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**BEYOND SURVIVAL: EXPLORING THE SOCIAL DYNAMICS OF  
YOUTHS LIVING IN FOSTER CARE**

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A Qualitative Research Study  
Presented to the Faculty of  
Munting Ilog Integrated National High School  
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Practical Research I

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**Abstract**

The study titled "Beyond Survival: Exploring the Social Dynamics of Youths Living in Foster Care" aims to understand the challenges faced by foster children, a significant social concern that requires attention from various sectors such as education, healthcare, and social services. This qualitative research involved 33 participants, with 11 selected for detailed analysis. Utilizing thematic analysis of interview data, the study found that many foster children are orphans or have been abandoned, which exacerbates their difficulties. However, it also revealed positive changes in some children, who experienced shifts in personality and behavior after entering foster care. Despite facing financial hardships and social challenges, many foster children continue to exhibit kindness towards others. The study emphasizes the complex social dynamics and communication struggles that foster children encounter in their lives.

*Keywords: Foster care, Youth Resilience, Social Dynamics, Support Systems, Emotional well-being.*



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**CHAPTER I**

**THE PROBLEM AND ITS BACKGROUND**

This chapter presents the background of the study, the statement of the problem, the scope and delimitation the significance of the study, , and the definition of terms used.

**Introduction**

The struggle of homeless children in foster care is a significant social concern that demands attention from various sectors, including education, healthcare, and social services. These children face unique challenges because of displacement, loss of familial bonds, and the instability of their living situations. Foster care, designed to provide temporary shelter and support, often becomes a critical determinant of their well-being and social development. However, the social dynamics within this system, particularly for homeless children, remain underexplored. Understanding these complex social dynamics is crucial for developing effective interventions and improving the lives of these vulnerable children.



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### **Background of the Study**

Foster care is often viewed solely through the lens of crisis management. However, youth in foster care are not merely surviving; they are navigating complex social relationships that significantly impact their well-being. This research moves beyond a survivalist perspective to examine the intricate social dynamics shaping their lives. These youth face constant transitions and struggle to build and maintain meaningful relationships with foster families, biological relatives, peers, and the wider community. Strong social connections are vital for healthy development, particularly for youth who have experienced significant loss and instability.

The transition from adolescence to adulthood is considered a significant developmental stage in a young person's growth. Most youth receive family support to help them weather the difficulties associated with this stage. When foster youth age out of the child welfare system, they confront the challenges associated with this developmental stage and are at risk of having to transition without family support. This article applies the life course perspective to describe the theoretical and contextual foundation that explains the hardships foster youth experience when they emancipate from the U.S. child welfare system. Next, the theoretical basis for natural mentoring among foster youth is





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explored using the resiliency perspective to frame the discussion. Then, current research on natural mentoring among foster youth is reviewed. The article concludes with implications for U.S. child welfare practice, policy, and research with respect to how to improve outcomes for youth who age out of foster care through the cultivation of natural mentoring relationships Greeson, (2013).

Purposive sampling was used in selecting the fourteen students who have shared that in their foster homes, they experienced insecurity and have self-doubt, misery and isolation, psychological challenges, and their academic concerns are not well attended since they cannot study on time. (Secondary School Students in Foster Home, n.d.).

Further more (The Department of Social Welfare and Development, 2024) – Regional Alternative Child Care Office IV-A (CALABARZON), in collaboration with the Provincial Social Welfare and Development Office (PSWDO), conducted the one-day celebration of the Regional Adoption and Alternative Child Care Week last June 25, 2024 at the Provincial Auditorium, Capitol Compound, Batangas City. The gathering centered on this year's theme “#EveryChildMatters: A New Era in Adoption and Alternative Child Care.”



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In Additional to that (Mendoza et al. ,2015) The Pantawid Pamilyang Pilipino Programme (4Ps) is one of the projects subsumed within the Philippine social protection agenda. The 4Ps, under the management of the Department of Social and Welfare and Development (DSWD), has covered over 7 million children belonging to approximately 3 million poor families with homes from the period February 2008 to May 2012

**Statement of the Problem**

This study will investigate how social dynamics of youth children are affected by living in foster care in Silang, Cavite.

Specifically, it aims to answer the following;

1. What are the cases of children living in foster care in Silang, Cavite?
2. What social challenges do foster children face in foster care in Silang, Cavite?
3. How does the living environment in foster care in Silang, Cavite affects the children's social dynamic
4. What are the social dynamics of youths children living in foster care in Silang Cavite?



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### **Scope and Delimitation**

This study focuses on the social dynamics experienced by children living in foster care within Silang, Cavite. The research will explore the challenges these children face in navigating their social relationships, gathering data through interviews with at least 27 participants. The interviews will be designed to understand the children's perspectives on their social experiences within the foster care system.

This study is limited to children residing in foster care settings within Silang, Cavite. Participants will be aged 8-20 years old, inclusive of all genders. The study will not include individuals outside of the specified age range, geographic location, or those not currently living in foster care. Data collection will be solely based on interviews with the children and will not incorporate data from other sources such as foster parents, social workers, or other relevant individuals

### **Significance of the Study**

**To the Students (Foster Children):** The research will provide valuable insights into their experiences, potentially leading to the development of more effective support programs and interventions tailored to their specific needs within the foster care system.



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**To the Foster Care:** The study's results will inform best practices for supporting the social and emotional well-being of children in care. This could include strategies for strengthening relationships, improving peer interactions, and fostering a sense of belonging.

**To the Social Workers:** The data will offer a deeper understanding of the social factors impacting the lives of foster children, allowing social workers to better assess needs and provide more targeted interventions and more effective case management.

**To the Future Researchers:** This study will contribute to the existing body of knowledge on the experiences of children in foster care, providing a foundation for future research in this area. The methodology and findings will serve as a valuable resource for researchers exploring similar topics.



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**Definition of Terms**

To facilitate the understanding of this study, the following are with this definition to understand and clarify the terms used in the study.

**Child Welfare System.** The network of laws, policies, and practices designed to protect and provide for the needs of children who are at risk of harm or neglect, including foster care services (Information Gateway, 2020)

**Coping Mechanisms.** Strategies and behaviors used by children in foster care to manage stress, trauma, and challenges in their environment (Smillie & Haslam, 2019)

**Foster Care.** A temporary living arrangement for children and youth who cannot safely live with their biological parents due to neglect, abuse, or other family challenges (Casey Family Programs, 2022)

**Foster Parent.** An individual or couple licensed by the state to care for children who are temporarily placed in their home as part of the foster care system adverse circumstances, such as being separated from biological families or facing instability (National Foster Parent Association, 2025)



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**Peer Relationships.** Interactions and friendships formed between children and youth within foster care settings, which may influence their social and emotional development (DeLuca et al., 2018)

**Resilience.** The ability of foster care youth to adapt and thrive despite Social Dynamics. The patterns of interaction, relationships, and behaviors among individuals or groups within a foster care environment, including peer-to-peer and caregiver-to-child interactions (Masten, 2018)

**Social Support.** The emotional, informational, and practical assistance provided by foster parents, peers, social workers, and other members of a foster child's network. The Oxford Handbook of Health Psychology. (n.d.)

**Survival.** The ability of children in foster care to meet their basic needs, including physical, emotional, and psychological well-being, within the context of their living environment (Shonkoff et al., 2011)

**Trauma.** Emotional and psychological harm caused by events such as abuse, neglect, or separation, which can significantly impact children in foster care (Greeson et al., 2011)



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**Well-being.** The overall state of a child's physical, emotional, social, and psychological health in foster care. It includes factors like safety, education, and emotional support (Sawyer et al., 2007)

**Youths/Children in Foster Care.** Individuals, typically under the age of 18, who reside in foster homes, group homes, or other state-approved settings under the care of foster parents or guardians (Barth, 1990)



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## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents the relevant literature and studies that the researchers considered in strengthening the claim and importance of the present study.

#### **Related Studies**

##### **Foreign**

##### **Children of Foster Care in General**

Children and young people in foster care belong to a disadvantaged population, with many having experienced some form of neglect or trauma. Foster care is an essential social service for children and young people with a need to be placed out of home, which is an unfortunate, but perpetually growing necessity in the society. According to S. James (2016), he stated that Foster care is generally used as an umbrella term to capture all types of substitute out-of-home placements, including nonrelative foster care, kinship care, group home, and residential care. Foster care is a broad term that covers different types of care for children who can't live with their parents, including living with unrelated families, relatives, in group homes, or specialized facilities.





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More so, Foster care is a form of care that replaces parental care for children, often involving placement with family, relatives, or strangers, group homes, or institutions. Whatever its form, foster care is an enormous upheaval in the life of a child, who often must adjust not only to a different family, a different location, a different school, and different peers, but to a different culture as well.

