph](http://www.cvsu.edu.ph)



**COLLEGE OF EDUCATION**  
**Laboratory Science Highschool**

April 24, 2024

**MR. RUFIEL S. MESA**  
 Principal  
 This University

Dear Mr. Mesa:

We, the members of Group 6 of Grade - 11 Malikhain, are now in the process of conducting our Qualitative research with the title "**LIVED EXPERIENCE OF CHILDREN RAISED BY GRANDPARENTS**". Data will be gathered through an interview and we need to identify the selected participants from grade 7 to 11 by way of a preliminary survey.

In view of this, may we request permission from your good office to conduct the said preliminary survey on April 24, 2024 and the interview on April 26, 2024 to May 3, 2024. Please rest assured that the group shall adhere to the policies of the school in carrying out this task.

Thank you very much in anticipation of your kindest consideration and approval.

Very truly yours,

**ALWYN DAVE A. ALMAZAR**

Researcher

**JOHN JASPER A. CAPJILI II**

Researcher

**JAMES CHARL JC E. ANGCANAN**

Researcher

**JAMES ROMULO L. PABELIC**

Researcher

Noted:

**DARYL AVILA**  
 Research Adviser

Recommending approval:

**MARINA P. CAUDILLA**  
 Research Instructor / Coordinator

Approved:

**RUFIEL S. MESA**  
 Principal

Appendix 6. Certification of intercoding/interrating

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## C E R T I F I C A T I O N

This is to certify that the results of the research titled

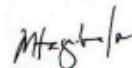
**"LIVED EXPERIENCES OF CHILDREN RAISED BY GRANDPARENTS"**

gathered by

ALMAZAR, ALWYN DAVE A.,  
ANGCANAN, JAMES CKARL JC E.,  
CAPILI II, JOHN JASPER A.,  
PABELIC, JAMES ROMULO L.

Laboratory Science High School,  
College of Education,  
Cavite State University-Main Campus  
Indang, Cavite  
has been validated by the undersigned coder.  
Issued this 24<sup>th</sup> day of May 2024.

**Certified by:**



**MAYEYEAH T. TAGUIBALOS, RPm, LPT, CHRA, CMHA**  
Coder

Appendix 6.1 Certification of intercoding/interrating



Republic of the Philippines  
**CAVITE STATE UNIVERSITY**  
Don Severino de las Alas Campus  
Indang, Cavite

## C E R T I F I C A T I O N

This is to certify that the data in the qualitative study titled "**LIVED EXPERIENCES OF CHILDREN RAISED BY GRANDPARENTS**" has undergone qualitative data coding and has been validated by the undersigned psychometrician.

Issued this 28<sup>th</sup> day of May 2024.

Certified by:

  
**Niña Airabelle A. Bayot**  
Registered Psychometrician  
License number: 0014838

## Appendix 6.2 Certification of intercoding/interrating



Republic of the Philippines  
**CAVITE STATE UNIVERSITY**  
**(CvSU)**  
**DON SEVERINO DE LAS ALAS CAMPUS**  
Indang, Cavite

**COLLEGE OF ARTS AND SCIENCES**  
Department of Social Sciences

### CERTIFICATION

The undersigned certifies that Almazar, Alwyn Dave A., Angcanan, James Ckarl JC E., Capili II, John Jasper A., Pabelic, John Jasper A. with their study entitled **Lived Experiences of Children Raised by Grandparents** has validated all their research findings on the 24<sup>th</sup> day of May year 2024.

Attached herewith is the signature of the validator.

  
**JOHN MARK Z. BAYRON**  
Instructor, BA Political Science  
DSS, College of Arts and Sciences

Appendix 7. Interview transcript

**INTERVIEW TRANSCRIPTION**

**Part I. Demographic Profile**

**Ate A:** Good afternoon din po

**Interviewer:** Kamusta naman po kayo?

**Ate A:** okay lang naman po

**Interviewer:** Ano lang naman po toh parang mag kwekwentuhan lang po tayo dito

**Ate A:** Okay po

**Interviewer:** wag nyo po- di po tayo seryoso parang kung ano po yung mga gusto nyo ishare pwede nyo po ishare pero kung ayaw nyo naman po is okay lang naman po saamin- Soo start po? okay na po sainyo?

**Ate A:** Okay po

**Interviewer:** first po ilang taon na po kayo?

**Ate A:** 13 Years old po

**Interviewer:** Tas po saan po kayo naka tira ngayon?

**Ate A:** Buena cerca Indang cavite po

**Interviewer:** Anong grade nyo na po ulit?

**Ate A:** Grade 7 po

**Interviewer:** So what year po kayo nag start mag aral dito sa cavite state university?

**Ate A:** um Ngayon lang po

**Interviewer:** bale 2023 po?

**Ate A:** Opo

**Part II. The experiences of children raised by grandparents.**

**Interviewer:** Okay po thank you po, so For the second part po ng mga tanong namin: ano po kung, Mayroon na po ba karanasan kasama ang- Mayroon pa ba kayong mga karanasan kasama ang iyong lolot lola? kung meron naman po pwede nyo po bang ibahagi samin yung (inaudible)

**Ate A:** meron naman po akong mga karanasan po kasama po yung mga lolat lolo ko po yung isa pong halimbawa don is yung pag time po na inaalagaan po nila ako nung mga panahon - - - sa ibam bansa yung mga magulang ko po

**Interviewer:** ah Okay po thank you po, Eto naman po may naalala kabang nakakapag pabagong karanasan habang nasalilalim ng pangangalaga ng lolot lola?

**Ate A:** Siguro po yung nakakapag pabagong karansan lang po is yung um tinuruan po nila ako kung ano po yung real meaning po ng life kung gaano po kahirap yon siguro yun po yung nag pabago sakin naging mas mature po ako

**Interviewer:** eto naman po kung may naalala po kayo mga emotional na karanasan na inyo pong naranasan habang nasa pangangalaga ng inyong lolot lola- para pong emotional experiences nyo

**Ate A:** wala naman po

**Part III. The challenges that children raised by grandparents have faced.**

**Interviewer:** Okay po- Thank you po so Dito po para po sa susunod na part na question set namin medyo sensitive po kasi sya if ayaw nyo pong sagutin okay lang din po pwede po nating skip yung question for the first part po: For the first part po may naalala kabang mga hinarap na hamon ng iyong lolot lola sa pag papalaki sayo kung oo naman maalala mo ba ang mga notable experiences non parang challenges

**Ate A:** siguro po yung um nahihiapan na po sila kasi nga po matanda na po parang nasakit na po yung mga katawan nila tas ako po parang matigas po yung ulo ko po noon tsaka medyo spoiled din po siguro po nahihiapan po sila sakin mag palaki ng ganon pero kahit naman po ganon natitiis naman po nila ako

**Interviewer:** thank you po, Eto naman po May roon kabang seperational challenges na naranasan mo habang kasama mo yung lolot lola mo parang pag dating sa parents mo at sayo

**Ate A:** Wala naman po

**Interviewer:** Okay po tas po eto naman: Kung para po bang- naalala mo ba yung kung - ano mang kalidad ng mga hamon sa relasyon na narasan mo habang ikaw ay pinapalaki ng iyong lolot lola? Parang yung quality of relationship challenges na naexperience mo noon nung pinapalaki ka ng lolot lola mo may roon bang mga challenges?

**Ate A:** Di ko na po matandaan sorry po

#### **Part IV. Children's reflection on their experiences of being raised by grandparents.**

**Interviewer:** Okay lang po kung di nyo matandaan eto po so for the last part po ng question namin kung pag isipan mo ang mga hamon na hinarap ng iyong lolot lola ano ang aral na natutunan mo sa mga nasabing hamon

**Ate A:** Yung mga aral po na natutunan ko is kahit gaano man po kahirap po yung buhay kung ikakabuti nyo naman po yun ipag patuloy nyo po yung pag laban and maging grateful din po tayo sa lahat ng mga binibigay po saatin

**Interviewer:** okay po eto naman po: Kung pag iiisipan nyo naman yung sariling nyong karanasan ano naman yung parang uhm epekto non sa buhay nyo ngayon

**Ate A:** Wait lang po

**Interviewer:** ay okay po, Pwede ko pong ulitin yung question if do nyo po-

**Ate A:** Paulit nga po

**Interviewer:** Eto po- English ko nalang po: if you were to reflect on your own experiences whether it would be transformative or emotional what have the most lasting impact on your life? parang ano yung may pinaka epekto sa buhay ninyo yung naranasan nyo habang kasama nyo ang lolot lola

**Ate A:** siguro po um, wait lang po sorry po-

**Interviewer:** di po okay lang po okay lang eto po ulitin ko- pwede ko ulitin kahit ilang beses: if you were to reflect so parang kung babalikan mo yung mga experiences whether it would be transformative or emotional ano yung experiences na parang nag pabago sa buhay mo tsaka ano ba yung natutunan mo doon

**Ate A:** if i were to reflect umm last one na po talaga

**Interviewer:** ah last one na okay lang po eto ulitin natin: So para po kung babalikan natin yung mga experiences nyo kasama yung inyong lolo at lola ano po yung experience na mayroon impact-yung malakas na impact sa buhay nyo tsaka po kung ano ba yung natutunan nyo sa experience na yon

**Ate A:** Ayun nga po um yung parang experience na po kasi na yon is yung parang nag hirap po kami sa parang financial po siguro um yung aral ko na naano ko doon is yung mag hirap po nag hirap po kasi sila para po mapaaayos po yung buhay ko so para po saakin yung aral po don is maghirap din po para maabot ko din po yung mga pangarap ko po and para po maging proud din po yung mga grandparent ko din po ay malapit po ba yung sagot o malapit po

**Interviewer:** Okay lang po kung- okay lang naman po yung sagot ninyo- so Eto po last question na po namin: sa overall what can you say about you experiences growing up with your grandparents being your parental figure?

