

**NAVIGATING CHALLENGES AND COPING STRATEGIES:
THE EXPERIENCES OF HOUSE PARENTS IN YOUTH
REHABILITATION AT PAG-ASA**

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In Partial Fulfillment
of the Requirements for the Degree
BACHELOR OF SCIENCE IN CRIMINOLOGY

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ABSTRACT

Youth rehabilitation programs play a critical role in supporting children in conflict with the law through age-appropriate and restorative interventions. However, while these programs focus primarily on the youth, the lived experiences of house parents who provide daily care, supervision, and emotional guidance remain underexplored. This study aimed to examine the challenges encountered by house parents and the coping strategies they employ at Bahay Pag-asa in Ozamiz City. Using a qualitative phenomenological design, in-depth interviews were conducted with nine (9) house parents, and data were analyzed using Moustakas' systematic phenomenological reduction method. Findings revealed that house parents face interconnected challenges, including managing difficult and resistant youth behaviors, limited resources and facilities, and significant emotional and psychological stress. Despite these challenges, they demonstrated resilience by employing coping strategies such as emotional self-regulation, faith-based practices, peer support, and balancing discipline with compassion. Overall, the findings indicate that effective youth rehabilitation is not solely dependent on structured programs and rules but is strongly influenced by the emotional stability, coping capacity, and well-being of house parents, as well as the level of institutional support provided to them. The study recommends strengthened institutional support through continuous capacity-building, trauma-informed care training, and improved resource allocation. Supporting house parents enhances caregiving quality, promotes a stable and nurturing rehabilitation environment, and contributes to improved outcomes for Children in Conflict with the Law and Children at Risk.

Keywords: *bahay pag-asa, caregiver, coping mechanisms, juvenile, rehabilitation.*

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The Researchers

DEDICATION

*We dedicate this work first to Almighty God, whose love, wisdom, and
guidance carried us through every step of this journey,
providing strength in weakness and
clarity in doubt.*

*To our parents and families, this is for you. Your endless love, sacrifices,
and unwavering support served as our greatest inspiration
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part of this journey.*

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INTRODUCTION

Background of the Study

House parents played a vital role in youth rehabilitation centers, as they were responsible not only for meeting the children's basic needs but also for providing emotional support, guidance, and discipline that shaped the rehabilitation and personal development of Children in Conflict with the Law (CICL). Their responsibilities included daily supervision, emotional care, and moral guidance to maintain a stable and nurturing environment. Through trust, empathy, and calm communication, house parents fostered positive relationships essential for managing diverse personalities and trauma-related behaviors among CICL (Bongbong et al., 2023). Their role extended beyond routine caregiving, as they effectively served as a bridge between institutional policies and the rehabilitative progress of each child. The Department of Social Welfare and Development (DSWD) reinforced this responsibility through structured capacity-building programs aimed at enhancing caregiving competencies, including behavioral management, crisis intervention, and compassionate, child-centered service delivery (De Layola, 2024).

Bahay Pag-asa centers were established in response to the increasing number of CICL resulting from socio-economic hardships, family disintegration, and involvement in illegal activities (Lecodine, 2025). These centers emphasized rehabilitation through vocational training, sports, and spiritual development rather than punitive approaches, promoting self-awareness, social skills, and livelihood competence (Cruz, 2024). The establishment of such facilities addressed the need for humane and developmentally appropriate alternatives to incarcerating juveniles alongside adult offenders (Agoot, 2023). This approach was institutionalized through the Juvenile Justice and Welfare Act of 2006

(Republic Act 9344), which mandated child-sensitive rehabilitation and reintegration programs for CICL (Reyes, 2022).

National data reflected the urgency of effective rehabilitation systems. According to Luna (2024), more than 11,000 CICL were documented nationwide over the past five years, with a significant proportion placed in Bahay Pag-asa centers. Reports from the DSWD showed that common offenses included theft, illegal drug use, and physical assault, reinforcing the need for comprehensive rehabilitation programs. Additionally, many of these minors came from low-income families and had experienced abuse or neglect, conditions strongly associated with emotional and behavioral difficulties. These circumstances highlighted the importance of psychosocial support systems and competent house parenting within rehabilitation centers (Disassa & Lamessa, 2021).

Existing studies identified family structure, moral judgment, and exposure to abuse as significant predictors of juvenile delinquency among Filipino adolescents (Bongbong et al., 2023; Daria et al., 2025). The absence of strong role models and moral guidance increased vulnerability to poor decision-making, peer pressure, and gang involvement (Suizo & Nabe, 2025). In the Philippine context, CICL were supported through institutional and community-based interventions, including Bahay Pag-asa centers, which prioritized rehabilitation and social reintegration over incarceration whenever possible (Luna, 2022; Ayeo-eo & Nicolas, 2024).

Despite the recognized importance of house parents in the rehabilitation process, existing literature had largely focused on the behavior and rehabilitation outcomes of CICL and Children at Risk (CAR), with limited attention given to the lived experiences, challenges, and coping mechanisms of caregivers. Few studies had examined how

institutional support, emotional demands, and occupational stress affected house parents, particularly in the context of Pag-asa Youth Home in Ozamiz City (Libres et al., 2025; Santos & dela Cruz, 2025).

The core gap identified is knowledge gap the insufficient exploration and understanding of the specific challenges and coping strategies employed by house parents in youth rehabilitation settings. This knowledge deficit has constrained the development of support systems essential to sustaining caregivers' well-being and the long-term effectiveness of rehabilitation programs (Luna, 2022). Addressing this gap is critical because house parents face emotionally demanding work, and without a clear understanding of their lived experiences, institutions like Pag-asa Youth Home cannot effectively implement the necessary support, training, or resources to ease their workload and improve the quality of care. Ultimately, failing to address this gap jeopardizes the desired positive outcomes for the youth they serve.

The purpose of this study was to explore the challenges encountered by house parents at Pag-asa Youth Home and the coping strategies they employed in fulfilling their daily responsibilities. Through examining their lived experiences, the study aimed to generate insights that could inform institutional policies, training programs, and support mechanisms. Ultimately, the findings sought to contribute to the improvement of rehabilitation services for CICL and CAR by strengthening the capacity and well-being of house parents who played a central role in youth reformation.

Theoretical Framework

This study was anchored on Lazarus and Folkman's (2020) Transactional Model of Stress and Coping and Judith Herman's (1992) Trauma-Informed Care (TIC) framework.