**Cases of Children in Foster Care**

There are still a lot of factors that need to be considered, since it indeed affects the youths who live in foster care. According to (*Impact of Foster Care - American SPCC*, 2024), youth in foster care often experience mental health challenges such as anxiety and depression, with their overall emotional well-being being significantly poorer than that of their peers living in stable households. Moreover, Hobbs (2021), stated that both young people who grow up in poverty and those who were in foster care face challenges as adults. However, foster youth may have an even harder time because of the added stress of being taken away from their families and placed in care. Most studies that look at how foster care affects people compare them to other kids in care or to kids in the general population. In short, this statement suggests that foster youth may face greater challenges than youth who grew up in poverty due to the added stress they experience. Further research is needed to better



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understand the unique needs and challenges faced by foster youth in order to more effectively support their success in adulthood.

### **Effects of Foster Care on Children's Social Dynamics**

Adulthood is the crucial part of every individual's life, since they need to make a decision that may positively or negatively impact their lives. When a foster child leaves and lives a life that he or she decides it actually leads to unwanted results. As Lee et al. (2022) stated, young people who leave foster care and become adults are more likely to end up in prison or homeless. Past research has shown that factors like moving between multiple foster homes, experiencing trauma as children, race and ethnicity, and education levels all contribute to these problems. This serves as a call to action, urging researchers, policymakers, and practitioners to prioritize the needs of foster youth with disabilities and invest in research and interventions that can improve their lives and create a more equitable society.

### **Social Dynamics of Children in Foster Care**

Children in foster care (CFC) are at a higher risk of adverse developmental outcomes. This literature review and meta-analysis examined how foster parenting aspects influence the developmental progress of CFC, focusing on the correlation between foster parenting



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concepts, child development outcomes, and the characteristics of both foster parents and children. The study found that functional parenting behaviors positively affected adaptive development (such as cognitive growth) while negatively impacted manipulative development; conversely, dysfunctional practices showed the opposite trends. foster parenting affects their growth, focusing on parenting styles and child development. It found that good parenting helped children develop positive skills, like better thinking abilities, while poor parenting led to more negative behaviors.

West (2023), this review investigates internalizing and externalizing behavior issues in foster children over time, highlighting how foster family dynamics significantly influence these challenges. It reveals a strong correlation between foster parent stress and increased behavioral problems in children, underscoring the importance of effective parenting practices and the potential benefits of targeted interventions to support both foster parents and children dealing with these difficulties. This shows the need for good parenting strategies and special programs to help both foster parents and children manage these challenges.



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### **Support of Children in Foster Care**

The Child Welfare Information Gateway, (n.d.) said that there are various kinds of foster care arrangements, with the most favored choice being placement with family members, referred to as kinship care. When living with family isn't possible, children and young people might reside with caregivers who are not relatives. The welfare promotes a place for children to live if living in family isn't possible and will be cared for by unrelated peoples. From these actions, it aids and lessens the problem that children face and encounter.

### **Government Actions**

Through the help of Government actions laws and regulations were implemented to help these individuals. (*Foster Care*, 2024) assists the children and youths by ensuring their safety. As stated by Children's Bureau, Foster Care programs are implemented to give and return them safely, placed with adoptive families or legal guardians, or placed in other planned arrangements for permanent placement. The bureau pointed out that every child in their country will be supported until they are back with their biological family or parents.



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**Local**

**Foster Care in General**

It's essential to understand that foster children are not inherently predisposed to mental health problems. Their experiences are what contribute to their increased vulnerability. Providing them with appropriate support, therapy, and stable environments are crucial for their well-being and recovery. According to (ROHEI Foundation, 2022), he described foster care as an act where a licensed foster home provides a child with planned, short-term, substitute parental care. It advances the objective of placement with an adoptive family or family reunification. Its goal is to give a kid who is unable to live with their parents for a variety of reasons including abuse, neglect, abandonment, and other unique situations a secure and stable environment. Additionally, it is likely that foster care, which provides family-based care, is the greatest way to meet a child's needs because institutional or residential care is not the appropriate setting for them. Foster care provides temporary, safe homes for children who can't live with their parents due to situations like abuse, neglect, or abandonment. The goal is to either reunite the child with their family or find them a permanent adoptive family. Foster care aims to offer a stable environment and prioritize family-based care over institutional settings, as it's believed to better meet a child's needs.



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**Cases of Children in Foster Care**

One of the main welfare practices is the residential care of children and youth. The residential care of children and young people is a major welfare practice in the Philippines. However, understanding of children and young people's life histories and circumstances for living in these arrangements is unknown, as is knowledge of residential care as a welfare phenomenon in the Philippines Roche et al. (2024). A gap in understanding about residential care for children and youth in the Philippines. However, according to Ermita & Rosenthal (2024), young people experiencing homelessness in East Asia and the Pacific face unique challenges due to cultural and geographical factors, making them extremely vulnerable. Traditional mental health interventions, often developed in Western settings, may not be effective for this population. Their lack of stable housing, disrupted social connections, and limited access to mental health services increase their risk of mental health issues. Urgent action is needed to address their specific needs. In essence, this statement argues that a "one-size-fits-all" approach to mental health care is inadequate for young people experiencing homelessness in East Asia and the Pacific. It calls for a more nuanced understanding of their specific needs and challenges, leading to the development of culturally appropriate and effective interventions to address their mental health concerns.



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### **Effects of Foster Care in Social Dynamics**

Furthermore, Zuyco and Fernandez (2023), said that the study found that the behavior of street children is heavily influenced by their families and peers. These relationships often play a role in why they end up on the streets. Additionally, the study highlights that street children are particularly vulnerable to health problems, sexual violence, and exploitation. Sadly, some of the children reported being harmed by adults, other children, and even their own families. In essence, this excerpt paints a picture of street children as individuals who are often victims of circumstance, facing a combination of social, familial, and environmental factors that put them at risk. It highlights the urgent need for interventions and support systems that address the root causes of their vulnerability and provide them with a safe and nurturing environment.

### **Support of Children in Foster Care**

In addition, the role of Filipino foster parents carries great responsibility, and it is important to educate society about the true meaning of foster parenting (Del Rosario et al., 2013). Many people misunderstand the terms "foster parent," "foster child," "adoption," and "fostering responsibility," often seeing them as interchangeable. While both fostering and adoption involve caring for a child, fostering can be



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temporary or permanent, depending on the foster parents' capabilities. Foster care provides a supportive family environment for children in need, and the way foster parents embrace this responsibility significantly impacts the children's lives, ideally bringing positive change in all aspects. Filipino foster parents play a crucial role in providing temporary or permanent homes for children in need. It's important to understand the differences between fostering and adoption, as fostering focuses on providing a supportive family environment for a child's well-being. The way foster parents embrace this responsibility can have a significant impact on a child's life.

Billote et al. (2019) said that foster care serves as a supportive alternative for children when parents are unable to provide adequate care. A study in Baguio City, La Union, and Pangasinan identified four key motivations for individuals choosing to become foster carers: a desire to help others, dissatisfaction with their circumstances, an instinct to nurture, and a need for value and connection. These motivations are crucial for the effective decision to foster and the overall well-being of the child. These reasons play an important role in their decision to foster and in giving children a better life.





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**Government Actions**

The Government of the Philippines implemented a law to prevent this problem, as stated by the REPUBLIC ACT NO. 11642 SECTOR 2,(2022) declaration of policy. This declares the State's policy to guarantee that all children remain in the custody and care of their parents and get the love, care, understanding, and security necessary for their complete and harmonious personality development. Adoption by an unrelated person or suitable placement should only be considered if such efforts prove inadequate. The Republic act states that they assure that every child that is in need is being given a safe place to live and other benefits.

Additionally (*Amendments to Memorandum Circular No. 01, S. 2017 and Memorandum Circular No. 01, S. 2018, n.d.*), the creation, execution, and coordination of social welfare and development policies and initiatives for and with the underprivileged, vulnerable, and impoverished are spearheaded by the Department of Social Welfare and Development (DSWD). This will be accomplished by working together and coordinating with different stakeholders as allies to help the nation's varied sectors. People's Organizations (POs), Civil Society Organizations (CSOs), Non-Governmental Organizations (NGOs), Local Government Units (LGUs), Resource Agencies/Development Partners, and volunteers all contribute



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significantly to easing the suffering of the underprivileged, marginalized, and impoverished. DSWD introduced development policies and initiatives for and with the underprivileged, vulnerable, and impoverished are spearheaded by the (*Foster Care | Department of Social Welfare and Development, n.d.*)

### **Related Literature**

#### **Foreign**

##### **Children of Foster Care in General**

In the community, children are innocent and most vulnerable individuals. In order to survive it needs someone that will provide its basic needs as well as someone that will build and develop his or her character. Through the help of Foster care, it ensures that children are safe, stable and live in a healthy environment. In relevance, Foster care is a system where children who cannot live with their biological parents are temporarily placed in the care of another family or individual. Foster care is defined as a temporary living situation for kids whose parents can-not take care of them and whose need for care has come to the attention of child welfare agency staff (*2024 KIDS COUNT Data Book, 2024*) Likewise, Foster care is a system where these children are placed in the care of another family or person who provides a safe, loving



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environment until they can either go back to their parents or find a permanent family.