**Ate A:** maganda naman po um kase madami pong bagay nag pa realise po sakin and madami din po akong natutunan po growing up with them

**Interviewer:** ah i see po thank you po ng marami um bale po kasi eto pong interview namin para pong gagawin sya twice so if okay lang po sainyo cocontakin lang po namin kayo next time tas kung kelan po kayo free pwede po i pwede po ulit tayo- kung pwede po sainyo is mag susurvey po ulit kami parang isang beses pa po uli

**Ate A:** Okay po

**Interviewer:** Dont worry naman po ano po- uh after po nito kung kelan man po mag kakaron ng pasok libre po namin kayo ng kung ano man gusto nyo

**Ate A:** Okay po thank you po

**Interviewer 2:** thank you po ate

**Interviewer:** Thank you po thank you po ng marami

Appendix 7. Interview transcript

**INTERVIEW TRANSCRIPTION**

**Part I. Demographic Profile**

**Interviewer:** hello po good afternoon po

**Ate A:** hello po

**Interviewer:** miss sorry po pero nakalimutan po kasi namin tong sabihin sainyo nung prior interview pero yung mga naging interview natin ngayon is recorded po pero kami lang naman po ang makakakita noon and noone else po since ang mga interview na ito ay confidential po

**Ate A:** Okay po

**Interviewer:** so simula na po tayo noh uhh kamusta naman po kayo

**Ate A:** okay lang naman po

**Interviewer:** uh nasagot nyo na naman po yung mga kamusta po kayo what is your age nasagot nyo naman po yun sa prior the interview noh

**Ate A:** Opo

**Interviewer:** so skip nalang po natin sya

**Ate A:** okay po

**Part II. The experiences of children raised by grandparents.**

**Interviewer:** so first question po meron kabang karanasan kasama ang iyong lolot lola kung meron naman po maari mo ba itong maibahagi saamin?

**Ate A:** um meron po and yung karanasan po na yon is yung mga ano po um yung pagaaalaga po nila sakin and yung um aral po na binigay po nila sakin ayun po

**Interviewer:** sige po uhh eto naman po may naalala kapa bang mga nakakapagpabagong karanasan habang nasa ilalim ng iyong pangangalaga ng iyong lolot lola ang ano po namin is yung transformative experience po yung experience po na nakapag pabago sainyo as a person

**Ate A:** wait lang po

**Interviewer:** uh okay lang naman po kahit umulit yung mga sagot nyo dun sa prior interview okay lang naman po

**Ate A:** okay po ah ayun po yung ano nga po like yung nakapag bago po sakin is pano po ako nag wait lang po

**Interviewer:** sige po

**Ate A:** yung ano po mas naging mature po ako sa mga particular na sitwasyon po tas nag pamulat din sakin sa buhay po na mahirap po yung buhay kaya ganon po kaya kailangan po nating grateful po si ganon po

**Interviewer:** third question po may naaalala kabang emosyonal na karanasan na iyong naranasan habang nasailalim ng pangangalaga ng iyong lolot lola

**Ate A:** wala naman po

**Part III. The challenges that children raised by grandparents have faced.**

**Interviewer:** second part po ng interview: naalala mo pa ba yung mga hinrap na mga hamon ng iyong lolot lola sa pag papalaki saiyo kung oo naalala mo ba yung kapansin pansin dun sa mga hamon nayon

**Ate A:** Di ko na naalala sorry po

**Interviewer:** okay lang po uh second naman po: naalala mo pa ba yung mga seperational challenges na naransan mo habang ikay nasa pangangalaga ng iyong lolot lola

**Ate A:** um hindi narin po sorry po

**Interviewer:** ah okay lang po okay lang po: at ito naman po is may naalala kapabang quality of relationship challenges na naexperience mo habang nasa ilalim ka ng pangangalaga ng iyong lolot lola

**Ate A:** Po? paki ulit nga po

**Interviewer:** uh ano po may naalala kapabang quality of relationship challenges na naexperience mo habang ikay pinapalaki ng iyong lolot lola

**Ate A:** wala naman po

**Part IV. Children's reflection on their experiences of being raised by grandparents.**

**Interviewer:** wala naman po thank you po last part na po kung pag iisipan mo ang mga hamon na hinarap ng iyong lolot lola ano ang aral na natutunan mo dun sa mga hamon na iyon

**Ate A:** po?

**Interviewer:** ano po iyon?

**Ate A:** wait lang po- paki ulit po nga po ng tanong

**Interviewer:** uhh kung- if you were to reflect po on the challenges faced by your grandparents what lesson did you learn from said challenges

**Ate A:** Siguro po is yung wag susuko kahit uh sobrang hirap na po ng buhay para po maabot po yung magandang kinabukasang gusto nyo ganon po

**Interviewer:** Sige po thank you at ito na po yung second question if you were to reflect on your own experiences whether it would be transformative or emotional what had the most lasting impact on your life? umm hello po?

**Ate A:** paki ulit nga po ulit

**Interviewer:** ay sorry po sorry po ah sige- if you were to reflect on your own experiences whether it would be transformative or emotional what had the most lasting impact on your life

**Ate A:** wait lang po... ..Paulit nga po ulit ng tanong

**Interviewer:** Ah sige po anohin ko nalang ha kung pag iisipan mo po yung mga karanasan na naransan mo yung transformative po or nakakapagpabago o emotional ano po yung pinaka nag karoong ng impact sa buhay mo

**Ate A:** umm wait lang po

**Interviewer:** sige po

**Ate A:** Siguro po yung pagiging pasaway ko po nung bata um nakakapag pabago po sakin yun kasi narealize ko po na nahihiapan po pala yung grandparents ko po na mag palaki po ng ganon kaya para pong nung medyo lumaki laki na po ako nag bago po ako ng ugali para po matulungan ko na po yung grandparents ko po tsaka para di ko na sila mapahirapan

**Interviewer:** maraming salamat po uh eto na po yung last question overall po ano po yung masasabi nyo dun sa mga experiences or wait lang po rephrase Overall what can you say about your experiences growing up with your grandparents being your parental figure?

**Ate A:** um siguro po maganda naman po yung experience and mabuti po kasi nga po madami din po akong natutunan growing up with them po

**Interviewer:** maraming salamat po for interview thank you po

**Ate A:** thank you po!

Appendix 7.1 Interview transcript

**INTERVIEW TRANSCRIPTION**

**Part I. Demographic Profile**

**Ate B:** Good after noon po

**Interviewer** Uhh ate mag aano lang po kami uh yung interview po na ito is dalawang beses po namin i coconduct at babalik din po kami sainyo ng isa pang besses para po iconfirm na yung mga sinabi nyo po eh tama po yung pagkakaintindi- (INAUDIBLE)

**Interviewer 2:** (INAUDIBLE).. uhh parang ano lang naman po ito kuentuhan lang din kung yun nalang po isipin nyo

**Interviewer:** pwede na po tayo mag start?

**Ate BL** opo pwede po

**Interviewer:** uhh ano kamusta po kayo? or ano.. Kamusta po kayo?

**Ate B:** ano pong ano like.. ako po talaga? yung ganon po?

**Interviewer:** Opo kamusta po kayo yung ganon

**Ate B;** Okay lang naman po

**Interviewer 2:** parang syang nangangamusta lang-(INAUDIBLE)

**Interviewer:** opo-uhh ilan taon na po kayo?- parang ganon

**Ate B:** twelve po

**Interviewer:** Ah sige po thank you po- para po di na po tayo mag beat around the bush eh mag simula na po tayo sa ano

**Part II. The experiences of children raised by grandparents.**

**Interviewer:** Meron kabang karanasan kasama iyong lolot lola? kung meron naman po eh maari mo po ba itong maibahagi samin?

**Ate B:** Karanasan po?

**Interviewer:** opo, kahit ano pong karanasan yung mas- yung pinaka notable po- yung pinaka mas naalala nyo

**Ate B:** uhmm Nung bata pa po nung elementary po uh wala po nun nyung parents ko and nasa bahay po ako ng lola ko and nag karo po ako ng serious infection po sa mata ko and hindi po ako mabisita ng mga parents ko and like yung lola ko nalang po yung nag aalaga sakin that time

**Interviewer:** at isa papong tanong namin is: Meron ka po bang mga ano- mga karanasan nakapag pabago sainyo as a person po under sa panganaglaga ng iyong lolot lola?

**Ate B:** Opo kasi po, hinuhubog din po ng lola ko yung pagkatao ko rin po yung like pag mamano po pag po-po at opo pag kain ng gulay at yung pag tulong narin sakanila kase po di po talaga ako ganon ka matulungan po like tamad po ako pero nung kasama ko po lagi yung lola ko syempre po kailangan po ng Gabay po at tulong rin po kaya po yun po nag-naging mas matulungan po ako (inaudible) po

**Interviewer:** thank you po ang tanong ko lang po is ay wait lang parang maselan po kasi yung question na to parang ano naman po may right naman po kayo na mag refuse if ayaw nyo po sagutin tong question na to:

**Ate B:** Okay po

**Interviewer:** uhh: May naalala kabang emosyonal na karanasan na iyong naranasan habang nasalilim ng panganga laga ng iyong lolot lola?

**Ate B:** uhhh... dati po uhm 2020 po namatayan po ako ng lola

**Interviewer:** Sorry to hear that po

**All Interviewers:** condolences po

**Ate B:** Okay lang

**Interviewer:** May iba pa po ba kayong idadagdag?

**Ate B:** wala na po yung lang po..

**Interviewer:** Ah sige po salamat po

**Interviewer 2:** Thank you po

### **Part III. The challenges that children raised by grandparents have faced.**

**Interviewer:**eto naman po yung next part or yung second set po ng question: naalala mo ba yung mga hamon na hinara ng iyong lolot lola sa pag papalaki sa iyo? at kung oo naalala mo ba kung ano yung pinaka pansiin dun sa mga hinara ng hamon na yon?