Lazarus and Folkman's Transactional Model of Stress and Coping explains how individuals perceive and respond to stressful situations through a dynamic, ongoing process (Seroke & Mkhize, 2023). The model involves two key stages of appraisal: primary appraisal, where individuals assess whether a situation poses a threat or challenge, and secondary appraisal, where they evaluate the resources available to manage it (Mukerjee et al., 2021). Based on these appraisals, individuals adopt coping strategies, either problem-focused, aimed at addressing the source of stress, or emotion-focused, aimed at regulating emotional responses (Landy et al., 2022).

This framework was particularly relevant to this study, as house parents at Pag-asa Youth Home face constant emotional, psychological, and physical demands while caring for Children in Conflict with the Law (CICL) and Children at Risk (CAR) (Donato, 2025). Using this model, the study can examine how house parents perceive caregiving challenges, the coping strategies they employ, and how these strategies affect their effectiveness and well-being (Asa et al., 2021). Moreover, it provides a lens to understand not only the difficulties they encounter but also how institutional support, personal resilience, and trauma-informed approaches can enhance their capacity to provide stable, compassionate, and effective care in the rehabilitation process (Mueller et al., 2021).

According to this theory, stress was not merely a response to external events, but rather a product of the individual's appraisal of those events and their perceived ability to cope with them (Hunter et al., 2020). This model categorizes coping strategies into two main types: problem-focused coping, which involves actively addressing the cause of stress, and emotion-focused coping, which involves regulating the emotional response to the stressor (Hussain & Ishaq, 2022). For house parents in Bahay Pag-asa, this theoretical

framework is crucial as it allows researchers to explore how they interpret their caregiving experiences and the strategies they use to maintain personal well-being and resilience under pressure.

This theory was relevant to the present study because it provided a lens for understanding how house parents appraised the demands of caregiving in youth rehabilitation settings and how these appraisals influenced their coping responses (Arditti & Johnson, 2020). By applying the Transactional Model of Stress and Coping, the study was able to examine whether the challenges experienced by house parents were perceived as manageable or overwhelming, and how such perceptions shaped their chosen coping strategies (Mo et al., 2025). The framework also guided the analysis of problem-focused and emotion-focused coping behaviors used by house parents in managing occupational stress (Fathima, 2024). Through this theoretical grounding, the study contextualized the lived experiences of house parents within a structured understanding of stress, coping, and resilience in caregiving environments.

According to Nikmat et al. (2022), conducted a qualitative study on house parents in residential child care institutions and found that caregivers often oscillate between emotion-focused strategies and problem-focused methods such as organizing activities and seeking peer support to handle daily challenges (Dela Serna et al., 2023). This affirms the two-pronged coping strategies proposed by Lazarus and Folkman. Also, according to Santos and Dela Cruz (2025), explored occupational stress among house parents in Bahay Pag-asa centers in Metro Manila and discovered that chronic understaffing, emotional exhaustion, and lack of training significantly contribute to stress, and that effective coping requires both institutional support and personal resilience-building practices. Their

findings align with the model's assertion that the availability of resources both internal (psychological resilience) and external (support systems) that is critical in determining effective coping (Nikmat et al., 2022).

Thus, according to Clemente (2024), which emphasized the role of emotional labor and coping in the rehabilitation work of caregivers, noting that most house parents developed adaptive mechanisms over time, such as peer bonding and meaning-making, which are forms of cognitive reappraisal in the coping model. Based on the study of Llagas et al. (2025), explored the challenges faced by house parents in Nasyon ng Kabataan and emphasized how unmet psychological needs such as competence, autonomy, and relatedness affect their overall well-being and motivation, underscoring the importance of institutional support systems. Similarly, Valera (2022) examined the stressors and coping mechanisms of children in Bahay Pag-Asa, revealing that activities such as recreation, spirituality, and peer support help them adapt insights that indirectly highlight the role of house parents in fostering such coping environments. Complementing these perspectives, Gomonod et al. (2025), investigated the experiences of personnel in Bahay Pag-Asa who manage children with diverse personalities, uncovering the relational and emotional challenges they face and the strategies they develop to adapt to complex situations.

On a broader level, Roche et al. (2020), analyzed the life histories of children in residential care and found that adverse backgrounds, including poverty and maltreatment, often necessitate their placement in such facilities, thereby placing greater demands on house parents to provide not only care but also emotional stability and guidance (Wade, 2023). This underscores the reality that house parents function as more than just guardians—they serve as substitute parents, counselors, and role models who must address

the complex emotional and behavioral needs of children who have experienced significant trauma. Their role requires balancing discipline with compassion, structure with empathy, and guidance with patience, often under conditions of limited resources and high emotional strain. In this context, the coping strategies they employ become essential not only for their own well-being but also for the effectiveness of rehabilitation programs (Lathren, 2023). Collectively, these studies provide a deeper understanding of the multifaceted roles and coping strategies of house parents in youth rehabilitation centers, while also highlighting the urgent need for systemic support, training, and policies that acknowledge and strengthen their vital contributions to child welfare and reformation (McTavish et al., 2022).

These studies collectively demonstrate how the Transactional Model of Stress and Coping can guide the analysis of house parents' experiences by examining the interaction between environmental demands and personal resources (Wambua et al., 2024). Moreover, they highlight the importance of institutional structures, training, and emotional support systems in shaping effective coping strategies (Maqsood et al., 2024). Understanding this dynamic is essential not only in addressing the well-being of house parents but also in improving the quality of care and rehabilitation outcomes for children in conflict with the law (Jacinto, 2023). While the Transactional Model of Stress and Coping explains how house parents cognitively and emotionally respond to stressors, it does not fully account for the broader social and institutional environments that shape these experiences. To address this limitation, a complementary theoretical lens is necessary to capture the multiple layers of influence surrounding house parents' roles and well-being.

Bronfenbrenner's Ecological Systems Theory was a pertinent theory that supports the aforementioned claims. It highlights the various levels of influence on a person's development, from close-in environments like the family and workplace (microsystem) to larger institutional and societal contexts (macrosystem) Bronfenbrenner, (2021). Through offering a framework for comprehending how house parents' experiences are influenced by both their own coping strategies and the institutional frameworks and support networks surrounding them, this theory enhances the Transactional Model of Stress and Coping created by Lazarus and Folkman (2020). It becomes evident that house parents' well-being is impacted by both their internal resources and the exterior contexts in which they function when stress and coping are viewed within this ecological framework (Rusu et al., 2025). This comprehensive strategy is essential for improving their ability to deliver quality care, which in turn affects the results of rehabilitation for children in conflict with the law (Meutia et al., 2025).