To understand this concept, Foster care is a temporary arrangement where kids live with relatives, foster parents or in designated facilities for a short or long period of time. This occurs when their biological parents cannot meet their basic needs. This allows parents time to “press pause” and regroup with the ultimate goal being reunification. Foster care is like a temporary home for kids whose parents can't care for them right now (UNITED WAY OF NATIONAL CAPITAL AREA, 2024). They might live with relatives, foster parents, or in special facilities. The purpose of foster care is to help the kids stay safe and get the care they need while their parents work on getting better.

According to Bhandari, (2025) one of the objectives of foster care is for children and teens to be able to find a place where they can feel safe and protected from abuse. Good foster homes can act as a sanctuary for children and teens in need. Foster care offers safe homes for children and teens while their biological parents find help, healing, and treatment. Children and teens who are taken from their homes are frequently taken because of abuse and neglect. Foster care aims to keep children safe



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from harm. It provides a safe place for kids who are experiencing abuse or neglect while their parents work on getting better.

### **Cases of Children in Foster Care**

There are cases about Foster care having a positive impact on the children's. According to the Smith (2023), the creation of a secure and caring atmosphere is among the most obvious long-term advantages. Foster children who are placed in caring and stable foster homes are more likely to grow up feeling safe and included. Their emotional and psychological health may be based on this stability, which enables them to develop resilience and recover from previous traumas. One of the biggest benefits of foster care is that it can help kids feel safe and loved. When foster homes are stable and caring, kids can heal from past hurt and learn to be strong and resilient.

### **Effects of Foster Care on Children's Social Dynamics**

Similarly, Paulbhandari (2024a), stated that while often perceived as an unstable experience due to the disruption of being removed from one's home, can actually provide a secure environment for children who have faced abuse or neglect. It offers essential support such as education, meals, safety, and medical care, which many children lack prior to entering the system, thus promoting stability in their lives and mental



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well-being. Additionally, foster care can serve as a bridge for biological parents to work towards creating a stable home for potential reunification with their children. While foster care might appear to be an unstable option since it involves children leaving their homes, it can actually serve as a crucial source of safety and support for those who have encountered abuse or neglect in their lives. This system provides essential benefits, including access to education, nutritious meals, medical care, and a safe living environment, all of which contribute to creating a sense of stability for these children and enhancing their overall well-being. Additionally, foster care allows biological parents the necessary time and space to address and improve their circumstances, paving the way for families to potentially reunite when it is deemed safe and suitable to do so.

On the other hand, Foster care can also negatively impact the children's behavioral development. Sevita (2024) stated that a lot of kids in foster care have experienced trauma in the past. They have probably gone through things that shouldn't happen to a child. Because of this, behavioral therapy and the healing it offers are very beneficial to children in care who require assistance with their behavioral health. Also, a child's unstable mental health can be a consequence of various forms of abuse inflicted by biological parents or guardians. Physical, psychological,



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and sexual abuse are major reasons for children being removed from their homes, leading to lasting mental health problems and difficulties with power dynamics (*Foster Care | DSWD Field Office I Official Website*, n.d.).

### **Social Dynamics of Children in Foster Care**

According to Fostering (2023), experiencing childhood in foster care can lead to significant emotional impacts on children. It is important to understand that the emotional outcomes of being raised in foster care are not the same for everyone; each child's journey and capacity to cope will vary widely. The effects can differ greatly based on a number of factors, including the personal experiences of the child, the duration of their time in the foster care system, and the overall quality and nature of the care they receive during that time. Growing up in a foster care system profoundly impacts a child's emotional well-being, with each child's experience shaped by individual life circumstances, duration in care, and the quality of caregiver support. The varied repercussions highlight the necessity for tailored support to foster resilience and healing in children, recognizing that their journeys are distinct.

In addition, Simmons-Horton (2020), said that young people who are involved in both the foster care system and the juvenile justice



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system, often referred to as "dual-status youth," face a higher risk of negative outcomes later in life, such as homelessness and involvement with the criminal justice system as adults. Research emphasizes the need for collaboration between support systems and further research to understand and address the complex factors contributing to their vulnerability.

### **Support of Children in Foster Care**

According to (ACCD – *Foster Parent* | *National Authority for Child Care*, n.d.) foster parents receive needed support care services such as, but not limited to counseling, training on parenting, childcare, and development, respite care, skills training, and livelihood assistance. Foster parents have the opportunity to build relationships with fellow foster parents, allowing them to share their fostering experiences through a Foster Care Support Group. Single foster parents are recognized by the law as Solo Parents and can register for a Solo Parent I.D. to enjoy the benefits that come with it. Foster parents can register their foster children in Phil Health as their dependent. Foster parents become a role model as they contribute to the transformative journey of foster children – celebrating every achievement as a testament to their support and dedication. Foster parents receive a lot of support, including counseling, training, respite care, and even financial assistance. They can connect



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with other foster parents through support groups. The law also recognizes single foster parents and offers them specific benefits. Foster parents are able to register their foster children for healthcare, and they play a vital role in helping foster children grow and succeed.

### **Government Actions**

To combat this pertinent issue, actions were taken by the government, and one of these was the implementation of Child Abuse Prevention and Treatment Act that requires reporting, investigating, and prosecuting parents suspected of abuse or neglect (Burton & Montauban, 2021). This act provide protection against child abuse, discrimination and exploitation. Through the help of this act, it enables children to have a healthy life to grow and live in.

### **Local**

#### **Children of Foster Care in General**

The biological family provides a child's life, but certain circumstances like broken homes, unwed motherhood, abandonment, illness, or poverty may prevent it from fulfilling its primary function, requiring temporary substitute parental care or permanent placement through adoption. (*Foster Care | Department of Social Welfare and Development*, n.d.) described Foster Care as a temporary, planned





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parental care provided by foster parents to a child, aiming to either return the child to their biological parents or find a permanent adoptive family.

As stated by Aglipay-Villar,(2024a) the value of the family, which is regarded as the cornerstone of the country, is expressly stated in the Philippine Constitution. The importance the primary law places on children is also evident. Children are entitled to support, which includes healthy food and care as well as extra safeguards against any kind of abuse, neglect, cruelty, exploitation, or other circumstances that hinder their growth.This passage highlights the importance of family and children in our society. It states that the Constitution values families as the foundation of the nation and that children deserve special protection, including proper care, food, and safety from abuse or neglect.

### **Cases of Children in Foster Care**

However there are some cases in the Philippines about the negative impact of this issue. According to Aglipay-Villar, (2024b) the need for temporary care for Filipino children is significant, as thousands are abandoned or neglected every year. This data from the DSWD, covering 2016-2021, suggests that the true number could be even higher as many cases may go unreported. The need for temporary care for Filipino



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children is significant, as thousands are abandoned or neglected every year. This data from the DSWD, covering 2016-2021, suggests that the true number could be even higher as many cases may go unreported. The Department of Social Welfare and Development data, showed that there were 1,999 abandoned and 3,344 neglected Filipino children from 2016 to 2021. While a family remains the best environment for a child, says registered child psychologist Aileen Sison, not all families and parents are capable of providing the care and support their children need as was the case with Amelia. While families are ideal for children, not all parents are able to provide proper care. The Department of Social Welfare and Development (DSWD) reports a significant number of abandoned and neglected Filipino children, demonstrating the need for alternative care options like foster care. This is highlighted by the case of Amelia, whose situation suggests the need for support beyond her biological family. (Enriquez and Beltran, 2022)

Furthermore, foster care cases primarily involve children who are neglected, abused, or abandoned, with the Department of Social Welfare and Development (DSWD) managing these cases, placing children with foster families when their biological parents are unable to provide proper care; according to recent DSWD data, between 2016 and 2021, there were nearly 2,000 abandoned and over 3,000 neglected Filipino children



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reported, highlighting the significant need for foster care placements in the country. Foster care is crucial for abandoned, mistreated, and neglected children in the Philippines. These situations are handled by the DSWD, which places kids in foster care when their biological parents are unable to care for them. Foster care placements are desperately needed in the nation, as seen by the high number of abandoned and neglected children in recent data.

**Effects of Foster Care on Children's Social Dynamics**

Using the perspectives of young people living in residential care settings (RCSs), also known as orphanage, as well as those of program and policy actors incorporated throughout child protection systems. This article explores the modern transnational and neocolonial aspects of children's welfare in the Philippines Roche et al. (2024). The commodification of children brought about by these transnational dynamics, the Philippines' reliance on foreign players to promote children's welfare, and the funding and governance responsibilities of transnational actions in child and family welfare projects are all highlighted in its results. The article investigates the contemporary transnational and neocolonial characteristics of children's welfare in the Philippines, drawing on the perspectives of young people in residential care settings or also known as orphanages, as well as the views of



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program and policy actions embedded across child protection systems and social dynamics.