**Ate B:** Isa po sa mga hamon na hinara ng grandparents ko po is yung ano rin po sa pera kasi po

**Interviewer:** Finance?

**Ate B:** Opo- uhh marami rin po kasi kaming magkakapatid tatlo po kami- -mahirap rin po mag provide pera po para samin kasi rin po nag aaral din po kami and uhm yung mga (inaudible) din po mahi- na hihirapan din po sila kung maka (inaudible) para ng mga kakainin po kasi nga po gipit na nga po

**Interviewer:** soo lahat po kayong magkakapatid is nasa under po ng pangangalaga lolot lola nyo?

**Ate B:** opo

**Interviewer:**uhm thank you po, uhh ito po: Do you ah- Naalala mo ba yung mga hamon nana- Oh Naalala mo ba ang mga hamon na nanagpahiwalay sa panahong kasama mo ang lolot lola kung oo- or ang tinatanong po dito is yung ano yung mga separational challenges na narasan nyo or nag- yun nga po seperational challenges na narasan nyo

**Ate B:** narasan ko po.. uhm yung mga pagaalaga narin po sakanila kase po minsan po nagkakasakit rin po sila and dahil nga po bata pa ako non di papo ako masyadong- di ko pa po alam kung ano gagawin ko kase po (inaudible)-minsan(inaudible) wala na po talaga akong magawa kundi like (inaudible) tulungan nalang po sila sa mga gawain

**Interviewer:** uhh ito pa po yung isa naming tanong uh: naalala mo ba anomang kalidad ng hamon na sa relasyon na narasan mo habang ikay pinalaki ng iyong lolot lola uh ang ano po namin dito is yung relationship challenges po na naharap nyo nung naunder po kayo sa inyong lolot lola

**Ate B:** nung andoon naman po ako wala naman pong ganap

### **Part IV. Children's reflection on their experiences of being raised by grandparents.**

**Interviewer:** Para po naman sa last set ng question: kung pagiisipan mo ang mga hamon na hinara ng iyong lolot lola ano ang aral na natutunan mo sa mga nasabing mga hamon

Ate B: yung pagiging matatag narin po uhm yung hindi po agad susuko para po sa mga uhm problems po na ikinakaharap po and try narin po na mag learn ano po uhm mag learn po from those problems po

**Interviewer:** Sige po uhh next question naman po: Kung pagiisipan mo ang iyong sarili mga karanasan kung ito ay nakakapagpabago or emosyonal ano ang pin- ano ang may pinaka matagal na epekto sa iyong buhay?

(Client lags)

Alwyn: Ayon lang nag lag at stop muna recording

(END RECORDING 01..)

(Continue RECORDING 02..)

**Interviewer:** -if you were to reflect on your experiences whether it would be transformative or emotional what had the most lasting impact on your life?

Ate B: yung pinaka lasting po is yung pagkamatay po ng lola ko- kasi po.. uhmm

James: ay if uncomfortable po kayo sige po

Ate B: malaking impact po iyon sakin kase po actually po dalawa po yung lola ko na nag alaga sakin yung isa po- mag kabilang po kasing bahay- yung isa po yung namatay

po kaunting time ko lang po sya nakasama and nung time na po yun nag karon na po sya ng sakit yun natuluyan na po sya ayun po hanggang ngayon po eh ano naano po parin sakin

**Interviewer:** if ano po ehh uncomfortable po kayo eh pwede naman pong di nalang sagutin if nag bribringback po sya ng unpleasant memories... umm okay pa po ba?

Ate B: opo okay lang opo

**Interviewer:** Overall naman po what can you say about your experiences growing up with your grandparents being your parental figures?

Ate B: Ano po i enjoyed naman po kase sa time po na buhay po sila uhm nakasama ko parin po sila and naramdaman ko parin po yung mga yung presence po nila growing up po

**Interviewer:** Si-ah thank you po maraming salamat po, if possible po when kaya po kayo pwede naming imeeeet

Ate B: uhhh siguro po mga 1 or 2 po kasi po baka po baka po mag lunch muna

**Interviewer** maraming salamat po

**All Interviewers:** thank you po

**Interviewer 2:** Sabihin nyo nalang po samin yung gusto nyong pagkain lilibre nalang po namin kayo kapag nag karon na po ng klase

**Ate B:** Sige po thank you po

**Interviewer 2:** parang appreciation narin po Thank you po ng marami

**Interviewer 3:** thank you po

## Appendix 7.1 Interview transcript

**INTERVIEW TRANSCRIPTION**

**Interviewer:** good afternoon po

**Ate B:** Good afternoon po

**Interviewer:** so bale po yung magiging questions po namin same as last time lang po pero eto lang po po pero eto lang po para po makasure lang po kami malay nyo po kayong bagong naalala na mga bagay pero po pwede din naman po yung same answers as last time if wala po kayong maalala.

**Part II. The experiences of children raised by grandparents.**

**Interviewer:** mayroon kabang karanasan kasama ang iyong lolot lola kung mayroon maari mo ba itong maibahagi saamin

**Ate B:** uhh meron po ano po-ano po ba like yung tulad parin po ng dati?

**Interviewer:** ano po yung opo para pong okay lang pong isagot nyo po is yung tulad lang po nung nakaraan pero po kung meron po kayo gusto idagdag doon okay lang din po okay lang din po kung wala para tong ano lang to para tong reinterview lang din same as last time din yung pwede nyo isagot

**Ate B:** umm yung experience ko po with my grand parent po is nung nubayon nung nag karon po ako ng infection sa mata ko yun ba yon tapos po ano inaalagan po ng ano ko ng lola ko po

**Interviewer:** mm okay po tas po : eto po meron po ba kayong naalalang mga transformative experience na naranasan nyo habang pinapalaki kayo ng grandparents nyo- parang po yung nakakapagpabagong karanasan

**Ate B:** uhmm ano po um um

**Interviewer:** sige po take your time po okay lang po

**Ate B:** nung

**Interviewer:** Pwede ko po ulitin yung question kung gusto nyo po

**Ate B:** Nung ano po pwede po paulit ng question?

**Interviewer:** Okay po so: may naalala kabang nakakapagpabagong karanasan habang nasa ilalim ka ng pangangalaga ng iyong lolot lola

**Ate B:** umm ano po yung most of the time po na kasama ko po sila ano po um mas mas nagiging ano po mas nagiging masipag po ako tsaka ano like pag may mga sakin po sila and like yun po inaalagan ko po sila ganon

**Interviewer:** i see isee

**Ate B:** tama po ba?

**Interviewer:** opo tama naman po, So para po sa next question po namin, May naalala kabang mga emosyonal na karanasan na iyong naranasan habang nasa ilalim ka ng pangangalaga ng iyong lolot lola parang emotional experience habang inaalagaan ka ng iyong lola

**Ate B:** nung nung ano po nung about 2019 po or 2020 siguro po kalagitnaan din po ng quarantine so nag karon po like ng sakin isa ko pong lola na ano po dun narin po sya di narin po sya nakapagalaga po samin so kami narin po yung nagaalaga sakanila kasi po di na po sya maka tayo noon and like di na po sya makagawa ng mga gawaing bahay so um late 2020 po like september dun narin po sya pumanaw

**Interviewer:** ohh condelence po

**Part III. The challenges that children raised by grandparents have faced.**

**Interviewer:** eto po so yung next part ng question set po namin okay lang po kahit po di nyo po para po kung ayaw nyo po ishare okay lang din po medyo kasi po alam na nga po namin yung sitwasyon nung last time na tinanong namin kayo soo: May naalala kabang mga hinharap na hamon ng iyong lolot lola sa pagpapalaki saiyo kung oo maalala mo ba kung ano don yung mga notable experiences yung notable challenges pala na naranasan nila

**Ate B:** medyo malaki rin po yung problema po sakanila yung pera po na pera po na kinakaylangan po para po mapa ano po like hirap po talaga sa pera sila kasi po

medyo maonti lang po yung kita dati sa tindahan and like hindi rin po masyadong nakakapag trabaho kasi nga po may inaalagaan po ganon din po nagkukulang po talaga sa pera

**Interviewer:** Okay po soo eto naman po meron kabang naalalang mga seperational challenges na naranasan mo habang pinapalaki ka ng grandparents kung meron alin doon yung parang notable na challeng- na seperational challenges na naranasan

**Ate B:** um pero po paulit ng question

**Interviewer:** okay po wait lang po meron kabang naalalang mga seperational challenges parang yung ano yung parang nag hiwalay- pano ko ba eexpalin yung umm relationship mo parang napalayo kaba sa parents mo? or napalayo- para bang-ano yung relationship nya ng grandparents mo and parents mo nung pinapalaki ka nila para bang meron kabang naranasan na challenges na related sa ganon and kung meron alin doon yung notable na challenges- na challenge na naranasan mo

**Ate B:** Um Dati po kasi yung tatay ko po hindi po sya masyadong nakakauwi samin kasi po ano po sya jeepney driver po sya dati sa laguna and that time po nasa grandparents- namin po kami nag stay halos bumibisita lang po sya ng saglit tas babalik narin po so like di narin po namin masyadong nakakasama yung tatay namin dati

**Interviewer:** Mm okay

**Ate B:** and like kapag umuuwi sila di narin po like nagkakausap ng maayos kase po parang hindi po kami (inaudible) pero po syempre po namimiss din po namin- opo

**Interviewer:** So para naman po sa next question: meron kabang naalalang quality of relationship challenges na naranasan mo habang pinapalaki ka ng grandparents mo- parang yung ano yung bond nya ba para bang meron bang challenges na parang sumubok sa bond nya between the grandparents tsaka ikaw?

**Ate B:** umm wala naman po kase naman po kase po lagi naman po silang nandoon and like wala naman pong masyadong ganon

#### **Part IV. Children's reflection on their experiences of being raised by grandparents.**

**Interviewer:** okay po good naman yon so for the last (inaudible) ng questions namin if you were to reflect on the challenges faced by your grandparents parang kung pag iisipan mo yung mga hamon na hinarap ng iyong lolot lola ano yung aral na natutunan mo sa mga nasabing hamon na hinarap nila?