This theory was relevant to the present study because it allowed the researchers to situate the lived experiences of house parents within multiple interacting systems that shaped their roles, stressors, and coping processes (Gill, 2021). Through this lens, the challenges encountered by house parents were understood not only as individual experiences but also as outcomes influenced by institutional policies, community support, and broader social expectations. The ecological perspective helped explain how limited resources, organizational demands, and community structures either supported or constrained house parents' well-being. Through integrating this theory, the study was able to capture the complex environment in which house parents operated and how these layered

influences affected their capacity to provide consistent and effective care (Meghani et al., 2023).

Judith Herman's (1992) Trauma-Informed Care (TIC) framework provides a compassionate, human-centered approach to supporting individuals affected by trauma. Her three-stage model creating safety, processing trauma, and reconnecting with daily life emphasizes the importance of listening, collaboration, and respecting each person's pace (Ammari et al., 2025). Rather than focusing only on symptoms, Herman encourages building relationships grounded in empathy, dignity, and trust so that individuals feel seen, believed, and supported throughout their recovery (Malik & Hassan, 2025).

This framework was especially relevant to the current study because it helps us understand house parents not only through their caregiving behaviors but also through the lens of their lived experiences and the emotional challenges they face while supporting Children in Conflict with the Law (CICL) and Children at Risk (CAR). Many house parents work with children who have experienced neglect, abuse, and emotional instability, which often places significant psychological strain on caregivers. Through the Trauma-Informed Care (TIC) framework, this study recognizes the importance of acknowledging past trauma in shaping both the children's and caregivers' behaviors. Applying TIC principles allows the research to approach participants with sensitivity, fostering an environment of respect and safety where they can openly share their experiences (Alessi & Kahn, 2022). This approach also helps ensure that the findings reflect authentic, compassionate, and ethically grounded interpretations of the house parents lived realities.

Recent studies show the importance of trauma-informed approaches in youth rehabilitation. For example, Bongbong et al. (2023) highlight how house parents at Bahay

Pag-asa build trust, empathy, and calm communication to handle children's diverse personalities and trauma responses. Policy reports also note that Bahay Pag-asa centers are increasingly incorporating reflection spaces and emotional recovery programs to support both staff and youth (Gomonod et al. 2025). Additionally, research in juvenile justice settings demonstrates that trauma-informed practices improve staff responsiveness and the overall well-being of youth (Baetz et al. 2023). Through integrating Herman's TIC framework with these insights, this study can better explore how safety, trust, and empowerment influence house parents' coping strategies and their ability to provide stable, compassionate care.

Conceptual Framework

This part of the study presents the concepts derived from the themes of the study. Each concept is properly discussed.

Difficult Behaviors and Attitudes of Youths. Many children in conflict with the law (CICL) and children at risk (CAR) present challenging behaviors that make caregiving a complex and demanding task (Galleposo et al., 2023). Their stubbornness, defiance, and tendency to argue are not simply acts of misbehavior but often reflect deeper emotional pain, neglect, and negative experiences in their lives (Emerson, 2024). House parents face the daily challenge of managing these difficult behaviors while still providing guidance, support, and opportunities for growth (Rogers et al., 2021). Some children are hard-headed, insist on making their own decisions, or quickly quarrel with peers, while others carry negative traits from prior experiences, such as dishonesty or argumentative tendencies (Anderson, 2024). These behaviors complicate rehabilitation, requiring caregivers to

approach each child with patience, understanding, and consistent strategies that balance discipline with empathy (Melton, 2025).

According to Incleto et al., (2024); Suizo et al., (2025) Research indicates that difficult behaviors in CICL and CAR often stem from complex personal and social factors rather than deliberate misbehavior. Children who experience family breakdown, neglect, poverty, or exposure to negative peer influences are more likely to display defiance, aggression, dishonesty, and resistance to authority Kamara et al., (2023). Such behaviors can also be coping mechanisms developed in response to trauma, unmet emotional needs, or inconsistent care. Studies suggest that the combination of environmental stressors and disrupted attachments contributes significantly to the emergence of challenging attitudes, making behavioral issues a reflection of underlying emotional and social struggles rather than simple disobedience (Park, 2024).

Moreover, low educational attainment and gaps in life skills can further exacerbate these behaviors (Kirchhoff & Keller 2021). Adolescents who have not received adequate schooling or practical training often exhibit frustration, low self-esteem, and disruptive conduct, which complicates caregiving efforts Vadivel et al., (2023). Quarrels, attention-seeking, and resistance to authority are often intensified when children lack the skills to express themselves constructively or cope with setbacks (Joseph & Canlas 2024). Juvenile rehabilitation literature emphasizes that understanding the root causes of these behaviors is critical; caregivers must go beyond punishment to provide supportive, structured guidance that fosters emotional growth and positive behavioral change (Rathi & Dhariwal 2025).

Resource and facility limitations. Resource and facility limitations pose significant challenges in providing effective care for Children in Conflict with the Law (CICL) and Children at Risk (CAR). In youth care centers, inadequate access to basic necessities such as proper beds, medical support, educational materials, and storage facilities can hinder the ability of caregivers to provide a stable and supportive environment. These shortages not only affect the children's comfort and well-being but also reduce opportunities for learning, personal growth, and rehabilitation. Without sufficient resources, house parents face added stress and difficulty in addressing the diverse needs of the children, making it challenging to create an environment conducive to positive change (Taladtad, 2025).

Research highlights that insufficient resources in youth care institutions can have a direct impact on the development and rehabilitation of at-risk children. Studies show that when children lack access to basic needs like safe sleeping arrangements, adequate nutrition, or medical care, their physical and emotional well-being is compromised, and their capacity to engage in learning or skill-building activities diminishes (Bacusa Jr. et al., 2025). Overcrowded facilities, inadequate educational tools, and limited recreational opportunities can increase stress, feelings of neglect, and frustration among youth, which may contribute to behavioral problems and hinder rehabilitation efforts (Nautan & Manda et al., 2025).

Furthermore, the absence of proper facilities and resources undermines the ability of caregivers to provide consistent guidance and support. Research indicates that well-equipped environments with adequate resources promote stability, safety, and a sense of dignity for children, which are essential for trust-building and effective caregiving. Conversely, environments that lack these essentials may increase caregiver workload, limit

structured interventions, and reduce the effectiveness of rehabilitation programs (Rendaje et al., 2024). Ensuring that youth centers are properly resourced is therefore critical not only for the children's immediate comfort but also for their long-term emotional, educational, and social development.

Balancing Discipline with Compassion. Balancing discipline with compassion is a critical strategy in supporting the rehabilitation of Children in Conflict with the Law (CICL) and Children at Risk (CAR). Caregivers in youth care centers recognize that merely enforcing rules without understanding the children's emotions and experiences can lead to resistance, mistrust, and uncooperative behavior. By combining firmness with empathy, house parents' guide the children toward accountability while also addressing their emotional needs, helping them feel valued and supported. This approach ensures that children understand the consequences of their actions while fostering a positive relationship with their caregivers, which is essential for their personal growth and rehabilitation.