**Social Dynamics of Children in Foster Care**

Bengwasan (2020), emphasized that there are different effects of this such issue in child's development, including cognitive, social-emotional, adaptive and communication skills show the most delays. Physical skills appear at par with age-expected development despite trauma. Neglected children possess most of the general and developmental area delays. School-aged abused children show more delays than preschoolers. Female abused children showed better development scores than males. These developmental delays are observed in children who have experienced abuse or neglect. Children in these situations often struggle with cognitive, emotional, social, and communication skills, though their physical development may be relatively normal. Neglect appears to be particularly associated with overall developmental delays, and older abused children tend to show more delays than younger ones. Interestingly, female abused children seem to have better developmental scores than male abused children.



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### **Support of Children in Foster Care**

One of its positive impacts was the support and assistance that a child receives. According to the study of Huang Li and Cambell (2021), he emphasized that staying in foster care and receiving financial assistance during those years also reduced the risk of incarceration between ages 19 and 21. However, surprisingly, receiving housing education, home management training, and health education/risk prevention training during those same years actually increased the risk of homelessness later on. His study found out that other factors, not directly related to foster care, played a role in these outcomes (Huang et al., 2022). This study provides valuable insights into the complex journey of foster youth as they navigate the transition to adulthood. By understanding the multifaceted factors at play, it will develop more effective strategies to support their success and empower them to build fulfilling lives.

### **Government Actions**

To aid this problem, the Government of the Philippines mandates that the children as stated in the RA 10165 Act to strengthen and propagate foster care and to provide funds the State acknowledges that in many situations, a child is likely to gain more from foster care rather than institutional care. To this aim, the state will organize and improve the foster care initiative in the nation. It will guarantee that the foster



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family provides a nurturing environment for the foster child. In addition to this goal, the state acknowledges that foster care plays a crucial role in facilitating the child's return and reintegration with their biological parents or placement with an adoptive family. This republic act is made to end and foster care development.

**Relationship of the Previous Studies to the Present Study**

Foster care is indeed helpful, especially to the children's that need care and assistance. Foster care serves as a short-term solution for children who, for various reasons, cannot safely stay with their biological families. Every child is unique, shaped by their individual experiences, and as a result, the journey through foster care can differ significantly for each one. While the primary purpose of foster care is to offer a secure environment for these vulnerable youngsters, it is essential to recognize the deep psychological effects that being placed in care can produce. These effects often endure long into their adult lives, influencing their emotional well-being and relationships for years to come. The experience of each child in the foster care system is unique, shaped significantly by their individual backgrounds and personal circumstances. The overarching aim of foster care is to provide these children with a secure and stable environment where they can thrive, but the reality is that being placed in foster care can lead to enduring emotional repercussions.



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These experiences may influence their emotions, behavioral patterns, and interpersonal relationships, often extending into their adult lives and shaping who they become at they shared would not be shared with others

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### **CHAPTER III**

### **METHODOLOGY**

This chapter reveals the methods of research to be employed by the researcher in conducting the study which includes the research design, research locale, research instrument, population and sampling, data construction procedure, analysis of information, and ethical considerations.

#### **Research Design**

The study uses a qualitative research design. The methodological technique of qualitative research design is used to truthfully examine and comprehend people's experiences, actions, and social phenomena. This research uses a phenomenological design philosophical approach that explores human experience from a personal, subjective perspective. Phenomenology examines how individuals perceive and interpret their experiences, aiming to uncover the underlying structures and meaning of human experience. According to Manen (2017), this work explores phenomenology as a research method, particularly in education, health science, and human science. Van Manen emphasizes the importance of understanding live experience to gain deeper insights into human meaning-making. It is found on gathering non-numerical data like words, pictures, and observation. A qualitative research design is ideal for





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studying homeless children in foster care, as it provides a comprehensive and nuanced feature of their experiences. By prioritizing the children's experiences, researchers can collect detailed and contextual data using techniques like situation and experience.

### **Research Locale**

The study was conducted in Silang, Cavite, a first-class urban municipality in the province of Cavite, located south of Manila. It is 63.3 kilometers from Manila. Silang is the research location because of its multiple foster care cases. This study primary location was Brand New Day, a foster home in Barangay Iba, Silang, Cavite; additional respondents were from Barangay Munting Ilog and Hukay, Silang, Cavite.

### **Population and Sample**

In this research, the focus was on foster children in Silang, Cavite, who are currently living in foster care.

The study included 9 foster children as participants. Creswell (1998) indicates that a phenomenological research design typically involves 5 to 25 participants. Therefore, the researchers adhered to this recommended range to ensure they reached saturation.



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Among the 9 foster children, there are 3 girls and 6 boys. Their ages range from 8 to 21 years. Three participants are under 18 years of age, while 6 are 20 years or older. All of them are in foster care.

### **Sampling Technique**

The research beyond survival explores the social dynamics of living in foster care. We use the snowball sampling technique to reach youth living in foster care. Snowball sampling is a non-probability sampling method that involves asking participants to recommend other potential participants. It is a popular technique in qualitative research and is often used to study hard-to-reach populations. According to the data, in 2019 participants were asked to recommend other suitable contacts who might also participate in the research, initiating a referral chain. The research, "Beyond Survival: Exploring the Social Dynamics of Youths Living in Foster Care," used the snowball sampling technique to reach youth living in foster care because these youth are difficult to access. Day started with a few youth we knew or had met through organizations that helped them. Day asked initial participants to refer other youth in foster care who they knew and trusted. The researchers continued to ask new participants to refer other youth, resulting in an expanded network of participants. Using snowball sampling helped us reach youth who were



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difficult to access, build trust, and gain deeper insights into their experiences.

### **Research Instrument**

This study used a face-to-face, semi-structured interview composed of 18 open-ended questions. The first two (2) questions focused on the cases of children in foster care. The next four (4) questions focused on the social challenges that foster children face. Another three (3) questions focused on the living environment in foster care. The last four (14) questions focused on the social dynamics of youths living in foster care, seeking to understand the experiences of foster children socializing with others.

### **Data Construction Procedure**

This study used interviews to gather the needed data. The following are the steps in gathering the data:

The informed consent was obtained before the data collection process for the research study "Beyond Survival: Exploring the Social Dynamics of Youths Living in Foster Care" went into action to indicate their participation and acceptance. The foster admin and foster care



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children read and signed an informed consent that the researchers had prepared.

Following this, the researchers visited the foster admin and foster children. The researchers explained the purpose and significance of the research study to recruit participants, the researchers identified and contacted willing foster children, the researchers explained the study, and obtained informed consent from participating foster children before collecting demographic data (age, gender, and educational background) and information on their current lifestyles. The researchers considered one-on-one interview as the main method of creation. They guided the discussion using a series of semi-structured interview questions. The interviewees explored various aspect of the foster children's experiences, including the challenges they faced and how their approaches differed from other youth and the effectiveness of their strategies, at the end of each interview, the researchers gave the participants snacks as a token of appreciation for their time and participation in the study.

After each interview, researchers transferred the recordings to a group chat, anonymize the videos by blurring faces, and documented. Interviewer responses were in prepared forms, uploaded there to a shared Google Drive folder, and sent the link to their subject teacher.



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### **Analysis of Information**

To analyze the gathered data, thematic analysis is used in this study. Thematic analysis is a well-established and flexible research method that organizes qualitative data into a series of patterns or themes. According to Caulfield (2022), thematic analysis is a method of analyzing qualitative data such as interview of transcripts.

These are the process conducted by the researches in analyzing the data.

1. First, the researchers transcribe data. They listen to the recorded version of their interview and write it down. It must be the exact, like, word by word.
2. Then the researchers started to review the answers of the interviewee. In that way, they can easily code the data or the answers of the interviewee. Coding was the following stage.
3. The researchers will start to categorize the data collected and the data that they have already transcribed. The researchers colored the data based on the connection of ideas.
4. After that, they started collating. This is where the researchers brought the data together. They bring them together by the data common ideas or main ideas.



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5. After collating, the researchers started theming, the researchers once again categories but this time they named the answers that are connected to each other and we are categorized.

**Ethical Considerations**

This research emphasized the ethical concerns and moral obligations related to the study. The informed consent process was designed to ensure that participants understood the study thoroughly, including its procedures, risks, possible benefits, and their rights. To encourage voluntary participation, it was stressed to the participants that joining the study was completely optional and that individuals had the right to withdraw at any moment without any negative consequences. The interviewer ensured the interviewee that their identity would remain anonymous and that the data they shared would not be shared with others.



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## CHAPTER IV

### RESULTS AND DISCUSSION

This chapter comprises the analysis, presentation and interpretation of the findings resulting from this study. Discussions are also provided to give a comprehensive explanation of the themes that were generated in response to the objectives set in this study.