**Ate B:** yung ano po pagiging matulungan po kahit po may basta po yung pagiging matatag po and lagi pong nasa tabi nila kasi po ano po- um- natutunan ko rin po maging ano mas maunderstanding din po sakanila minsan din po um di ko um sorry po ano po

**Interviewer:** okay lang po

**Ate B:** natutunan ko pong mag alaga po sakanila mas maging masipag po yun po

**Interviewer:** so kung pag iisipan mo yung mga sariling mong karanasan kung ito ba yung transformative or emotional parang yung transformative or emotional na experiences mo ano yung parang malaking impact sa buhay mo ngayon

**Ate B:** yun nga po yun parin po yung pag kamatay ng lola ko po kase andami rin pong regrets na nasakin po hanggang ngayon po kahit 4 years na po- ano po kasi po like i feel po nung nabubuhay pa po sya nung may sakit po i think po nag lack po ako ng pangangalaga po sakanya kasi po like di ko po masasyadong malapitan last that time and like yun po hindi po akong masyadong maka move on hanggang ngayon po na like parang sinisisi ko parin po sarili ko hanggang ngayon yung pag kamatay nya like very tragic po talaga

**Interviewer:** Sorry to hear that so eto po last question na po natin

sa pang kalahatan ano yung masasabi mo sa experience mo habang lumalaki ka kasama yung grandparents mo as your parental figures parang ano yung opinion-ano yung masasabi mo sa experience na nakasama sila habang pinapalaki ka nila

**Ate B:** overall po ano syempre naman po masaya din po ako sa na inaalagaan po nila ako while they were their still alive po they dont have much time medyo matanda narin po sila so- yung mga sacrifices po nila para po maalagaan po kami ng mga magkakapatiid

**Interviewer:** thank you thank you po ulit sa pag tulong po samin dito pati narin po sa pag sagot po nung interview po namin thank you po ng marami

Appendix 7.2 Interview transcript

**INTERVIEW TRANSCRIPT**

**Part I. Demographic Profile**

**Interviewer:** Kamusta ka ngayon, Kuya C?

**Kuya C:** Uhh okay lang naman

**Interviewer:** Ilang taon kana?

**Kuya C:** Seventeen

**Interviewer:** tapos.. San ka nakatira ngayon?

**Kuya C:** Like Plebes..?(UNKNOWN)

**Interviewer** uh ay hindi naman like yung ano kung parang barangay ganon

**Kuya C:** Uhh Palokpok 2, Mendez, Cavite yes

**Interviewer:** anong grade mo na ngayon?

**Kuya C:** Eleven

**Interviewer:** Anong taon ka nag simula mag aral dito sa cvsu?

**Kuya C:** Ano bang year yon tayo

**Interviewer:** Since since mag kakaka- ano tayo diba 2019

**Kuya C:** oo

**Part II. The experiences of children raised by grandparents.**

**Interviewer:** So 2019, Para naman sa susunod na part meron kabang mga karanasan kasama ang iyong lolot lola? Kung meron naman maari mo ba itong ibahagi saamin?

**Kuya C:** Parang ano- yung lola ko yung lagi kong kasama sa bahay parang sya yung nag palaki saken..

**Interviewer:** mm. .Tapos meron kabang naalalang nakakapag pabagong karanasan habang nasa ilalim ng pangagna laga ng iyong lolo't lola?

**Kuya C:** uhh ano ba... parang katulad ng ano?

**Interviewer:** Yung parang mga karanasan na nag pabago sayo habang inaalagan ka ng lolot lola mo, Pano ba naten eexplain yung mga...- Tulungan mo nga ako dito alwyn ano bang magandang explanation

**Interviewer 2:** Ano, like example is nung isa naming ininterview is.. dati syang tamad tapos natuto syang sumunod sa utos gawa ng lolat lolo ganon.

**Kuya C:** nakakapag pabago..

**Interviewer 2:** Yung mga dati mong di ginagawa pero parang ginawa mo kasi (INAUDIBLE) Tinuruan ka

**Interviewer:** Yung parang tinuro sayo ng lolot lola mo

**Interviewer 2:** kung ano lang naman yung pinaka naalala mo

**Kuya C:** DI ko sure eh.. simula maliit pa sila na kasama

**Interviewer:** okay okay pwede naman okay... so sa sunod naming tanong meron kabang mga naalalang emosyonal na karanasan na iyong naranasan habang nasa ilalim ka ng pangangalaga ng iyong lolot lola?

**Interviewer 2:** kung ano lang kwento mo lang kung ano yung pinaka naalala mo

**Interviewer:** parang mag kwento kalang ng mga pangyayari sa iyong buhay

**Kuya C:** ang pinaka naalala ko is yung ano umalis yung katulong namin na ano for 12 years or 13 years.. 13 or 14 years namin katulong yun umalis nag iyakan sila you know

**Part III. The challenges that children raised by grandparents have faced.**

**Interviewer:** okay so.. Eto naman for the next part naman meron kabang naalalang mga hinrapping na hamon na iyong lolot lola sa pag papalaki sa iyo? kung maari- ano yung pinaka pansin pansin or pinaka notable na challenges na narasan nila habang pinapalaki ka

**Kuya C:** Pasaway daw

**Interviewer:** Meron kabang naalalang separational challenges na naranasang mo during your time with your grandparents? parang yung ano.. meron bang uhh... para bang napalayo kaba like sa parents mo nung inaalagaan ka ng grandparents mo or parabang yung relationship mo ba meron ba nag bago dun?

**Kuya C:** nung mailiit ako siguro oo kasi hindi ako tatabi talaga kila nanay matulog dati mas gusto ko sa lola ko pero ngayon okay na

**Interviewer:** okay okay tapos: meron kabang quality of relationship challenges na naranasan while you were being raised by your grand parents?- parang ano yun bang bonding nyo para bang naging awkward ba para bang masyado bang familiar ba yung relasyon nyo ng grand parents mo nung pinapalaki ka

**Kuya C:** Mmhmm

**Interviewer:** Pwede bang mag bigay ka like ano kung isang karanasan na related don kung may natatandaan ka parang yung ano lang sabihin natin na kung pano naging close parang ganon

**Kuya C:** pano naging close..

**Interviewer:** Pero ikaw naman bahala ka sa sarili mong karanasan

**Kuya C:** Ano ulit yung question?

**Interviewer:** eto.. Naalala mo ba yung quality of relationship challenges parang mga challenges na parang naransanan mo na pwedeng makapag pasira ng relationship mo sa grandparents mo While pinapalaki ka nila

**Kuya C:** Malimit sila mag away so medyo ano.. Laging may conflict sa bahay..

#### **Part IV. Children's reflection on their experiences of being raised by grandparents.**

**Interviewer:** tapos for the last part naman ng question set namin: Kung pag iisipan mo yung mga hamon na hinarap ng lolot lola mo ano yung aral na natutunan mo sa mga nasabing hamon na nila?- narasan nila?

**Kuya C:** Ang natutunan ko.. ano natutunan ko.. wait..

**Interviewer:** Sige sige take your time

**Kuya C:** Di ko maisip kasi normal na mag kasama kami sa araw araw eh

**Interviewer:** Soo wala wala ano? pwede naman nating i skip kung wala

**Kuya C:** wala wala

**Interviewer:** eto naman: kung pagiisipan mo naman yung mga sariling karanasan habang pinapalaki ka ng grandparents mo. ano yung mga epekto non sa buhay mo.

**Kuya C:** mga naging epekto sa dulo..?

**Interviewer:** parang nagign epekto sa buhay nung ano nung mga past experiences.. Pwede din yung experiences ngayon parang may epekto sa buhay mo ngayon ano yung epekto non

**Kuya C:** Eto kasi diba kasi nga lagi silang mag kaaway nila nanay, habang-kailangan ko nasa gitna lagi (INAUDIBLE)kasi lagi silang may away.

**Interviewer:** so parang ano epekto yung naging epekto non sa buhay mo ngayon yung pagiging- yung nasa gitna ka ng away nila?

**Interviewer 2:** like nasanay kaba na nasa ano gitna ng mga away?

**Kuya C:** oo

**Interviewer:** parang ganon okay, so ito na yung last question namin: Overall ba ano ang masasabi mo tungkol sa iyong mga karanasan sa pagpapalaki ng iyong lolat lolo saiyo? parang ano yung uhhh yung parang pano mo sya uhh ano magandang (inaudible) parang ano sa tingin mo yung-

**Interviewer:** ano masasabi mo doon sa experiences mo? (inaudible)

**Kuya C:** masasabi ko sa experience ko.. uh...

**Interviewer:** parang masaya kanaman ba? meron kabang mga uhm, sabihin na nating di masyadong magandang karanasan?

**Kuya C:** (inaudible) Yung experience ko is uhh- uhh.. yung experience ko naman sa bahay is Masaya naman kaso malimit silang nag kakagulo dito sa ba-

**Kuya C:** So yung experience ko sa pagpapalaki sakin ng lola ko okay naman kasi ano nung maliit ako medyo spoiled ako dati kasi laging supported ni nanay tapos(inaudible) silang nag kakagulo dito

**Interviewer 2:** medyo choppy ulit

**Interviewer** yung dun sa part sa last part lang naman

**Interviewer 2:** pagkatapos nung sinabing mo na naspoil ka

**Kuya C:**Ahh soo medyo spoiled talaga ako kaso ano malimit silang nag kakagulo dito soo (inaudible) medyo ano rin magulo

**Interviewer:** Thank you Kuya C sa pag laan ng oras

**Kuya C:** sige sige sabihin nyo lang sakin kung may tanong kayo

**Interviewer 2:** okay okay thank you

**Interviewer:** salamat! salamat!

**Kuya C:** Geh

**Interviewer:** maraming salamat po

Appendix 7.2 Interview transcript

**INTERVIEW TRANSCRIPT**

**Part I. Demographic Profile**

**Interviewer:** bale yung mga questions last time is uulitin lang natin same questions lang po and pwede- kung ano po yung sinagot nyo last time is pwede naman pong yun lang din isagot ngayon pero if may naalala pa po kayo pwede nyo din po idagdag

**Kuya C:** Ge lang

**Interviewer:** Bale skip ko na po yung demographic profile

**Part II. The experiences of children raised by grandparents.**

**Interviewer:** straight na po ako sa ano para po sa first set ng question mayroon kabang karanasan kasama ang iyong lolot lola kung mayroon ay maari mo ba itong ibahagi saamin?