Research supports that combining discipline with compassion is more effective than strict punitive measures in managing at-risk youth. Studies indicate that children are more likely to respond positively when guidance is firm but delivered with empathy, as overly harsh discipline can create fear and resentment, whereas compassionate correction promotes understanding, trust, and cooperation (Zhanget al., 2024; Yang et al., 2023). Firm yet empathetic discipline provides clear boundaries and accountability while also acknowledging the child's individual needs and past experiences, creating a balanced approach that reduces resistance and encourages positive behavioral change (Valencia et al., 2025).

Moreover, evidence shows that compassionate discipline contributes to long-term personal development and resilience among at-risk youth (Olsen, 2021). Research highlights that children who experience consistent, fair, and empathetic guidance are more likely to internalize lessons about responsibility, self-control, and decision-making (Schuetz & Koglin 2023). Through addressing misbehavior in a supportive and understanding manner, caregivers foster self-awareness and encourage children to replace negative habits with constructive behaviors (Quail & Ward, 2023). This approach not only helps reduce conflicts but also nurtures emotional growth, self-confidence, and social skills, which are crucial for successful rehabilitation and reintegration into society (Yang et al., 2023).

Emotional Self-Regulation and Stress Management. Emotional self-regulation and stress management are vital for caregivers working with Children in Conflict with the Law (CICL) and Children at Risk (CAR), as the caregiving role often involves high levels of emotional demand and daily challenges (Edmunds et al., 2025). House parents must maintain composure, patience, and empathy despite the children's difficult behaviors and personal struggles (Kim et al., 2024). Effective stress management enables caregivers to provide consistent and supportive care, ensuring that personal frustrations do not negatively impact the children's rehabilitation (Edmunds et al., 2025; Omolara & Ochieng 2024). Through staying calm and emotionally balanced, caregivers create a stable environment that fosters trust, security, and positive interactions, which are essential for guiding at-risk youth toward personal growth and responsible behavior (Gillespie, 2024).

Research emphasizes that caregivers who can regulate their emotions are better equipped to manage challenging situations with CICL and CAR (Kim et al., 2024; Donato,

2025). Studies indicate that emotional self-regulation allows caregivers to remain calm during conflicts, respond thoughtfully rather than react impulsively, and maintain professional. Caregivers who practice effective stress management techniques, such as mindfulness, taking brief breaks, or setting aside personal worries, reduce burnout and improve the quality of care they provide (Knudsen et al., 2023). These practices help them stay resilient and patient, which directly benefits the children by providing stable guidance and reducing the likelihood of negative interactions that could escalate behavioral issues (Kim et al., 2024).

Moreover, the literature shows that when caregivers manage their stress effectively, they indirectly model healthy coping strategies for the children (Yang et al., 2022; Edmunds et al., 2025). Children observing adults who handle stress calmly can learn constructive ways to regulate their own emotions and navigate challenges (Kim et al., 2024). Emotional self-regulation among caregivers also enhances trust, communication, and emotional security in the care environment, which are crucial for rehabilitation (Mol et al., 2022; Edmunds et al., 2025). This highlights the interconnectedness between caregiver well-being and the children's development, reinforcing that supporting the mental health and emotional stability of caregivers is essential for the successful rehabilitation of CICL and CAR (Knudsen et al., 2023).

Creating a Supportive and Stable Environment. Creating a supportive and stable environment is essential in guiding Children in Conflict with the Law (CICL) and Children at Risk (CAR) toward rehabilitation and positive change (Magalhães, 2024). Such an environment provides the children with a sense of security, belonging, and consistency, which are crucial for healing from past neglect, trauma, or instability (Carvalho et al.,

2025). House parents play a pivotal role in establishing this environment by offering love, fairness, patience, and meaningful guidance while maintaining appropriate discipline. When children feel safe and valued, they are more likely to trust caregivers, engage in positive behaviors, and respond to guidance that fosters their emotional, social, and cognitive development (Kaizer & Alordiah 2023; Magalhães, 2024).

Research shows that children thrive when they experience consistent care, emotional support, and structured routines in caregiving settings (Carvalho et al., 2025). Studies indicate that providing a stable and nurturing environment helps at-risk youth develop trust, self-confidence, and positive social behaviors. In youth care facilities, children who perceive caregivers as reliable, fair, and supportive are more likely to open up about their struggles, engage in learning opportunities, and follow rules, all of which contribute to effective rehabilitation (Fernández-González et al, 2025). Creating activities that foster engagement, while communicating with respect and patience, reinforces the sense of safety and encourages emotional growth (Subedi, 2025).

Additionally, literature highlights that supportive and stable environments help reduce negative behaviors and emotional distress among vulnerable children (Merrick et al, 2020). Consistent guidance, calm communication, and genuine care from caregivers promote resilience and self-regulation, mitigating the effects of prior trauma or neglect (Summersett Williams, 2025). Establishing trustful relationships within a stable setting allows children to experiment with prosocial behaviors, build life skills, and gradually adopt healthier coping strategies (Ronen, 2021). Overall, the research underscores that environmental stability and emotional support are fundamental components in helping

CICL and CAR navigate challenges and move toward positive life trajectories (Magalhães, 2024).

Encouraging Constructive Discipline and Personal Growth. Encouraging constructive discipline while supporting personal growth is a crucial approach in guiding Children in Conflict with the Law (CICL) and Children at Risk (CAR) toward responsible behavior and positive life choices (Valencia et al., 2025; Yang et al., & Ding, 2023; Cui & Lan, 2020). Effective caregiving goes beyond mere punishment, focusing instead on teaching accountability, fairness, and self-awareness. By combining firm guidance with patience, care, and understanding, caregivers help children recognize the consequences of their actions while encouraging them to leave behind negative habits or traits acquired from past experiences (Valencia et al., 2025; Yang et al., 2023). This approach allows children to develop personal responsibility, self-discipline, and the confidence needed to make better decisions, fostering both behavioral correction and holistic growth (Cui & Lan, 2020; Xiang et al., 2022).

Research indicates that children respond best to discipline that is consistent, fair, and delivered with empathy (Valencia et al., 2025; Yang et al., 2023). Studies show that overly harsh punishment often leads to resistance, defiance, or fear, whereas supportive guidance encourages trust, cooperation, and positive engagement (Cui & Lan, 2020; Yang et al., 2023). Constructive discipline involves explaining the reasons behind rules, setting clear expectations, and reinforcing positive behaviors, which helps children internalize lessons and adopt healthier behavioral patterns (Valencia et al., 2025; Xiang et al., 2022). In youth care settings, this approach fosters self-regulation and accountability, promoting

long-term behavioral improvements rather than short-term compliance (Yang et al., 2023; Cui & Lan, 2020).