#### Research Findings

##### **SOP 1. What are the cases of children living in foster care in Silang Cavite?**

The study results reveal the primary factors contributing to children residing in foster care. These results assist the researchers in comprehending the reasons behind the children's placement in foster care. According to the results, one of the reasons why foster children are placed in foster care is due to abandonment. One of the interviewees said, *"Hindi na kaya buhayin ng magulang tapos madami silang magkakapatid kaya po pinaampon ng nanay yung anak"* (The parents could not afford to keep the child alive, and they had many siblings, so the mother put her child up for adoption). This indicates that the mother had to let go of her own child because she could not afford to provide for their basic needs. Another interviewee also stated, *"Iniwan na po ako ng mama ko"*



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*kasi wala nang pang kain*” (My mother left me because she could not afford to feed us). The mother had to put her child up for adoption, hoping her child would have a better chance of survival. Yet another interviewee said, “*Kasi po iniwan po ako ng mama ko po*” (Because my mother left me). This statement illustrates why the child is in foster care: their mother abandoned them. Another case is for educational purposes, where they were adopted so they could continue their education. One of the interviewee stated, “*Para... ano makapagtapos ng pag-aaral at... mapag-aral ko yung kapatid ko*” (So... I can finish my studies and... my sibling can study). This shows that a sacrifice or a difficult decision was made in order for them to have a brighter future. The other interviewee also stated, “*Dahil sa hirap ng buhay dahil walang kakayahan ang aking magulang upang pag-aralin ako, kaya dinala ako sa aking lolo at lola upang ang mag-aruga sa akin*” (Due to the hardships of life, my patience were unable to afford to send me to school, so I was taken to my grandparents so that they could take care of me). This illustrates that their grandparents took on the responsibility that their parent could not fulfill in the hope of providing a better life for them. Another interviewee also said, “*Inaalagaan nila ako at binibigyang karapatan na makapag-aral*” (They took care of me and granted me the right to study). They received an opportunity to finish their education, which their parents could not provide.





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The study result reveals the closing of the former shelter. According to the result, one of the case is that their previous shelter closed. The interview said that, "*Dahil nakasarado daw po yung dating shelter*" (because the shelter closed). They are staying in is much better than the previous shelter, so they were able to study and, as time went on, one of the interviewees said that "*Dahil daw po napa sarado daw yung dating shelter kaya ngayon nandito sila.*"(because their previous shelter was allegedly closed, they are now staying here) so it became more of a challenge for all foster to communicate with other children because there were also many children in the new shelter he had moved to. Another interviewees said that, "*tinulungan sila ng shelter para makapag-aral*" (The shelter helped them to study.) According to the interview, the shelter took them in so they could study and achieve their dreams because over time they interacted and study with many people, learning how other people treated them.

**SOP 2. What social challenges do foster children face in foster care in Silang, Cavite?**

Based on the findings of one of the social challenges. Do foster children function in foster care problems? Interacting with other children is tough. Have any participants stabbed? "*Yes, yes, paminsan, minsan, hindi*" (yeah, yes, settings ho.) Foster children sometimes experience



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challenges in socializing. With other children, Uther participants said that *"ano insane lang po ako minsan po inaalayuan po nila ako tapos po minsa po inaasikaso po nila ako tupos po minsan pe insasikaso po nila ako"* (They take care of me sometimes, and on other days they give me priority.) Statement reflects inconsistency in children in foster care, highlighting the care received by potential challenges.

The findings of the study revealed that children in foster care do not have any problems interacting with other children. Based on the findings, foster children appear to have no difficulties in socializing with each other. One participant stated, *"Wala, dahil hindi ko kinukumpara ang sarili ko sa iba"* (Nothing, because I do not compare myself to others). This highlights that the interviewee has no trouble with social interactions since they refrain from evaluating themselves against others. Another participant shared, *"Wala naman kasi ano... ah maayos naman ako nakikipag communicate sa kanila ang ganun rin sila"* (It is nothing... oh, I communicate well with them; they do the same). This indicates that good communication fosters easier integration. However, one respondent also expressed, *"Wala naman"* (Nothing). This implies that they may be quite familiar with social situations, resulting in no challenges in fitting in.



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**SOP 3: How does the living environment in Foster care in Silang Cavite affects the children's social dynamics?**

The study result reveals the children that has Natural treatment and children in a good condition in Foster care. According to the results, children in foster care received a natural treatment and were in a good condition in foster care. One of the interviewees said, *"Syempre, ano bilang kuya nila, maayos naman ang trato ng kapwa ko bata; syempre, kuya nila ako, so may respeto din sila saakin"* (Of course, as their older brother, they treat me well, my fellow children. Of course, I am their older brother, so they also respect me). Another interviewee said that *"So ngayon nasa mabuting kalagayan na ako and nag-aaral ng maayos"* (So now I am in a good situation and I am studying well). Another interviewee said, *"Ahm, ngayon okay naman kasi nakakapag-aral ako ng ayos at napo-provide talaga lahat ng needs ko"* (Ahm, now it's okay because I can study well and I can provide for all my needs). Many foster families create safe, loving, and nurturing homes where children can feel secure and cared for. They provide stability by offering consistent routines, emotional support and a sense of belonging. Foster children in these environment often have access to social services, educational support, and healthcare programs that address their specific needs. These resources help promote their overall well-being, giving them the



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opportunity to heal, grow and thrive despite the challenges they may have faced before entering foster care.

The study result reveal the children that have no problem in socializing with other children in their environment and they have no problem in living in foster care. According to the result the children in foster care receive a good relationship living in foster care. One of the interviewees said that, *"so parang nagturingan kameng magkakapatid since ano magkakasama kami Ganon"*( what are we doing to do together like that). The child in a foster care said that they started treating each other like siblings because they were the only ones who would help each other, so that is how they treated each other. Another interviewee said that, *"oo naman kapag ano maayos yung trato ko sa kanila ganun din ako tinatrato kapag ano kasi tinatrato ko yung isang tao tapos di naman maganda trato sakin, parang equivalent kaya tinatrato ko sila ng ayos base sa personal."* (yes, when I treat them well they treat me the same way when I treat someone else well they treat me badly. It is like they're equivalent so I treat them base on personal reference). He treats other people well so they treated him. Well so that he will not be treated.



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**SOP 4. What are the Social Dynamics of Youths Living in Foster Care in Silang Cavite?**

Based on the findings, one of the social dynamics of youths living in foster care is to treat others nicely. One of the interviewees said that *"Yes.... Nagiging kindness ako sa isang tao tapos ineencourage ko siya, halimbawa, Ano, tara dito, laro tayo, tapos nililibre ko rin, tapos kinakausap ko."* (I am being nice to someone, and then I encourage them, for example, "Let us go play a game here, then I also give them a treat, and then I talk to them.) In short, they are creating a positive, supportive environment by offering kindness, fun, and meaningful interaction. The other interviewee said that, "Yes, I find it easy to treat other people because we are all the same." This means that they believe in equality and do not see others as different, making it easier for them to treat everyone kindly. Another interviewee said that, *"My answer is yes... madali lang naman ako makisama"* (My answer is yes; I can easily socialize with others.) They are comfortable and confident in their ability to socialize with others. They mentioned that interacting with people comes naturally to them, and they find it easy to engage in conversations and build connections with those around them. Another social dynamic of youths living in foster care is being friendly; one of the interviewees said that *"Yeah, madami akong kaibigan"* (Yeah, I have a lot of friends,) which shows that they have a lot of friends, indicating that they have



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built a wide social circle and maintain strong connections with many people. The other interviewee said that "*Marami po, madami po siyang kaibigan*" (Yes, he/she has many friends,) which shows that they are social people who have developed a large network of friends. Their ability to connect with others and build meaningful relationships has earned them a strong and diverse group of people who value their friendship. Another interviewee said that, "*marami po, madami*" (I have a lot.) It shows that they have a lot of friends.

Based on the findings, one social dynamic among youth in foster care is approach ability. One participant stated, "Yes, I am kind to people, and I encourage them—for example, I treat them, invite them to play, and talk to them." Foster children are approachable because they treat others like friends, not strangers. Another participant stated, "*My answer is yes. Madali lang naman ako makisama; approachable ganun*" (My answer is yes. I am easy to get along with; I am approachable.) This means they are easy to get along with because they are friendly. Another participant said, "*So, of course, kung pano mo'ko i-trato ganun din kita it-trato*" (So, of course, how you treat me is how I will treat you.) Approach ability stems from this reciprocal treatment; how someone behaves toward them directly impacts their comfort level and ease. Another social dynamic among youth living in foster care is their communicative. One



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interviewee stated, *"Oo, kasi madaldal din ako eh isa sa mga personality ko ang makipagchismisan"* (Yes, because I am also quite chatty; gossiping is part of my personality.) This indicated that connecting with others and sharing information are ways to achieve this. One participant stated, *"Every time, lagi naman ako may kausap."* (Every time, I always have someone to talk to). They enjoyed interacting and conversing with other people. One of the participants said that *"Oo naman, kapag ano maayos yung trato ko sa kanila, ganun din ako tina-trato kapag ano kasi trinato ko yung isang tao, tapos di na maganda trato sakin, parang equal-equal lang, kaya tina-trato ko ng ayos base sa personal"* (Of course, if I treat them well, they treat me well too. Because if I treat someone well, but they do not treat me well in return, it is like we are equals; that is why I treat someone well based on how they treat me.) This expresses a belief in the principle that reciprocal kindness and respect are expected to be returned in kind

### **Discussion**

The findings of this research focused on the struggle of foster children in foster care. The primary struggle of participants is a social concern demanding attention from various sectors, including education, healthcare, and social services. The researchers found that the primary issue was financial hardship, particularly the lack of funds for



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transportation to school and other essential needs. Many children were also orphans or had been abandoned, further compounding their difficulties. However, a positive outcome emerged: children who had previously been carefree experienced a significant shift in personality and behavior after entering foster care, demonstrating positive changes in their lives.