**Kuya C:** yung lola ko yung nag palaki sakin yes simula pag kabata

**Interviewer:** okay po bale po next question po may naalala kabang nakakapagpabagong karanasan habang nasailalim ng panganganлага ng iyong lolot lola eto naman po yung transformative experience..

**Kuya C:** transformative experience.. nakakapagpabago? uhh di ko sure eh kasi sila yung nagpalaki na sakin ewan ko kung nakakapag pabago o nakuha ko lang habang- kase ano sila yung nagpapalaki na mismo sakin- wait wait di ko alam kasi kung ano eh kung ano nakuha ko

**Interviewer:** ayos lang sabihin mo kung next question na

**Kuya C:** wait lang nakakapagpabago, nakakapagpabagong experience diba

**Interviewer:** opo

**Kuya C:** Wala naman akong alam

**Interviewer:** wala bang maalala?

**Kuya C:** wala

**Interviewer:** skip nalang tayo sa next question: may naalala kabang emosyonal na karanasan habang nasa ilalim ng panganganлага ng iyong lolot lola? eto nama yung emotional experience

**Kuya C:** Emotional.. Panong- Example uli

**Interviewer** Like emotional experience like siguro may time na nalungkot ka or- yung pinaka naalala mo lang yung pinaka notable para sayo

**Kuya C:** uhh pinaka naalala ko ay noong umalis yung katulong namin sa bahay for ano yung basta wala pa ako handito na sya nag aano samin tapos umalis sya wala malungkot na karansan

**Part III. The challenges that children raised by grandparents have faced.**

**Interviewer:** Okay, Bale next set na tayo ng questions: uhh para sa unang question is may- Naalala mo ba ang mga hinaram na hamon ng iyong lolot lola sa pagpapalaki sayo? Kung oo maalala ay maalala mo ba ang pinaka kapansin pansin

**Kuya C:** ahh siguro ang pinaka challenge lang siguro ay pasaway daw ako tsaka financial struggles

**Interviewer:** Ahh okay thank you po bale sa next question is naalala mo ba ang mga hamon ng paghihiwalay sa panahong kasama mo ang iyong lolot lola eto naman is yung seperational challenges

**Kuya C:** seperational challenges anong- panong seperational challenges

**Interviewer:** Like meron bang times na napahiwalay ka sa grandparents or not necessarily naman na grandparents na ano lang kahit sa parents in general like may napahiwalay ka sa- sa someone na close ka tapos naging challenge yon para sa yo

**Kuya C:** Nung bata pa siguro ako nasanay kase nasanay ako sa lola ko parang ano ayaw kong-mas gusto ko sa lola ko kesa kila nanay at tatay mas gusto ko tumabi pag ka nauwi sila nanay at tatay sa lola ko

**Interviewer:** ahh

**Kuya C:** ewan mas malapit ako sa lola ko kesa sa mga magulang

**Interviewer:** ahh okay po bale sa next question naman: is naalala mo ba ang ano mang kalidad ng mga hamon sa relasyon na naranasan mo habang ikaw ay pinapalaki ng iyong mga lolot lola ito naman yung mga quality of relationship challenges yung like parang naging challenge sa mga relationship mo around you parang may bumaba basya dahil pinapalaki ka ng ano ay habang pinapalaki ka ng iyong grandparents

**Kuya C:** Paulit ng pinaka question

**Interviewer:** Naalala mo ba ang ano mang kalidad ng mga hamon sa relasyon na naranasan mo habang ikaw ay pinalaki ng iyong mga lolot lola ito yung quality of relationship challenges

**Kuya C:** quality of relationship.. uhh relationship challenges yun nga nung ano ako nung bata pa ako parang ano mas malapit ako sa lola kesa sa mga magulang

#### **Part IV. Children's reflection on their experiences of being raised by grandparents.**

**Interviewer:** Ahh okay po, bale dito na tayo sa last set ng questions para sa unang question is: kung pag iisipan mo ang mga hamon na hinaharap ng iyong mga lolot lola ano ano ang aral natutunan mo sa nasabing mga hamon

**Kuya C:** Ang pinaka na anohan ko lang natutunan ko nung lumaki ako ay mahirap ang buhay tsaka ano sinusubukan lang pala nila I meet yung ano namin yung mga panganga ilangan parap hindi namin maramdaman na may pag kukulang kami lalo na nila nanay at tatay

**Interviewer:** ahh okay po bale po sa next question po is kung pagiisipan mo naman ang iyong sarili mga karanasan kung ito man ay nakakapagpabago or emosyonal ano ang may pinaka matagal na epekto saiyong buhay

**Kuya C:** hmm? paulit paulit

**Interviewer** kung pagiisipan mo naman ang iyong sarili mga karanasan kung ito man ay nakakapagpabago or emosyonal ano ang may pinaka matagal na epekto saiyong buhay

**Kuya C:** Pinaka matagal na epekto hamon sa buhay.. wala siguro nung yung ano siguro yung financial struggle- ay tama ba yung sagot ko sa question?

**Interviewer:** Sige ituloy mo lang

**Kuya C:** Yung sa financial struggle habang lumalaki ako parang namumulat ako sa ano- sa.. sa.. parang kung ano lang kaya namin like kung ano kami kase dati parang nung bata pa ako napaka spoiled laging binibigay ang gusto tapos habang lumalaki namumulat ako na mahirap para sakanila yung mga ginagawa nila dati

**Interviewer:** mm narerealize mo yung mga ano.. bagay bagay

**Kuya C:** yes

**Interviewer:** bale sa last question na tayo uh: Ano ang masasabi mo tungkol sa iyong karanasan sa pagpapalaki ng iyong lolot lola?

**Kuya C:** .okay lang naman minsan medyo ano minsan medyo magulo kasi malimit sila mag away ni nanay tsaka nga yung financial struggles pero overall okay naman para saakin

**Interviewer:** ahh okay po-Yun lang naman yung mga questions and thank you po

**Kuya C:** salamat din

Appendix 7.3 Interview transcript

**INTERVIEW TRANSCRIPT**

**Part I. Demographic Profile**

**Kuya D:** Good after noon po

**Interviewer:** uhh.. I memeet pa po namin kayo mga dalawa pa pong beses for the second interview po tas yung pangatlo naman po is parang nag coconfirm lang po kami kung tama po ba yung mga naintindihan namin sa interview

**Kuya D:** Sige po.

**Interviewer:** Salamat po- for ano naman po is; Kamusta naman po kayo?

**Kuya D:** Okay lang naman po, kakagising lang.

**Interviewer:** Sorry po kung naabala po namin kayo.

**Kuya D:** Di naman po.

**Interviewer:** Ilan taon kana po?

**Kuya D:** Sixteen years old po

**Interviewer:** At ano yung current grade level mo ngayon?

**Kuya D:** Grade ten masunurin po

**Interviewer:** anong taon ka po nag start na pumunta sa cvsul lshs

**Kuya D:** hmm so grade 7... edi baka 12 years old

**Part II. The experiences of children raised by grandparents.**

**Interviewer:** Sige po Mag start na po tayo. meron kabang karanasan kasama ang iyong lolo't lola? at kung meron naman po eh maari mo ba itong maibahagi samin?

**Kuya D:** Yes- Soo nung childhood days ko um Isa silang care takers sila sakin kapag wala yung parents ko kasi si daddy nasa abroad tapos si mommy may work din sa..- May work dito sa Philippines kaya yung lolo at lola ko yung nag aalaga sakin

**Interviewer:** Sige po

**Kuya D:** Tapos- Sila yung nag aalaga yung nag papakain sakin nag papaligo ayun

**Interviewer:** Thank you po- Second question naman po is: may naalala kapabang nakakapagpabagong karanasan habang nasa ilalim ng pangangalaga ng iyong lolot lola- uh ang hinahanap po dito ang mga transformative experience po- yung mga karanasan na napabago sa yo as a person

**Kuya D:** ohhh. okay tignan natin.. transformative..?

**Interviewer:** yung mga karanasan nyo na nag parang nakapagpabago po sainyo as a person na pinaka naalala nyo po

**Kuya D:** sige.. Ill think more

**Interviewer:** Sige po

**Kuya D:** ...uhhhh Wala akong marecall as of now

**Interviewer:** ah sige po okay lang po at sa sunod naman po is: Meron kabang naalala na ano- Emotional experience nanaranasan mo under your grand parents care

**Kuya D:** uhhhh emotional uhmm... ..uhh kapag- wala naman masyado kapag ano iniwan na ako ng parents ko paalis na sa work tapos yung grand parents na mag aalaga sakin napapa iyak ako, Yung during naman care wala naman

**Part III. The challenges that children raised by grandparents have faced.**

**Interviewer:** ahh sige po maraming salamat po sa question, Dito naman po sa second part: Naalala mo ba ang mga hinarap na hamon ng iyong lolot lola sa pag papalaki sa iyo at kung oo naman eh ano ang pinaka naalala mo?

**Kuya D:** oh hamon, ah siguro eh- dahil- marami kasi kaming mag pipinsan hindi lang ako yung- ( INAUDIBLE ) -so.. ano mahirap ang asikaso ng maraming bata tapos

ako ehh.. wala kung ako lang kung individualy okay lang naman sa pag alaga sakin di naman ako ganon kakulit dati daw

**Interviewer:** uhhh may idadagdag pa po ba kayo?

**Kuya D:** yun lang yun lang okay na

**Interviewer:** Ah eto naman po is: May naaala kapabang separati- May naaala ka bang separation challenges na naencounter mo during your time with your grandparents if yes.. pwede mo po bang irecall samin yung pinaka pansiin pansiin

**Kuya D:** hmm Separational? Towards sa grand parents ko?

**Interviewer:** uh kahit ano po seperational challenges sa parents sa grandparents kahit saan po

**Kuya D:** ay sige po, So nabanggit ko na din po sa parents mahirap po maseparate kaya yun po yung isa tapos sa grandparents din kasi ayoko naseseprate in general

**Interviewer:** So para pong nag ano kayo nag nag karon kayo ng experience na parang pag hinihiwalay po kayo sa dun grandparents nyo at dun sa parents nyo para pong nag aact up po kayo

**Kuya D:** Yes, opo

**Interviewer:** Ayan sige thank you po at sa pangatlo naman pong question: may naaalala kapabang quality of relationship challenges na naexperience mo while you were being raised by your grandparents or parang ang tinatanong dito is kung kwualidad ng mga relationship mo dun sa mga tao around you nag karon ba ng mga changes don habang pinapalaki ka ng grandparents mo?