Moreover, literature emphasizes that linking discipline to personal growth enhances the rehabilitative outcomes of at-risk youth (Valencia et al., 2025; Yang et al., 2023). Providing children with opportunities to reflect on their choices, develop life skills, and receive constructive feedback fosters resilience, self-esteem, and adaptive coping strategies (Cui & Lan, 2020; Xiang et al., 2022). When caregivers address both the misbehavior and the underlying challenges children face, they create a learning environment that supports emotional, social, and moral development (Valencia et al., 2025; Yang et al., 2023). Ultimately, constructive discipline paired with encouragement for personal growth equips CICL and CAR with the tools to break cycles of negative behavior and develop the skills necessary for a productive and responsible future (Cui & Lan, 2020; Valencia et al., 2025).

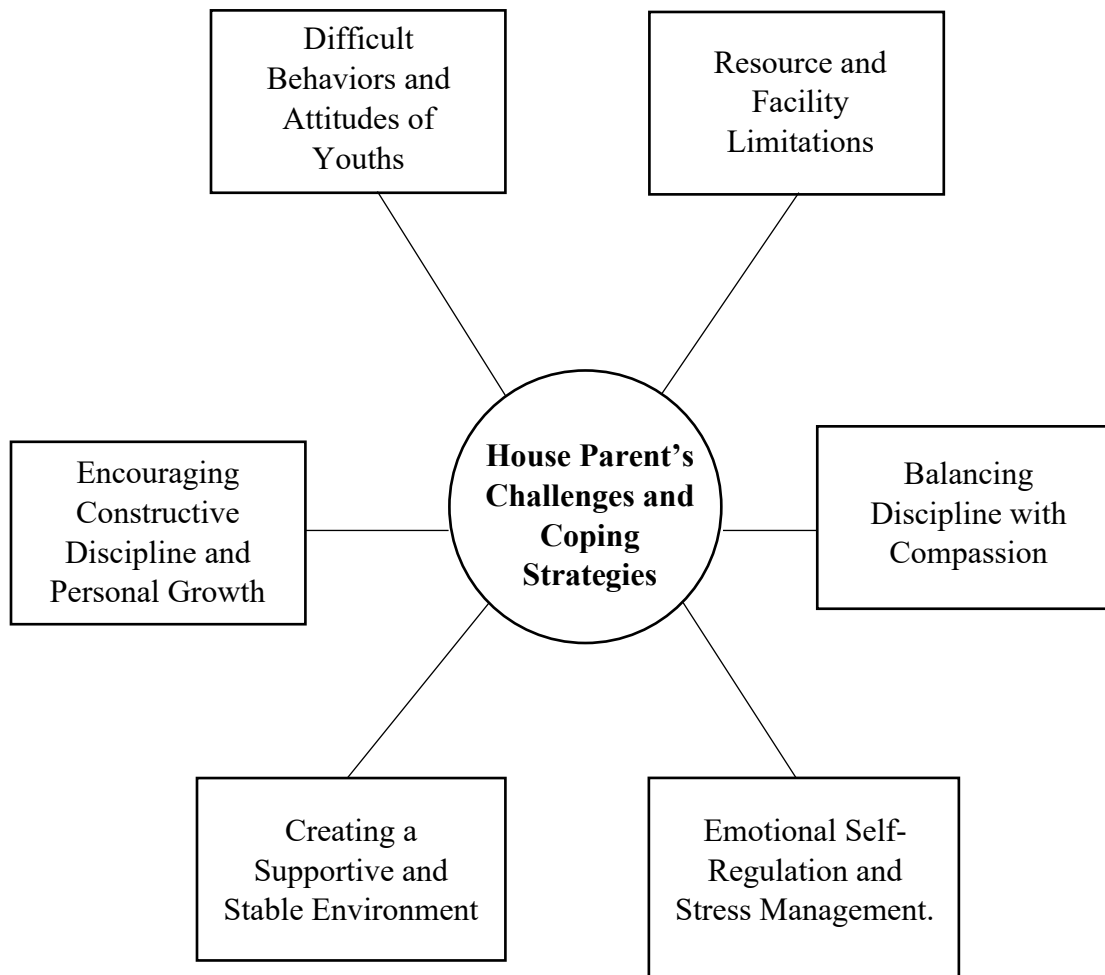


Figure 1. *Schematic Diagram of the Study*

Objectives of the Study

This research investigated the challenges faced by house parents in their caregiving roles at Pag-asa Youth Home and how these challenges affect their ability to support Children in Conflict with the Law (CICL) and Children at Risk (CAR).

1. Explore the challenges faced by house parents in their caregiving roles at Bahay Pag-asa, particularly in managing children in conflict with the law and those at risk.
2. Identify the coping strategies and mechanisms employed by house parents to manage the emotional and psychological demands of their work
3. Determine the coping strategies influence the ability of the house parents to effectively support the rehabilitation of CICL and CAR.

Significance of the Study

This study aimed to give voice to the house parents of Pag-asa Youth Home, who dedicated their time and compassion to caring for Children in Conflict with the Law (CICL) and Children at Risk (CAR). By exploring their daily challenges, emotions, and coping strategies, the research sought to shed light on the unseen struggles behind their caregiving roles. Understanding their experiences helped improve support systems, training, and institutional policies that made their work more manageable and fulfilling. More importantly, the study recognized the heart and resilience of house parents, showing that their guidance, patience, and love played a powerful role in helping children rebuild their lives and find hope for a better future.

RESEARCH METHODOLOGY

Design

This study employed a qualitative research design, specifically utilizing a phenomenological approach to explore and understand the lived experiences of house parents in their caregiving roles at Pag-asa Youth Home of Bahay Pag-asa. Drawing on Moustakas' transcendental phenomenology (1994), the research focused on uncovering the essence of these experiences by reflecting on and analyzing the house parents' personal narratives in caring for Children in Conflict with the Law (CICL) and Children at Risk (CAR).

The phenomenological method was chosen for this study as it best captures and analyzes the house parents lived experiences in their caregiving roles within a challenging environment. Focusing on the subjective meaning and essence of their experiences, this approach goes beyond surface descriptions to reveal how they interpret, manage, and respond to emotional and relational challenges. Through emphasizing first-hand narratives, it highlights their coping strategies, emotional resilience, and balance between discipline and compassion, ensuring their voices remain central offering insights beyond what quantitative methods can provide.