To deal with their problems, the foster children in this study used different ways to cope. They got help from family or friends, found clever ways to use what little they had and became strong despite the hard times. But these ways of coping were not enough to solve the bigger problems of not having enough money, feeling lonely, and not having a stable family. This shows we need to do more to help them by fixing the problems at their root.

Addressing the challenges faced by foster children requires a multi-faceted plan. We need to provide financial assistance, such as covering school expenses and transportation costs. Additionally, we must ensure that children are not bullied and that they feel a sense of belonging. Foster parents need better training to support children who have experienced trauma. It is also crucial for the government, schools, and





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everyone working with foster children to collaborate without significant changes, these children will continue to struggle.



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**CHAPTER V**

**SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS**

This chapter presents the summary of the study, conclusions, and recommendations of the study based on the data analyzed from the previous chapter.

**Summary**

This study sought to analyze the social dynamics of children living in foster care by knowing the complicated life foster children face in foster care. This study has 33 participants aged 8 to 21 years old who are in foster care in Silang Cavite. Findings were analyzed using thematic analysis.

Findings on the super-ordinate, subordinate themes, and subcategories that emerged from the analysis of data are as follows.

**1. Cases of the children living in foster care**

1.1 Abandonment

1.2 Financial problem

1.3 Education purposes

1.4 Closed shelter



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**2. Social challenges that foster children face in foster care**

2.1 Socializing

2.2 Communicating

2.3 Social growth

**3. Living environment in foster care**

3.1 Normal environment

3.2 Good relationship

3.3 Good condition

**4. Social dynamics of youths children**

4.1 Approachable

4.2 Communicative

4.3 Friendly

**Conclusions**

The researchers discovered several challenges faced by foster children, including abandonment, financial problems, and difficulties with social dynamics. Parental neglect is a significant risk factor leading to abandonment. Financial difficulties often contribute to a child's placement in foster care. Social dynamics among foster youth vary; some struggle with communication and socialization, while others readily



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interact with peers. Foster care aims to promote independence and improve children's social skills and educational opportunities. Further, foster care helps them become approachable, friendly, and communicative; it encourages foster children to improve their socialization.

### **Recommendations**

The children in a foster care who struggle in living in foster care and experiencing depression since the findings is, the most prevalent foster care facility in silang cavite is brand new day. The life of a foster child from this facilities was analyzed concerning experiencing problem in living in foster care. The risk of the children offering from children in foster care was significant due to the enequate support from their biological parents. Foster care was initial in these children with their overal development. To the children in a foster care. For the children who are in foster care, be kind to fellow children who are in foster care so that they can have a good life be responsible for your self and keep studying.



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MUNTING ILOG INTEGRATED  
NATIONAL HIGH SCHOOL

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MUNTING ILOG INTEGRATED  
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10165 or the Foster Care Act of 2012

[https://www.dswd.gov.ph/download/implementing\\_rules\\_and\\_regulations\\_irrs/IRR-RA-10165-Foster-Care-Act.pdf](https://www.dswd.gov.ph/download/implementing_rules_and_regulations_irrs/IRR-RA-10165-Foster-Care-Act.pdf) Memorandum

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MUNTING ILOG INTEGRATED  
NATIONAL HIGH SCHOOL

# APPENDIXES



# MUNTING ILOG INTEGRATED NATIONAL HIGH SCHOOL

## APPENDIX A



Republic of the Philippines  
Department of Education  
REGION IV-A  
DIVISION OF CAVITE PROVINCE  
MUNTING ILOG INTEGRATED NATIONAL HIGH SCHOOL

### Informed Consent

Dear Sir/Madam:

I hope this letter finds you in good health and high spirits. We are Grade 11 HUMSS students from Munting Ilog Integrated National High School. I am writing to you to seek your voluntary participation in a research study that we are conducting entitled "*Beyond Survival: Exploring the Social Dynamics of Youths Children Living in Foster Care*". The purpose of this study is to understand the children's perspective on their social experiences within foster care system.

Your participation in this research study is entirely voluntary, and you have the right to refuse to participate or withdraw your consent at any time without any negative consequences. Your decision to participate or decline will not affect your current or future relationship with our school or fellow researchers.

Here are some important details about the research study:

**Study Procedures:** If you agree to participate, you will be asked to answer our interviews and it includes \_ questions. The estimated duration of your participation will be approximately 30 minutes to one (1) hour.

**Confidentiality:** We will maintain strict confidentiality of all the information collected during the research study. Your data will be coded and stored securely, and only authorized researchers will have access to it. Any information published or presented will in an aggregated and anonymized form, ensuring your identity remains confidential.

**Voluntary Participation:** Participation in this research study is entirely voluntary. If you decide to participate, you are free to withdraw your consent or discontinue your involvement at any point without providing a reason and without any penalty or loss of benefits.

By signing below, you indicate that you have read this consent letter, understood the information provided, and voluntarily agree to participate in the research study. You also acknowledge that you have received a copy of this letter for your records.

Thank you so much for your cooperation on this study and God bless!

Sincerely,

The Researchers

-----

Participant's Signature: \_\_\_\_\_

Participant's Name: \_\_\_\_\_



Purok 3, Munting Ilog, Silang, Cavite

0917-315-3152



[edcavite.muntingilognteam@gmail.com](mailto:edcavite.muntingilognteam@gmail.com)

DepEd Taysan Munting Ilog Integrated National High School - Cavite



MUNTING ILOG INTEGRATED  
NATIONAL HIGH SCHOOL

**APPENDIX B**

Department of Education  
REGION III-A  
DIVISION OF CAVITE PROVINCE  
MUNTING ILOG INTEGRATED NATIONAL HIGH SCHOOL

Date of Interview: \_\_\_\_\_

**Interviewee's Profile**

Name: \_\_\_\_\_

Age: \_\_\_\_\_

Sex: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Place of Birth: \_\_\_\_\_

Address: \_\_\_\_\_

Educational Background: \_\_\_\_\_

Current Employment: \_\_\_\_\_

Contact Information: \_\_\_\_\_

\_\_\_\_\_  
Signature of Interviewee over Printed Name



Purok 3, Munting Ilog, Silang, Cavite

0917-315-5152

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DepEd Taysan Munting Ilog Integrated National High School - Cavite





MUNTING ILOG INTEGRATED  
NATIONAL HIGH SCHOOL

**APPENDIX C**



Republic of the Philippines  
Department of Education  
REGION IV-A  
DIVISION OF CAVITE PROVINCE  
MUNTING ILOG INTEGRATED NATIONAL HIGH SCHOOL

**Interview Questions**

1. How many children are currently living in this foster care
2. What are the reason why you are here?
3. Do you have any problem socializing with other children/kids?
2. How is your relationship with other children
3. How are other children treating you
4. What are the activities here that provides time for social growth?
5. How will you compare yourself know as before?
6. What are the things that the foster care help you to become who you are today?
7. What does the foster care usually do for children who is shy to get along?
8. How are you now?
9. Do you have many friends here? In school?
10. How are you now?
11. Do you have many friends here? In school?
12. Do you talk to other people most of the time?
13. Do you easily treat other people?

\_\_\_\_\_  
Name and Signature of Interviewee

\_\_\_\_\_  
Name and Signature of Interviewer



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0917-315-5152

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MUNTING ILOG INTEGRATED  
NATIONAL HIGH SCHOOL

# **CURRICULUM VITAE**



MUNTING ILOG INTEGRATED  
NATIONAL HIGH SCHOOL



## ANDY LHYN R. MOYA

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andylhyn1309@gmail.com  
113 Purok 4, Hukay Silangan Road,  
Silang Cavite

### PERSONAL INFORMATION

**Birthday** January 13, 2009  
**Birthplace** Sta. Ana, Manila  
**Age** 16 years old  
**Father's Name** Andy Boy Moya  
**Mother's Name** Glenda Rosaceña  
**Nationality** Filipino  
**Religion** Catholic  
**Civil Status** Single  
**Language Spoken** English and Tagalog  
**Hobbies** Reading

### REFERENCE

**Christianne Roie A. Carabeo, MACDDS**  
MIINHS/ Research Teacher/ HUMSS Adviser  
Kohana Grove, Sabutan, Silang  
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**Jessica Gracia Reosa Villanueva**  
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**Rhey Mark Cabalsa**  
MIINHS/ Subject Teacher  
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rheymark.cabalsa@deped.govph

### CAREER OBJECTIVE

I hope to inspire others through my strong analytical and multitasking skills. My goal is to obtain a meaningful career position that effectively leverages my expertise and training while significantly contributing to the company's success.