**Kuya D:** uhh no naman no parang wala naman normal lang

#### **Part IV. Children's reflection on their experiences of being raised by grandparents.**

**Interviewer:** ito na po last set of questions na: kung pag iisipan mo po yung mga hamon na hinaraap ng iyong mga lolot lola ano ang aral na natutunan mo sa mga nasabi mong mga hamon?

**Kuya D:** uhmm siguro eh, do your best makipag cooperate sa grandparents kahit bata para hindi na mahirapan.

**Interviewer:** Yun nalang po? wala na po kayong dadagdag?

**Kuya D:** opo yun lang naman po

**Interviewer:** Sige po uhh: Kung pag iisipan mo naman yung mga sarili mong karanasan kung itoy nakakapag pabago o emosyonal ano ang pinakamatagal na nagkaroong ng epekto sa buhay mo?

**Kuya D:** Ano ulit- yung ano

**Interviewer:** Sige po If you were to reflect po on your own experiences whether it will be transformative or emotional what had the most lasting impact on your life?

**Kuya D:** okay so transformational- yung sa transformational pala parang mas naging diciplined ako tapos mas proper ako sa pag act kasi napapagalitan ako kapag masyadong magaso so yun yung mga habits natransform yung habits ko tapos umiipekto sakin hanggang now

**Interviewer** okay po Thank you po at Ito na po yung pinaka last um: Overall what can you say po about your experiences growing up with your grandparents being your parental figure?

**Kuya D:** ah they were ano great- grea- wait ano ulit yung tanong pala

**Interviewer:** ah kung ano po: sa pang kalahatan ano ang masasabi mo tungkol sa mga karanasan sa pagpapalaki ng iyong lolot lola sa iyo?

**Kuya D:** hmm yes yung pagpapalaki nila sakin eh great talaga kasi uhh parang parents ko narin sila kasi most- nung childhood days ko talaga sila mostly nakakasama ko so malaki talaga yung impact sakin

**Interviewer:** Ah sige po for your time noh ih kelan po kaya kayo available?

**Kuya D:** uhm anytime naman.. ay next week?

**Interviewer:** di naman po nextweek mga this week din po mga a day after po para yun na po yung second interview

**Kuya D:** free naman po ako sa friday saturday sunday

**A:** Sige po Kuya maraming salamat po!

**Kuya D:** Thank you rin po!

**A:** Thank you po

Appendix 7.3 Interview transcript

### INTERVIEW TRANSCRIPT

#### **Part I. Demographic Profile**

**Interviewer:** Bale po yung magiging interview po natin ngayon is same set of questions naman po last time bale inulit- ultin po natin sya parap po kung sakali may maalala is madadagdag po para sa study

**Kuya D:** ah sige po

**Interviewer:** okay po start na po tayo: bale po kamusta po kayo?

**Kuya D:** Okay lang po

**Interviewer:** pwede ko naman po ito iskip kung ano kase yung demographic profile

**Kuya D:** opo meron na po

#### **Part II. The experiences of children raised by grandparents.**

**Interviewer:** uhh Sa para po sa first set uh: meron kabang karanasan na kasama ang iyong lolot lola? kung may roon maari mo ba itong ibahagi sakin?

**Kuya D:** Okay ultin ko- sasagutin ko lang po ultin ano

**Interviewer:** pwede naman po same answer as before pero po kung may naalala po kayo pwede nyo po idagdag

**Kuya D:** So yung karanasan ko po sa grandparents ko po

**Interviewer:** opo

**Kuya D:** yes po meron po nung childhood ko po eh kapag wala po yung parents ko po sila po yung nag aalaga sakin

**Interviewer:** ah okey po uhh para po sa next question may naalala ka bang nakakapagpabagong karansan habang nasa ilalim ka ng pangangalaga ng iyong lolat lolo

**Kuya D:** ito po yung transformative noh ano?

**Interviewer:** opo opo

**Kuya D:** may naalala po ako yung maarami po silang tinuro sakin sa nung bata po ako gaya po ng pagkain magisa po pati po maging potty trained sila po yung nagturo sakin

**Interviewer:** ahh

**Kuya D:** Soo mga basic ano lang po nagawain

**Interviewer:** Okay po sa next question po is may naalala kabang emosyonal na karanasan na iyong naransan habang nasalilalim ng pangangalaga ng iyong lolat lolo- eto po yung emotional experience naman po

**Kuya D:** ah emotional experience po uh- i think uh wala akong nasagot last time parang wala po bukod doon sa yung separative na kapag na seseparete ako sakanila ganon

#### **Part III. The challenges that children raised by grandparents have faced.**

**Interviewer:** ah okay okay po sa next set naman po ng question: May naalala- May naalala mo ba ang hinarap na mga hamon ng iyong lolat lolo sa pag papalaki sayo kung oo maari mo bang ibahagi samin ang kapansin pansi o yung mga notable po

**Kuya D:** Soo notable po dahil marami po kaming mag pipinsan na inaalagan nahihiapan po sila I think mag alaga ng maraming bata at once pero sakin naman individually ay di naman ako masyadong makulit

**Interviewer:** okay po next question naman po is naalala mo ba ang mga hamon ng pag hihiwalay sa panahong kasama mo ang iyong lolat lola- ah ito naman po yung seperational challenges uhh yungpwede nyo po ishare saming yung pinaka notable po yung pinaka naalala nyo-

**Kuya D:** ahh so okay so nabanggit ko last time kapag na separate eh parang may seperational akong problem kapag naseseparate ako eh napapaiyak ako parang nagiging emotional ako kapag di ko sila nakikita ng matagal eh nag papanick na agad ako

**Interviewer:** ahh

**Kuya D:** yun lang generally

**Interviewer:** Okay po sa next question po: naalala mo ba ang ah english napala para mas madaling maintindihan ang question kapag english- uhh do you remember any quality of relationship challenges that you experienced while you were being raised by your grand parents if yes can you recall the most notable one- eto naman po is yung mga challenges sa relationship nyo po while being raised with grandparents-not necessary naman po na relationship between your grandparents

**Kuya D:** uhh sa grandparents po close naman kami mabait naman sila sakin soo wala naman problems tapos sa iba naman wala naman na relevant

#### **Part IV. Children's reflection on their experiences of being raised by grandparents.**

**Interviewer:** ahh okay po thank you po eto po sa last set na po tayo ng questions: kung pag iisipan mo ang mga hamon na hinarap ng iyong lolot lola ano ang aral na natutunan mo sa mga nasabing hamon

**Kuya D:** okay soo ang natutunan kong aral eh dapat magpaka bait at maging cooperative do your best maging cooperative sakanila para di na sila mapahirapan pa

**Interviewer:** ah okay po thank you po sa next question po is kung pag iisipan mo ang iyong mga sarili karansan kung ito man ay nakakapagpabago o emosyonal ano ang may pinaka matagal na epekto sa iyong buhay

**Kuya D:** um yun nga yung nabanggit ko na yung mga basic na ginagawa ay tinuro nila sakin mga habits mga basic life habits ay na isasabuhay ko siya hanggang ngayon

**Alwyn:** Ah okay po bale po last question na po tayo uh sa pang kalahatan ano ang masasabi mo tungkol sa iyong mga karanasan sa pagpapalaki ng iyong lolat lolo sa iyo?

**Kuya D:** Super important talaga yung pag alaga nila sakin nung ano dahil formative years ko nga tsaka sila yung most na nakakasama ko dahil wala yung parents ko kaya super important sila sa buhay ko yun

**Interviewer:** okay poo bale yun na po yung last question thank you po

## Appendix 7.4 Interview transcript

**INTERVIEW TRANSCRIPT****Part I. Demographic Profile**

**Interviewer:** Hello po good afternoon

**Kuya E:** Hello

**Interviewer:** Bale po yung interview po natin mangyayari dalawang beses and may isa pong araw na interval between the interview. and after po namin kayong mainterview is mag kakaroon po ng verification po sainyo na tama po yung interpretation po namin sa sinabi nyo po sa interview bale po okay na po ba sainyo?

**Kuya E:** okay lang okay lang

**Interviewer:** start na po sa questions

bale po first question po is: Kamusta na po kayo ngayon? like general question lang naman po sya.