Setting

The study was conducted in one of the Pag-asa Youth Home, within the province of Misamis Occidental. The facility serves as a temporary shelter and rehabilitation center for Children in Conflict with the Law (CICL) and Children at Risk (CAR), providing structured routines, counseling, skills training, and educational support to help them

reintegrate into society. It includes living quarters, staff offices, and common activity areas where daily programs and interactions take place. The house parents, who reside within or near the facility, act as primary caregivers responsible for guiding, supervising, and mentoring the children under their care. Working in an emotionally demanding environment, they balance discipline, empathy, and trauma-informed care while fostering safety and belonging among the youth. This setting offered an ideal context for exploring the lived experiences of house parents, as it reflects both the structured nature of institutional caregiving and the emotional complexity of supporting vulnerable children within a rehabilitative environment.

Participants

The participants in this study were nine (9) house parents from Pag-asa Youth Home. The participants were related through purposive sampling following the criteria: (1) currently serving as a house parent at Pag-asa Youth Home, (2) with at least six months of experience in the role, (3) willing to share personal experiences and insights.

Instruments

The research adopted a semi-structured interview guide for data generation, which was divided into three sections. The first section included introductory demographic questions such as age, length of service at Bahay Pag-asa, and any previous caregiving experience. The second section explored the house parents' lived experiences, focusing on emotional challenges, relationship dynamics, and the specific obstacles they faced in providing care for children with traumatic backgrounds. The third section contained questions centered on the coping strategies and support mechanisms used by house parents

to manage the emotional demands of their work, as well as their perceptions of the training and resources available to them.

To ensure comprehensive data collection, face-to-face, in-depth interviews were conducted to obtain rich and nuanced information. The interview guide underwent a thorough review by the College Research Committee to ensure compliance with ethical standards and to safeguard the rights and well-being of the participants. Additionally, focus group discussions were held to foster peer dialogue among house parents, further enriching data collection and revealing common themes in their experiences. Observational checklists were also used to supplement data on interactions between house parents and children, enhancing the overall understanding of the caregiving environment.

Data Gathering Procedure

Before the actual interviews, approval was obtained from the dean of the College of Criminology. The researcher also secured formal permission from the administration of Pag-asa Youth Home to conduct the study on the experiences of house parents in the rehabilitation center. A request letter was submitted to local authorities to ensure compliance with necessary regulations.

The researcher then identified potential participants among house parents currently employed at Pag-asa Youth Home. Detailed information about the purpose of the study, the interview process, and participants' rights was provided to them. Informed consent was obtained from each house parent, ensuring that their participation was voluntary and that they fully understood the objectives and procedures of the study.

To preserve the integrity of the data gathered, all interviews and focus group discussions were audio-recorded (with participants' consent) and transcribed verbatim.

Field notes and observational checklists were also compiled to supplement the recordings. All data files, including audio recordings, transcripts, and notes, were stored in password-protected digital folders, while hard copies were kept in a secure, locked cabinet accessible only to the researcher. To protect confidentiality, participants' names were not used in any transcripts or reports; instead, pseudonyms or codes were assigned. Data were retained for a limited period of five years, after which all digital files were permanently deleted, and hard copies were properly disposed of through shredding. This ensured that the privacy and dignity of the participants were upheld while maintaining the ethical standards of the research.

Ethical Considerations

Throughout the research process, ethical standards were strictly observed to protect the dignity and rights of the participants. The study was reviewed and approved by the College Research Committee, and informed consent forms were secured from the house parents of Pag-asa Youth Home to ensure their voluntary participation and understanding of the research purpose. Confidentiality and privacy were guaranteed, with in-depth interviews conducted in private settings chosen by the participants to foster a safe and open environment for discussion. All data were transcribed, and audio recordings were deleted immediately after transcription, while identifying information was securely stored and destroyed upon completion of the study, in full compliance with the Data Privacy Act of 2012 (Republic Act No. 10173).

Data Analysis

This study employed a qualitative phenomenological approach to explore the lived experiences of house parents at Pag-asa Youth Home in Ozamiz City. The analysis

followed Moustakas' (1994) phenomenological reduction method, which consists of six systematic steps: (1) Epoche (Bracketing), (2) Horizontalization, (3) Clustering into Themes, (4) Textural Description, (5) Structural Description, and (6) Textural-Structural Synthesis.

In the *bracketing* phase, the researcher engaged in epoche by setting aside personal biases, assumptions, and preconceptions regarding the roles and experiences of house parents. This process ensured that the analysis remained faithful to the authentic voices of the participants, allowing their lived realities to emerge without researcher influence.

During *horizontalization*, all significant statements relevant to the house parents' caregiving experiences were extracted from the interview transcripts. Each statement was treated with equal importance to preserve the richness of their narratives. Irrelevant or repetitive responses were eliminated, leaving meaningful "horizons" that revealed insights into the emotional challenges, relational dynamics, and daily struggles encountered by house parents in caring for Children in Conflict with the Law (CICL) and Children at Risk (CAR).

These horizons were then *clustered into themes* that represented common patterns and shared meanings among participants. Recurring ideas included emotional resilience, balancing discipline and empathy, managing stress, fostering trust and connection with the children, and coping with limited resources and institutional constraints.

Textural descriptions were developed to illustrate what the house parents experienced, using their own words and direct quotations to depict their caregiving realities. These descriptions highlighted their compassion, patience, and perseverance

while dealing with the emotional and behavioral complexities of the children under their care.

Structural descriptions explained how these experiences occurred by examining the contextual and situational factors that shaped their caregiving practices. This included the organizational environment of Pag-asa Youth Home, the trauma-informed care framework, and the socio-emotional demands of maintaining both structure and empathy within a rehabilitation setting.

Finally, *the textural-structural synthesis* integrated both dimensions to capture the overall essence of the house parents' lived experiences. This synthesis revealed the emotional, psychological, and social meanings of caregiving in a rehabilitative context emphasizing how house parents navigated the challenges of trauma-informed care, maintained emotional balance, and found purpose in their vital role of guiding and supporting the children toward personal growth and rehabilitation.

RESULTS AND DISCUSSION

This section presents and critically examines the findings of the study based on the lived experiences of house parents caring for Children in Conflict with the Law (CICL) and Children at Risk (CAR) at Pag-asa Youth Home. Through qualitative analysis of the interview data, six predominant themes emerged, capturing the core challenges, coping mechanisms, and caregiving practices involved in youth rehabilitation. These themes include: (1) Difficult Behaviors and Attitudes of Youths, characterized by stubbornness, defiance, and resistance to authority; (2) Resource and Facility Limitations, such as inadequate medical support, educational resources, and basic necessities; (3) Balancing Discipline with Compassion, reflecting the need to uphold rules while demonstrating empathy and understanding; (4) Emotional Self-Regulation and Stress Management, highlighting caregivers' efforts to remain calm and emotionally stable; (5) Creating a Supportive and Stable Environment, centered on safety, trust, and a sense of belonging; and (6) Encouraging Constructive Discipline and Personal Growth, which focuses on fostering accountability, responsibility, and positive behavioral change.