### EDUCATION

#### • SENIOR HIGH SCHOOL

Munting Ilog Integrated National High School (2024-Present)  
Munting Ilog, Silang, Cavite

#### • JUNIOR HIGH SCHOOL


Munting Ilog Integrated National High School (2022-Present)  
Munting Ilog, Silang Cavite

#### • ELEMENETARY SCHOOL

Saint Gaetano Catanoso School (2020-Present)  
Iba, Silang Cavite  
Grade 1-6 Academic Achiever

### SKILLS

- Writing
- Time Management
- Multitasking
- Assessing

  
**Andy Lhyn R. Moya**  
GRADE 11- HUMSS STUDENT



MUNTING ILOG INTEGRATED  
NATIONAL HIGH SCHOOL



## ALLAN JAY C. ORIONDO

09651161433

allanjayoriondojr@gmail.com

136 Purok 2, Hukay Silangan Road,  
Silang Cavite

### PERSONAL INFORMATION

<b>Birthday</b>	September 5, 2008
<b>Birthplace</b>	Hukay, Silang Cavite
<b>Age</b>	16 years old
<b>Father's Name</b>	Allan Jay Oriondo Sr.
<b>Mother's Name</b>	Anabelle Oriondo
<b>Nationality</b>	Filipino
<b>Religion</b>	Catholic
<b>Civil Status</b>	Single
<b>Language Spoken</b>	English and Tagalog
<b>Hobbies</b>	Basketball and Motorcycle

### REFERENCE

**Christianne Roie A. Carabeo, MACDDS**  
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Kohana Grove, Sabutan, Silang  
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**Jessica Gracia Reosa Villanueva**  
MIINHS/ Subject Teacher  
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09664089583  
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**Rhey Mark Cabalsa**  
MIINHS/ Subject Teacher  
92 Munting Ilog, Silang Cavite  
09053188546  
rheymark.cabalsa@deped.govph

### CAREER OBJECTIVE

To obtain a challenging role in criminology that allows me to assist others and advocate for justice. I aim to apply my knowledge to support individuals and positively impact their lives.

### EDUCATION

#### • SENIOR HIGH SCHOOL

Munting Ilog Integrated National High School (2024-Present)  
Munting Ilog, Silang Cavite

#### • JUNIOR HIGH SCHOOL

Munting Ilog Integrated National High School (2022-Present)  
Munting Ilog, Silang Cavite

#### • ELEMENETARY SCHOOL

Hukay Elementary School (2020-present)  
Hukay Silang, Cavite

### SKILLS

- Writing
- Reading
- Time Management

  
**Allan Jay C. Oriondo Jr.**  
GRADE 11- HUMSS STUDENT



MUNTING ILOG INTEGRATED  
NATIONAL HIGH SCHOOL



## LORENZO PATAMBANG

09301530804

lorenzopatambang@gmail.com

189 Purok 3, Munting Ilog, Silang Cavite

### PERSONAL INFORMATION

**Birthday** July 08, 2008  
**Birthplace** Cavite City  
**Age** 16 years old  
**Father's Name** Jayson Patambang  
**Mother's Name** Violeta Reyes  
**Nationality** Filipino  
**Religion** Catholic  
**Civil Status** Single  
**Language Spoken** English and Tagalog  
**Hobbies** Basketball

### REFERENCE

**Christianne Roie A. Carabeo, MACDDS**  
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rheymark.cabalsa@deped.govph

### CAREER OBJECTIVE

To secure a challenging position in criminology where I can help others and champion justice. My goal is to utilize my expertise to aid individuals and make a positive difference in their lives.

### EDUCATION

#### • SENIOR HIGH SCHOOL

Munting Ilog Integrated National High School (2024-Present)  
Munting Ilog, Silang Cavite

#### • JUNIOR HIGH SCHOOL

Munting Ilog Integrated National High School (2022- Present)  
Munting Ilog, Silang Cavite

#### • ELEMENETARY SCHOOL

Munting Ilog Elementary School (2020-Present)  
Munting Ilog, Silang Cavite  
With Honors - Grade 3

### SKILLS

- Writing
- Assessing
- Evaluating

  
**Lorenzo R. Patambang**  
GRADE 11- HUMSS STUDENT





MUNTING ILOG INTEGRATED  
NATIONAL HIGH SCHOOL



## ANDREI O. POE

09281286251

johnandreipoe@gmail.com

Fatima 1, Block 2 Lot 1, Dasmariñas City

### PERSONAL INFORMATION

<b>Birthday</b>	July 03, 2008
<b>Birthplace</b>	Caloocan, Manila
<b>Age</b>	16 years old
<b>Father's Name</b>	Rogelio Poe
<b>Mother's Name</b>	Angie Poe
<b>Nationality</b>	Filipino
<b>Religion</b>	Catholic
<b>Civil Status</b>	Single
<b>Language Spoken</b>	English and Tagalog
<b>Hobbies</b>	Basketball

### REFERENCE

**Christianne Roie A. Carabeo, MACDDS**  
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**Rhey Mark Cabalsa**  
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09053188546  
rheymark.cabalsa@deped.govph

### CAREER OBJECTIVE

My goal is to secure a demanding position within the field of criminology that enables me to help others while being a strong proponent for justice. I aspire to leverage my expertise and understanding to provide support to individuals, striving to create a meaningful and positive influence in their lives.

### EDUCATION

#### • SENIOR HIGH SCHOOL

Munting Ilog Integrated National High School (2024-Present)  
Munting Ilog, Silang Cavite

#### • JUNIOR HIGH SCHOOL

Dasmariñas Integrated National High School (2022-Present)  
Buro 1, Dasmariñas City

#### • ELEMENETARY SCHOOL

Dasmariñas Elementary School (2020-Present)  
Buro 1, Dasmariñas City

### SKILLS

- Writing
- Reading
- Time Management

  
**John Andrej O. Poe**  
GRADE 11 HUMSS STUDENT



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## ACE M. POSERIO

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141 Purok 2, Matrogate Tibig,  
Silang Cavite

### PERSONAL INFORMATION

**Birthday** April 24, 2008  
**Birthplace** Batangas City  
**Age** 16 years old  
**Father's Name** Allan Poserio  
**Mother's Name** Amelita Poserio  
**Nationality** Filipino  
**Religion** INC  
**Civil Status** Single  
**Language Spoken** English and Tagalog  
**Hobbies** Volleyball

### REFERENCE

**Christianne Roie A. Carabeo, MACDDS**  
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rheymark.cabalsa@deped.govph

### CAREER OBJECTIVE

I seek a demanding position in criminology where I can help others and promote justice. My goal is to use my expertise to enhance individuals' lives and create a positive difference.

### EDUCATION

#### • SENIOR HIGH SCHOOL

Munting Ilog Integrated National High School (2024-Present)  
Munting Ilog, Silang Cavite

#### • JUNIOR HIGH SCHOOL

Munting Ilog Integrated National High School (2022-Present)  
Munting Ilog, Silang Cavite

#### • ELEMELINARY SCHOOL

Quezon Elementary School (2020-Present)  
Quezon Province

### SKILLS

- Writing
- Reading
- Time Management

  
**Ace Gaveriel M. Poserio**  
GRADE 11- HUMSS STUDENT



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## DESTINRIE ROBINACIO

09552676265

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Purok 6, Hukay Kanluran Road, Silang Cavite

### PERSONAL INFORMATION

<b>Birthday</b>	July 31, 2008
<b>Birthplace</b>	Cabuyao, Laguna
<b>Age</b>	16 years old
<b>Father's Name</b>	Modesto Robinacio
<b>Mother's Name</b>	Cristina Robinacio
<b>Nationality</b>	Filipino
<b>Religion</b>	Catholic
<b>Civil Status</b>	Single
<b>Language Spoken</b>	English and Tagalog
<b>Hobbies</b>	Singing, Dancing and Reading

### REFERENCE

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**Rhey Mark Cabalsa**  
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rheymark.cabalsa@deped.govph

### CAREER OBJECTIVE

To obtain a challenging role in the field of law that allows me to assist others and advocate for justice. I aim to apply my knowledge to support individuals and positively impact their lives.

### EDUCATION

#### • SENIOR HIGH SCHOOL

Munting Ilog Integrated National High School (2024-Present)  
Munting Ilog, Silang Cavite

#### • JUNIOR HIGH SCHOOL

Munting Ilog Integrated National High School (2022-Present)  
Munting Ilog, Silang Cavite

#### • ELEMELINARY SCHOOL

Hukay Elementary School  
Hukay Silang Cavite

### SKILLS

- Writing
- Reading
- Time Management

  
**Destinrie D. Robinacio**  
GRADE 11- HUMSS STUDENT





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NATIONAL HIGH SCHOOL



## JERALD C. TAPAR

09638251057

jeraldkent@gmail.com

Purok 6 Munting Ilog, Silang Cavite

### PERSONAL INFORMATION

**Birthday** November 18, 2007  
**Birthplace** Munting Ilog  
**Age** 17 years old  
**Father's Name** Andy Tapar  
**Mother's Name** Lucena Cartago  
**Nationality** Filipino  
**Religion** Catholic  
**Civil Status** Single  
**Language Spoken** English and Tagalog  
**Hobbies** Mechanic

### REFERENCE

**Christianne Roie A. Carabeo, MACDDS**  
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**Rhey Mark Cabalsa**  
MIINHS/ Subject Teacher  
92 Munting Ilog, Silang Cavite  
09053188546  
rheymark.cabalsa@deped.govph

### CAREER OBJECTIVE

To secure a responsible career opportunity to fully utilize my training and skills, while making a significance contribution to the success of the company.