**Kuya E:** Okay lang, wala lang yun lang (laughter)

**Interviewer:** Ilang taon na po kayo?

**Kuya E:** Sixteen, Sixteen years old

**Interviewer:** Currently po saan po kayo nakatira

**Kuya E:** Indang, Calumpang Alehos

**Interviewer:** Ano- Ano po- Anong Grade level na po kayo ngayon?

**Kuya E:** Grade eleven

**Interviewer:** Ilang taon na po kayo nung nagsimula po kayong nag aral sa cavite state laboratory science highschool?

**Kuya E:** Ilang taon?

**Interviewer:** Opo

**Kuya E:** Nagsimula nung mga ano eh 2018, 2019. mga ganon.

**Interviewer:** Mga ilang taon na po kaya kayo noon by 2018

**Kuya E:** Di ko alam.. eleven?

**Part II. The experiences of children raised by grandparents.**

**Interviewer:** ok, uh Start na po tayo sa set ng questions bale po ang first question po is: Nagkaron kaba ng karanasan kasama ang iyong lolo't lola kung mayroon ay maari mo ba itong ibahagi saamin

**Kuya E:** Experiences- siguro ano yung living with them yung every day experience parang yun lang like uh pang araw araw na household na bagay

**Interviewer:** meron po kaya pinaka notable para sainyo yung pinaka notable na experience with them yung pinaka naalala nyo

**Kuya E:** Notable..? wala naman eh ano lang kasi eh such an everyday experience na wala siguro akong masasabing ano like exact o notable yon

**Interviewer:** Okay po thank you po, Sa second question naman po is, May naala kabang nakakapag pabago na karanasan sainyo habang inalagaan kayo ng lolot lola

**Kuya E:** Nakakapag pabago?

**Interviewer:** yung karanasan po na nakakapag pabago sainyo ganon

**Kuya E:** Di ko lang sure if ano to under ng care ng ano ko, ng grandparents or like ano lang sya growing up na nag pabago sakin pero i think dun sa mga ano bagay sa bahay like naturuan nya ako ng mga household stuff mga chores parang ganon

**Interviewer:** ahh Okay po thank you po, ahh bale po sa next question is medyo ano po to kung di nyo naman po- uncomfortable po kayong sagutin tong next question is ayos lang naman po pwede po naman nating i stop then go on to the next question.

**Kuya E:** Sige sige

**Interviewer:** Bale po yung questions po is may naalala kabang emosyonal na karanasan na iyong naranasan habang na sa ilalim ka ng pangangalaga ng iyong lolo't lola?

**Kuya E:** Specifically saken wala naman yang ano emotional experience siguro sa family namen like around us meron din.

**Interviewer:** Pwede nyo po kayang ishare?

**Kuya E:** okay lang bang hindi na ishare?

**Interviewer:** Okay lang naman po.

**Kuya E:** okay okay

### **Part III. The challenges that children raised by grandparents have faced.**

**Interviewer:** next set na po tayo ng questions sa unang question po: may naalala kabang hinarap na mga hamon ng iyong lolo's lolo sa pag papalaki sa iyo, at kung oo naalala mo ba ang mga pinaka kapansin-pansin like pinaka notable.

**Kuya E:** Parang yun lang din eh di ko sya masasabing as notable its like yung mga challenges nararanasan mo during like ano parenthood like mag papalaki ka ng anak parang yung, like challenges, kung paano sya pag papaaralin pano sya papakainin parang yun, challenges lang all through out, not really notable. kasi ano lang to eh parang childhood ko na to eh so i dont really remember most of-

**Interviewer:** Okay po yung parang normal lang na experiences ng pamilya po ba?

**Kuya E:** Yeah yeah uh

**Interviewer:** okay po, sa next question na po tayo: Naalala mo ba ang mga hamon ng paghihiwalay ng pag hihiwalay sa panahong kasama mo ang iyong lolo's lola, Like ano nakaalala kaba ng seperational challenges na naranasan mo habang pinapalaki ka nila

**Kuya E:** Kagaya nung kanina, its like childhood so naalala ko lang is pag iniwanan ako sa school - like naiyak iyak ako parang ganon yeah that stuff

**Interviewer:** ahhh okay po, Next question na po uli tayo: nakakaalala kaba ng mga hamon sa relasyon na naranasan mo habang ikaw ay pinapalaki ng lolo's lola: ah ano, In english po is: Do you remember any quality of relationship challenges that you experienced while you are being raised by your grandparents?

**Kuya E:** uhh pa explain, pa nga po ng question.

**Interviewer:** Nakaranas ka ba ng relationship challenges like habang pinapalaki ka ng grandparents mo?

**Kuya E:** panong relationship challenges? like grandparent to grandson?

**Interviewer:** opo parang ganon po, kung parang- Halimbawa: lumayo po yung loob nyo sa lolo's lola nyo or-

**Kuya E:** Parang Ano naman wala naman akong na experience na relationship challenge, parang turing ko sakanya is yun lagi yung ano ko. yung turing like grandparent, sya nag palaki saken and yun.

### **Part IV. Children's reflection on their experiences of being raised by grandparents.**

**Interviewer:** Bale Dito na po tayo sa last set ng questions, Sa unang question po is.. : Kung pag iisipan mo ang mga hamon na hinarap ng iyong lolo's lola ano ang aral na natutunan mo sa mga sinabing mga hamon?

**Kuya E:** uhh.. Hindi to specifically like hamon raising me pero like hamon lang samin parang example eh ano ishashare ko lang ito: pag nag aaway si lola tsaka si lolo-lolo ko kasi ano yun eh medyo schizophrenic so nag aaway sila so ang natutunan ko lang doon is ano lagi nyang sabi sakin na sometimes mas madali di kanalang mag aargue like makikipagaway just let be it is what it is

**Interviewer:** para po sa next question is: If you were to reflect on your experiences whether it would be transformative or emotional, what had the most lasting impact on your life?

**Kuya E:** Reflect on your experiences..? whether its transformative..?

**Interviewer:** ahh sa tagalog po is: Kung pag iisipan mo ang iyong sariling mga karanasan kung ito man ay nakakapagpabago o emosyonal, ano ang may pinaka matagal na epekto sa iyong buhay

**Kuya E:** wait lang wait lang isa panga isa panga like explain nalang kung pano yung question thank you

**Interviewer:** Ayon po kung mag rereflect ka po sa sariling nyong karanasan kung yun po- based on last question kung nakapagpabago man sya sayo or emosyonal yung experience ano ang pinaka matagal yung epekto sa buhay mo? like anong karanasan yung tumatak sayo. Yung parang nag stay sayo hanggang ngayon or satiningin mo mag iistay sayo na as you grow up

**Kuya E:** wait lang wala pa ako maisip: The fact na my whole experience as a childhood she raised me up parang yun yun yung long lasting experience na hindi ko makakalimutan the fact that uh kahit wala yung nanay ko yung mother ko is sya yung nag palaki sakin parang yun yung long lasting impact na ano saken na nag pa shape parang ganon

**Interviewer:** ohhhh. bale last question na po tayo: Sa pangkalahatan ano ang masasabi mo tungkol sa iyong karanasan sa pag papalaki ng iyong lola't lolo sa iyo?

**Kuya E:** Experiences.. pano ko ba masasabi to- ano siya.. hmm.. mahirap pero kaya naman hindi ko ma ano eh masasabing kasalanan ng nanay ko na nawala sya na alam ko naman na marami syang ginagawa and experience.. Okay lang parang yon.. yeah

**Interviewer:** Okay po, Thank you po.

**Kuya E:** Thank you po.

Appendix 7.4 Interview transcript

**INTERVIEW TRANSCRIPT**

**Part I. Demographic Profile**

*Skippered*

**Part II. The experiences of children raised by grandparents.**

**Interviewer:** Meron kabang karanasan kasama ang iyong lolot lola? Kung meroon maari mo ba itong maibahagi samin?

**Kuya E:** Uhh meron naman po yung ano lang karanasan sa bahay like kasama mo yung lola at lolo mo sa ano pamumuhay yun lang

**James:** AT second question naman po is: Kung may naalala kabang nakakapagpabagong karanasan habang nasa ilalim ng pangangalaga ng iyong lolo at lola?

**Kuya E:** Parang ano lang naman ih wala naman sya like di naman sya yung sobrang nakakabago ng ano ng sa sarili parang ano lang sya growing up yun nakakasama mo sila growing up yunnyung parang transformative experience na masasabi ko

**Interviewer:** Third question naman po: May naala kabang emotional na karanasan habang nasa ilalim ng iyong lolot lola?

**Kuya E:** parang wala eh- emotional yung ano lang yung Pang everyday na ano pag nagagalit pag natutuwa parang yun di naman sya parang big deal yung makikita mo lang araw araw

**Part III. The challenges that children raised by grandparents have faced.**

**Interviewer:** at sa third part naman po ng questions: naalala mo ba ang mga hinaharap -ulet ulet - naalala mo ba ang mga hamon na hinatrap ng iyong lolot lola sa pag papalaki sa iyo kung oo maalala mo ba- ay naalala mo ba ang kapansin pansi dito o yung pinaka kapansin pansi na naalala mo

**Kuya E:** Wala naman akong pinaka pansi pansi na ano experience parang experience siguro ano lang yun nga parang raising you as in everyday is like a challenge na itself

**Interviewer:** second question naman po ay: naalala mo ba ang mga hamon- or eto nalang do you remember any separational challenges that you encountered during your time with your grand parents and if yes coul you recall the most notable one

**Kuya E:** nasabi ko na last time eh, pero yung ano yung sa school yung pag umalis sila tas naiwanan ka tas iiayak ka yun yun parang seperational challenge nayon para saakin

**Interviewer:** Third question naman po: do you remember any quality of relationship challenges that you experienced while you were being raised by your grand parents and if yes can you recall the most notable one?

**Kuya E:** parang wala naman akong natatandaan pero any like recently siguro dati meron pero di ko lang sya marecall

**Part IV. Children's reflection on their experiences of being raised by grandparents.**

**Interviewer:** eto na po last part na o alst section na po ng mga questions first question: kung pag iisipan mo ang mga hamon na hinatrap ng iyong lolot lola ano ano ang mga aral ang natutunan mo sa mga nasabing mga hamon?

**Kuya E:** umm hamon na naharap ng aking grandparents natutunan ko is... parang mahirap sya explain pero siguro ano marami din like yung growing up marami kana

natututunan tas marami din dun is sa challenges na naexperience mo with your grandparents is like nag mamature ka aswell as hinarap nila yung challenges at solving it like with you parang its like uh team its like a team thing

**Interviewer:** Thank you and second question: kung pag iisipan mo ang iyong sariling karanasan kung ito man ay nakakapag pabago o emosyonal ano ang may pinaka matagal na epekto saiyong buhay?

**Kuya E:** parang yun lang din eh like nasabi ko na din kanina is ang parang pinaka matagal na epekto sakin is the fact that they raised you and you groaned with them you grew with them parang yun

**Interviewer:** eto na po yung pinaka last na question anong masasabi mo naman tungkol sa iyong mga karansan sa pag papalaki ng iyong lolot lola?