Taken together, these themes demonstrate that the rehabilitation of CICL and CAR is a complex and multifaceted process influenced by behavioral, emotional, and structural factors. The findings suggest that effective caregiving in institutional settings extends beyond disciplinary control and requires emotional resilience among caregivers, sufficient resources, and a nurturing environment that supports healing and development. By integrating participants' narratives with relevant literature, this section provides a deeper interpretation of how these interrelated themes shape caregiving practices and influence rehabilitation outcomes among at-risk youth.

Difficult Behaviors and Attitudes of Youths

Children in Conflict with the Law (CICL) and Children at Risk (CAR) often exhibit difficult behaviors that make caregiving a persistent challenge. These behaviors such as stubbornness, defiance, frequent arguments, and resistance to authority are not merely acts of misbehavior but reflections of deeper emotional wounds shaped by neglect, broken family relationships, and negative social influences. At Pag-asa Youth Home, house parents consistently encounter youths whose attitudes complicate communication, discipline, and guidance. These challenges reveal that the children's behaviors are rooted in lived experiences that extend beyond the institution. Understanding these patterns is essential in appreciating the demanding yet meaningful role of house parents in rehabilitation.

House parents described encountering a wide range of difficult behaviors among the youths under their care. P1 shared that many of the children are stubborn and quick to argue, yet emphasized the importance of trying to understand them rather than responding with frustration. P2 observed that the youths display varying attitudes, with some insisting on doing things their own way and others frequently engaging in arguments. Similarly, P3 noted that some children are hard-headed, outspoken, and resistant to authority, often challenging guidance given to them. P4 explained that quarrels among children and confrontational behavior toward caregivers make communication especially difficult, as many youths are not easily reasoned with.

Meanwhile, P5 highlighted that several children struggle academically and carry negative traits such as dishonesty and argumentative behavior from their past environments, further complicating caregiving efforts. These experiences illustrate how

behavioral challenges are deeply intertwined with the children's personal histories and unmet developmental needs. These are evident in the responses of the participants during the interview conducted:

"Many of them are stubborn and quick to argue, but I try my best to understand them." (P1)

"Just like my co-workers, I also notice that the children who come here have very different attitudes. Some are very stubborn, some want to do things their own way, and others are quick to argue."(P2)

"Their attitudes are always different. Some are very hard-headed, some try to control their own decisions, and some are quick to talk back."(P3)

"The most common challenge he encounters is when the children become stubborn, quarrel with each other, and sometimes challenge him, which makes it difficult to talk to them since their way of thinking is still confusing and they are not easily reasoned with."(P4)

"The services I provide to the children mostly involve life skills training such as teaching them basic electrical wiring, welding, how to use a mitre saw, and sometimes even math, because many of them struggle with it, especially since most of them are older but only have elementary-level education, and some have not even reached senior high school. I also take time to talk to them about their attitudes and behavior, since they have different personalities some are argumentative, some are outspoken, and many of them tend to lie, a trait they often carry from outside the center."(P5)

Existing literature supports these observations, showing that CICL and CAR commonly exhibit stubbornness, defiance, dishonesty, and resistance to authority (Incleto et al., 2024). These behaviors are often rooted in experiences of family breakdown, neglect, poverty, and exposure to negative peer influences rather than simple disobedience (Bear, 2024). Low educational attainment further contributes to frustration and low self-esteem, which may manifest as disruptive conduct and argumentative behavior (Ouyang, 2023). Such patterns indicate that behavioral issues are expressions of deeper personal and social

struggles. As a result, caregivers are required to extend patience and consistent guidance beyond traditional disciplinary approaches (Zhang & Ngai, 2024).

Studies show that children and adolescents who experience family breakdown, poverty, neglect, or exposure to negative peer groups are more likely to develop behavioral issues such as defiance, aggression, dishonesty, and resistance to authority (Urbano et al., 2023). Research highlights that these difficult behaviors are often coping mechanisms rooted in trauma and unmet emotional needs rather than simple (Hamid, 2024). According to juvenile rehabilitation literature, Children in Conflict with the Law (CICL) and Children at Risk (CAR) frequently exhibit patterns of stubbornness, impulsivity, and conflict with peers or adults, which complicate efforts toward reform (Dardas, 2025).

Furthermore, low educational attainment and lack of life skills intensify these challenges, as frustration and low self-esteem can manifest in disruptive conduct (Ogundele, 2018). These findings emphasize that difficult attitudes among at-risk youth are shaped by both personal and environmental factors, and effective caregiving requires a balance of discipline, emotional support, and structured guidance to foster positive behavioral change (Lamari-Fisher & Bond, 2021)

The difficult behaviors of CICL and CAR can be understood through trauma theory, social learning theory, and attachment theory. Trauma theory explains how neglect, abuse, and family disruption impair emotional regulation, often leading to aggression and defiance (Mambra & Kotian, 2024). Social learning theory emphasizes that children replicate behaviors observed in their families or peer groups, allowing negative attitudes to persist within institutional settings (Khadka, 2024). Attachment theory further suggests that inconsistent caregiving weakens trust in authority figures, resulting in oppositional

behaviors (Bosmans et al., 2022). Together, these theories clarify that such behaviors are adaptive responses to past experiences rather than intentional misconduct.

These findings was significant because they reveal that the youths' difficult behaviors function as coping mechanisms for unresolved emotional needs. Viewing misbehavior as a response to trauma allows caregivers to shift from punitive reactions to supportive interventions. This understanding helps institutions design rehabilitation strategies that integrate structure, empathy, and emotional guidance. When caregivers recognize the roots of these behaviors, they are better equipped to respond constructively. Ultimately, this approach strengthens the rehabilitation process and promotes healthier behavioral outcomes.

The behaviors and attitudes of CICL and CAR have important implications for caregiving and rehabilitation. Discipline alone is insufficient when children carry emotional wounds from neglect and negative influences. Instead, caregivers must balance firm guidance with compassion to help youths develop accountability while feeling supported. Creating a safe and understanding environment encourages trust and openness to change. Without addressing these behaviors holistically, the risk of continued behavioral problems and unsuccessful reintegration remains high.