### EDUCATION

#### • SENIOR HIGH SCHOOL

Munting Ilog Integrated National High School (Present-2024)  
Munting Ilog, Silang Cavite

#### • JUNIOR HIGH SCHOOL

Munting Ilog Intergrated National High School (2022-Present)  
Munting Ilog, Silang Cavite

#### • ELEMELINARY SCHOOL

Munting Ilog Elementary School (2020-Present)  
Munting Ilog Silang Cavite

### SKILLS

- Active Listening
- Time Management
- Writing

*Jerald Kent C. Tapar*  
GRADE 11- HUMSS STUDENT



MUNTING ILOG INTEGRATED  
NATIONAL HIGH SCHOOL



## JASMINE D. TOLEDO

09544530333

jasminedelacruztoledo@gmail.com

045 Purok 3, Hukay Silangan Road,  
Silang Cavite

### PERSONAL INFORMATION

<b>Birthday</b>	September 28, 2007
<b>Birthplace</b>	Bayan, Silang Cavite
<b>Age</b>	17 years old
<b>Father's Name</b>	Geraldo Toledo
<b>Mother's Name</b>	Sherly Dela Cruz
<b>Nationality</b>	Filipino
<b>Religion</b>	Catholic
<b>Civil Status</b>	Single
<b>Language Spoken</b>	English and Tagalog
<b>Hobbies</b>	Eating, Sleeping and Watching

### REFERENCE

**Christianne Roie A. Carabeo, MACDDS**  
MIINHS/ Research Teacher/ HUMSS Adviser  
Kohana Grove, Sabutan, Silang  
09171452217  
christianneroie.carabeo@deped.govph

**Jessica Gracia Reosa Villanueva**  
MIINHS/ Subject Teacher  
204 Buho, Silang Cavite  
09664089583  
jessicareosa91@gmail.com

**Rhey Mark Cabalsa**  
MIINHS/ Subject Teacher  
92 Munting Ilog, Silang Cavite  
09053188546  
rheymark.cabalsa@deped.govph

### CAREER OBJECTIVE

To secure a significant career opportunity where I can apply my training and skills effectively, while also contributing to the organization's success.

### EDUCATION

#### • SENIOR HIGH SCHOOL

Munting Ilog Integrated National High School (2024-Present)  
Munting Ilog, Silang Cavite

#### • JUNIOR HIGH SCHOOL

Munting Ilog Integrated National High School (2022-Present)  
Munting Ilog, Silang Cavite

#### • ELEMENETARY SCHOOL

Hukay Elementary School (2020-present)  
Hukay Silang, Cavite

### SKILLS

- Writing
- Reading
- Time Management

*Jasmine D. Toledo*  
Jasmine D. Toledo  
GRADE 11- HUMSS STUDENT



MUNTING ILOG INTEGRATED  
NATIONAL HIGH SCHOOL



## ALEXANDER C. UMALI

09687061002

umalialexander@gmail.com

113 Purok 4, Hukay Silangan Road,  
Silang Cavite

### PERSONAL INFORMATION

**Birthday** January 19, 2008  
**Birthplace** Sta. Rosa, Laguna  
**Age** 17 years old  
**Father's Name** Alexander Umali Sr.  
**Mother's Name** Oligaria Umali  
**Nationality** Filipino  
**Religion** Catholic  
**Civil Status** Single  
**Language Spoken** English and Tagalog  
**Hobbies** Playing Games Online

### REFERENCE

**Christianne Roie A. Carabeo, MACDDS**  
MIINHS/ Research Teacher/ HUMSS Adviser  
Kohana Grove, Sabutan, Silang  
09171452217  
christianneroie.carabeo@deped.govph

**Jessica Gracia Reosa Villanueva**  
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**Rhey Mark Cabalsa**  
MIINHS/ Subject Teacher  
92 Munting Ilog, Silang Cavite  
09053188546  
rheymark.cabalsa@deped.govph

### CAREER OBJECTIVE

I seek a stimulating position in criminology that enables me to help others and promote justice. My goal is to utilize my understanding to aid individuals and make a beneficial difference in their lives.

### EDUCATION

#### • SENIOR HIGH SCHOOL

Munting Ilog Integrated National High School (2024-Present)  
Munting Ilog, Silang Cavite

#### • JUNIOR HIGH SCHOOL

Munting Ilog Integrated National High School (2022-Present)  
Munting Ilog, Silang Cavite

#### • ELEMELINARY SCHOOL

Hukay Elementary School (2020-present)  
Hukay Silang, Cavite

### SKILLS

- Writing
- Reading
- Time Management

  
**Alexander C. Umali Jr.**  
GRADE 11- HUMSS STUDENT



MUNTING ILOG INTEGRATED  
NATIONAL HIGH SCHOOL



## PHOEBIE C. UMANDAP

09099729555

phoebiefaithecumandap@gmail.com

Sitio Gitna Brgy. Tibig, Silang Cavite

### PERSONAL INFORMATION

<b>Birthday</b>	March 19, 2007
<b>Birthplace</b>	Silang, Cavite
<b>Age</b>	18 years old
<b>Father's Name</b>	Marlon Umandap
<b>Mother's Name</b>	Mirasol Cordero
<b>Nationality</b>	Filipino
<b>Religion</b>	Catholic
<b>Civil Status</b>	Single
<b>Language Spoken</b>	English and Tagalog
<b>Hobbies</b>	Driving

### REFERENCE

**Christianne Roie A. Carabeo, MACDDS**  
MIINHS/ Research Teacher/ HUMSS Adviser  
Kohana Grove, Sabutan, Silang  
09171452217  
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**Rhey Mark Cabalsa**  
MIINHS/ Subject Teacher  
92 Munting Ilog, Silang Cavite  
09053188546  
rheymark.cabalsa@deped.govph

### CAREER OBJECTIVE

To secure a rewarding job that enables me to utilize my skills and training effectively, while also contributing to the organization's success.

### EDUCATION

#### • SENIOR HIGH SCHOOL

Munting Ilog Integrated National High School (2024-Present)

Munting Ilog, Silang Cavite

#### • JUNIOR HIGH SCHOOL

Munting Ilog Intergrated National High School (2022-Present)

Munting Ilog, Silang Cavite

#### • ELEMELINARY SCHOOL

Tibig Elementary School (2020-Present)

Tibig, Silang Cavite

### SKILLS

- Reading
- Writing
- Active Listening

*F. UMANDAP*  
**Phoebe Faith C. Umandap**  
GRADE 11- HUMSS STUDENT





MUNTING ILOG INTEGRATED  
NATIONAL HIGH SCHOOL



## KRISETH M. VERTUDEZ

09068406632

sethrinavertudez@gmail.com

58 Narra Street San Miguel 2, Silang Cavite

### PERSONAL INFORMATION

<b>Birthday</b>	December 14, 2007
<b>Birthplace</b>	Silang, Cavite
<b>Age</b>	17 years old
<b>Father's Name</b>	Rondel Vertudez
<b>Mother's Name</b>	Criselda Vertudez
<b>Nationality</b>	Filipino
<b>Religion</b>	Catholic
<b>Civil Status</b>	Single
<b>Language Spoken</b>	English and Tagalog
<b>Hobbies</b>	Cooking, Reading and Doing Make up

### REFERENCE

**Christianne Roie A. Carabeo, MACDDS**  
MIINHS/ Research Teacher/ HUMSS Adviser  
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**Rhey Mark Cabalsa**  
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92 Munting Ilog, Silang Cavite  
09053188546  
rheymark.cabalsa@deped.govph

### CAREER OBJECTIVE

To obtain a meaningful career opportunity that allows me to effectively use my training and skills, while also making a valuable contribution to the success of the organization.

### EDUCATION

#### • SENIOR HIGH SCHOOL

Munting Ilog Integrated National High School (2024-2026)

1st sem With Honors and perfect attendance

2nd sem With Honors

#### • JUNIOR HIGH SCHOOL

Munting Ilog Intergrated National High School (2020-2024)

Grade 9 Academic Achiever

Grade 10 With Honors

#### • ELEMENETARY SCHOOL

Central School (2013-2020)

Grade 5 Academic Achiever

Grade 6 Academic Achiever

### SKILLS

- Active Listening
- Leader Skills
- Ability to Multitask
- Motivation
- Organization

  
**Kriseth Riana M. Vertudez**  
GRADE 11- HUMSS STUDENT