**Kuya E:** karanasan like overall is masasabi ko naman is challenging naman alam ko at ano very hard pero mm pero is like a journey parang marami kang natutunan as long marami kang natututu nan as you grow old as the way like paves and nakakasama mo yung grandparents mo is marami ka talagang malalaman and nag mamature ka yourself yon

**Interviewer:** Maraming salamat po

## Appendix 8.External monitoring form

**RESEARCH  
EXTERNAL TRANSACTION MONITORING SLIP\***

SUBJECT: RES2 ✓ CSRS11 CSRS12/14 CSRS13

DATE: Jan 15 2024

GROUP #/SECTION: 6 - MALIKHAIN

TITLE OF THE STUDY: LIVED EXPERIENCE OF CHILDREN RAISED BY GRANDPARENTS

DEPARTURE TIME (LSHS) 10:30

DESTINATION: CAS

CONTACT PERSON: Mrs. (Daryl) Avila

REASON FOR GOING OUT/VISIT: -

Appointment

ARRIVAL TIME (at the destination): 11:45

DEPARTURE TIME (at the destination): 11:55

CONTACT PERSON'S REMARKS:

\_\_\_\_\_  
\_\_\_\_\_

CONTACT PERSON'S SIGNATURE:

Jad

Noted:

jm

MARINA P. CAUDILLA

Research Instructor

Research Coordinator, High School Department

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ONLY  
WITHIN the premises of the CvSU Main campus

## Appendix 8.1 External monitoring form

**RESEARCH  
EXTERNAL TRANSACTION MONITORING SLIP\***

SUBJECT: RES2  CSRS11  CSRS12/14  CSRS13

DATE: 1/22/2020

GROUP #/SECTION: 6 - MALIKHAIN

TITLE OF THE STUDY: LIVED EXPERIENCE OF CHILDREN RAISED BY GRANDPARENTS

DEPARTURE TIME (LSHS) 7:20

DESTINATION: C.A.S (College of Arts and Sciences)

CONTACT PERSON: Ms. Daryl Avila and Ms. Rizel Espinosa

REASON FOR GOING OUT/VISIT: Consultation

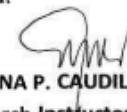
ARRIVAL TIME (at the destination): 7:25

DEPARTURE TIME (at the destination): 8:25

CONTACT PERSON'S REMARKS: \_\_\_\_\_  
\_\_\_\_\_

CONTACT PERSON'S SIGNATURE: \_\_\_\_\_ 

Noted:

  
**MARINA P. CAUDILLA**

Research Instructor

Research Coordinator, High School Department

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Appendix 8.2 External monitoring form

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**RESEARCH  
EXTERNAL TRANSACTION MONITORING SLIP\***

SUBJECT: RES2 ✓ CSRS11 CSRS12/14 CSRS13

DATE: 1/24/2020

GROUP #/SECTION: 6 - MALIKHAIN

TITLE OF THE STUDY: LIVED EXPERIENCE OF CHILDREN RAISED BY GRANDPARENTS

DEPARTURE TIME (LSHS) 7:07

DESTINATION: C.A.S (College of Arts and Sciences)

CONTACT PERSON: Ms. Daryl Avila and Ms. Rizel Espinosa

REASON FOR GOING OUT/VISIT: Consultation, passing of final manuscript

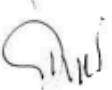
ARRIVAL TIME (at the destination): 7:15

DEPARTURE TIME (at the destination): 7:20

CONTACT PERSON'S REMARKS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

CONTACT PERSON'S SIGNATURE: \_\_\_\_\_ 

Noted:

  
**MARINA P. CAUDILLA**  
Research Instructor  
Research Coordinator, High School Department

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## Appendix 8.3 External monitoring form

<b>RESEARCH</b> <b>EXTERNAL TRANSACTION MONITORING SLIP*</b>	
SUBJECT: <u>RES2</u> <u>CSRS11</u> <u>CSRS12/14</u> <u>✓ CSRS13</u>	
DATE: <u>03/12/2024</u>	
GROUP #/SECTION: <u>6 - MALIKHAIN</u>	
TITLE OF THE STUDY: <u>LIVED EXPERIENCE OF CHILDREN RAISED BY GRANDPARENTS</u>	
DEPARTURE TIME (LHS) <u>10:30</u>	
DESTINATION: <u>C.A.S (College of Arts and Sciences)</u>	
CONTACT PERSON: <u>Ms. Daryl Avila and Ms. Rizel Espinosa</u>	
REASON FOR GOING OUT/VISIT: <u>Consultation</u>	
ARRIVAL TIME (at the destination): <u>10:35</u>	
DEPARTURE TIME (at the destination): <u>11:50</u>	
CONTACT PERSON'S REMARKS:	
_____ _____ _____	
CONTACT PERSON'S SIGNATURE: _____	
Noted:	
 <b>MARINA P. CAUDILLA</b> Research Instructor Research Coordinator, High School Department	
 Hannah Grace Facon	
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## Appendix 8.4 External monitoring form

**RESEARCH**  
**EXTERNAL TRANSACTION MONITORING SLIP\***

SUBJECT: RES2  CSRS11  CSRS12/14  CSRS13

DATE: 03/25/2024

GROUP #/SECTION: 6 - MALIKHAIN

TITLE OF THE STUDY: LIVED EXPERIENCE OF CHILDREN RAISED BY GRANDPARENTS

DEPARTURE TIME (LHS) 1:55 PM

DESTINATION: LAS

CONTACT PERSON: Marina P. Caudilla Mr Marc Alcazar

REASON FOR GOING OUT/VISIT: -

RI Validation

ARRIVAL TIME (at the destination): 2:06 2:00 PM

DEPARTURE TIME (at the destination): 3:14 PM

CONTACT PERSON'S REMARKS:

CONTACT PERSON'S SIGNATURE:

Noted:

**MARINA P. CAUDILLA**  
 Research Instructor  
 Research Coordinator, High School Department

**GUILA M. DE LOS ANGELES**

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## Appendix 8.5 External monitoring form

**RESEARCH  
EXTERNAL TRANSACTION MONITORING SLIP\***

SUBJECT: RES2 CSRS11 CSRS12/14 ✓ CSRS13

DATE: April 15, 2024

GROUP #/SECTION: 6 - MALIKHAIN

TITLE OF THE STUDY: LIVED EXPERIENCE OF CHILDREN RAISED BY GRANDPARENTS

DEPARTURE TIME (LHS) 1:10 PM

DESTINATION: C.A.S (College of Arts and Sciences)

CONTACT PERSON: Ms. Algen Boaquin Ms. Doryl Avila

REASON FOR GOING OUT/VISIT: Certification of research instruments

ARRIVAL TIME (at the destination): 1:17 PM

DEPARTURE TIME (at the destination): 1:30 PM

CONTACT PERSON'S REMARKS:

CONTACT PERSON'S SIGNATURE:



Noted:

MARINA P. CAUDILLA  
Research Instructor  
Research Coordinator, High School Department



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## Appendix 8.6 External monitoring form

**RESEARCH  
EXTERNAL TRANSACTION MONITORING SLIP\***

SUBJECT: RES2 CSRS11 CSRS12/14  CSRS13  
 DATE: April 24, 2024

GROUP #/SECTION: 6 - MALIKHAIN

TITLE OF THE STUDY: LIVED EXPERIENCE OF CHILDREN RAISED BY GRANDPARENTS

DEPARTURE TIME (LHS) \_\_\_\_\_

DESTINATION: C.A.S \_\_\_\_\_

CONTACT PERSON: Ms. ~~Eliza~~ Daryl Avila

REASON FOR GOING OUT/VISIT: Signing of Notification Letter

ARRIVAL TIME (at the destination): \_\_\_\_\_

DEPARTURE TIME (at the destination): \_\_\_\_\_

CONTACT PERSON'S REMARKS:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

CONTACT PERSON'S SIGNATURE:



Noted:

MARINA P. CAUDILLA  
 Research Instructor  
 Research Coordinator, High School Department

  
 Hannah Grace L. Falcon

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## Appendix 8.7 External monitoring form

**RESEARCH  
EXTERNAL TRANSACTION MONITORING SLIP\***

SUBJECT: RES2 CSRS11 CSRS12/14  CSRS13  
 DATE: 4/18/2024

GROUP #/SECTION: 6 - MALIKHAIN

TITLE OF THE STUDY: LIVED EXPERIENCE OF CHILDREN RAISED BY GRANDPARENTS

DEPARTURE TIME (LSHS) 2:00 PM

DESTINATION: C.A.S (College of Arts and Sciences)

CONTACT PERSON: Ms. Daryl Avila and Ms. Rizel Espinosa

REASON FOR GOING OUT/VISIT: Consultation

ARRIVAL TIME (at the destination): 2:05 PM

DEPARTURE TIME (at the destination): 2:30 PM

CONTACT PERSON'S REMARKS: \_\_\_\_\_

CONTACT PERSON'S SIGNATURE: \_\_\_\_\_ 

Noted:

  
**MARINA P. CAUDILLA**  
 Research Instructor  
 Research Coordinator, High School Department

  
 MARINA P. CAUDILLA  
**GUIALA**  
 DELOS ANGELES

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Appendix 9. Certification og



Republic of the Philippines  
**CAVITE STATE UNIVERSITY**  
**(CVSU)**  
DON SEVERINO DELAS ALAS CAMPUS  
Indang, Cavite



CENTER FOR LANGUAGE LEARNING AND RESEARCH

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**C E R T I F I C A T I O N**

7/29/2024

This is to certify that the thesis manuscript entitled Lived Experiences of Children Raised by Grandparents of Alwyn Dave A. Almazar, James Ckarl JC E. Angcanan, John Jasper A. Capili II, and James Romulo L. Pabelic for the course/degree of senior high school has been read and edited by the undersigned English Critic.

MARICRU T. BEAVIDEC  
(Name and Signature of the English Critic)