Resource and Facility Limitations

One of the major challenges in supporting CICL and CAR is the lack of adequate resources and facilities within care centers. Limited access to proper beds, medical services, educational materials, and other basic necessities makes it difficult to provide the children with the stability and support they need for effective rehabilitation. House parents at Pag-asa Youth Home face serious challenges due to the lack of essential resources and

facilities needed to properly support CICL and CAR. They report shortages in medical support, educational resources, and even the most basic necessities like proper beds and personal storage. Many children are forced to sleep on simple foams instead of safe and adequate double-deck beds, while the absence of secure cabinets for their belongings creates further issues. These limitations not only affect the children's comfort and well-being but also hinder their rehabilitation, as the lack of proper support and learning materials makes it harder to provide the stability and opportunities they need for personal growth and positive change.

House parents at Pag-asa Youth Home shared their personal experiences regarding these challenges, providing insight into how resource limitations impact their daily caregiving. P2 expressed the difficulty of working in an environment with insufficient supplies, stating that many needs are still lacking, including medical support, educational resources, and basic items like beds. P3 highlighted multiple gaps in facilities and education, noting that there are not enough medical resources and that the children's education still has many deficiencies. P5 added that inadequate facilities affect both comfort and organization, mentioning insufficient beds for minors and the lack of safe cabinets for their clothes. These are evident in the responses of the participants during the interview conducted:

"What makes the work challenging are the many needs that are still lacking here, such as medical support, educational resources, and even basic supplies like beds." (P2)

"The challenges we face here are plenty. There are not enough medical resources, and their education still has many gaps. Even basic needs such as proper beds and supplies are lacking." (P3)

“In terms of limitations, our facilities are lacking we have insufficient beds for minors, as many only sleep on foams instead of proper double-deck beds, and they do not have enough safe cabinets for their clothes, which creates issues.”(P5)

The lack of resources and proper facilities creates real struggles in caring for Children in Conflict with the Law (CICL) and Children at Risk (CAR) (Mhizha & Nhedzi, 2023). Many youth centers face shortages in medical support, learning materials, and even the most basic needs like safe beds and proper storage for the children’s belongings (Tan et al., 2024). Some of them sleep only on foams, while others share limited supplies, which affects not only their comfort but also their sense of dignity and stability (Zingwe, 2025). These gaps make it harder for caregivers to provide consistent support and meaningful rehabilitation, as the children are left with fewer opportunities to learn and grow in a nurturing environment (Urbano et al., 2023). Without addressing these needs, the children may continue to feel neglected, even in a place meant to guide and protect them, making it more difficult for them to heal and choose a better path forward (Gomonod, et al., 2025).

Research shows that when youth centers lack enough resources and proper facilities, it becomes much harder to support the rehabilitation of Children in Conflict with the Law (CICL) and Children at Risk (CAR) (Mhizha & Nhedzi, 2023). Without basic needs like safe beds, medical care, and learning materials, children may feel neglected and discouraged, which affects both their physical well-being and emotional growth (Tan et al., 2024). Studies also point out that overcrowded spaces, limited supplies, and gaps in education reduce their chances of developing important life skills and make it more difficult for them to build hope for a better future (Zingwe, 2025). When the environment is unstable or lacking in support, young people are less likely to trust the system that is supposed to help them (Urbano et al., 2023). This highlights the importance of providing

adequate resources and proper facilities so that children can experience care, stability, and opportunities that truly guide them toward positive change (Gomonod et al., 2025).

The challenges associated with inadequate resources can be understood through Maslow's hierarchy of needs, which emphasizes that basic physiological and safety needs must be met before higher-level development can occur (Carroll et al., 2025). When children lack safe sleeping arrangements, access to medical care, and educational support, and their sense of security is compromised (Barrett et al., 2024). This instability affects emotional regulation, trust, and engagement in rehabilitation programs (Loomis et al., 2023). Caregivers are likewise constrained in delivering consistent guidance when fundamental needs remain unmet (Gholami et al., 2025). From this perspective, effective rehabilitation requires not only behavioral interventions but also an environment that sufficiently addresses basic human needs.

These findings was significant because they highlight how insufficient resources undermine both caregiving effectiveness and youth development. Existing studies indicate that shortages in facilities, overcrowding, and limited learning materials reduce opportunities for skill development and weaken motivation for positive change. Without adequate support, children may experience discomfort and discouragement, which can negatively affect their emotional growth. Recognizing these limitations emphasizes the importance of institutional investment in basic infrastructure. Addressing resource gaps strengthens the foundation for meaningful rehabilitation.

The lack of resources and facilities in youth centers has serious implications for the rehabilitation of Children in Conflict with the Law (CICL) and Children at Risk (CAR). When children do not have access to basic needs such as proper beds, medical care, or

educational materials, their well-being and growth are compromised, making it harder for them to focus on learning and positive change. These gaps can also lead to feelings of neglect, frustration, or hopelessness, which may hinder their trust in caregivers and the rehabilitation process itself. For house parents, the shortage of resources adds extra strain, limiting their ability to provide consistent care and meaningful activities for the children. This implies that addressing resource and facility limitations is not just a matter of comfort but a crucial step in ensuring that the environment truly supports healing, development, and successful reintegration into society.

Balancing Discipline with Compassion

Supporting Children in Conflict with the Law (CICL) and Children at Risk (CAR) is never just about setting rules; it also involves showing care and understanding. House parents often need to balance being firm when guiding behavior while still offering compassion so that the children feel valued and supported. Balancing firmness with empathy allows caregivers to enforce rules effectively while attending to the youths' emotional needs. This approach recognizes that the children come with diverse personalities and past experiences, often carrying negative traits from their environments, yet they can still be guided toward positive behavioral change when discipline is applied with care and understanding.

House parents at Pag-asa Youth Home shared their personal experiences regarding how they balance discipline with compassion in daily caregiving. P1 emphasized the need to combine firmness with empathy, stating, "That is why I try to balance being firm and being compassionate." P2 highlighted that learning to balance rules with understanding was key to managing the children effectively, noting, "In dealing with them, I learned to

balance firmness with compassion.” P3 shared that years of experience showed that the best approach is a combination of discipline and empathy. P4 described how he addresses aggressive or uncooperative behaviors by calmly talking to the youth about rule violations and reminding them of consequences. P5 added that individualized conversations are important, as some children are argumentative or outspoken and may carry negative traits from outside the center; caregivers must consistently encourage them to leave those behaviors behind. These are evident in the responses of the participants during the interview conducted:

“That is why I try to balance being firm and being compassionate.”(P1)

“In dealing with them, I learned to balance firmness with compassion.”(P2)

“Because of my long experience, I have learned that the best way to handle them is to balance discipline with compassion.”(P3)

“In handling aggressive or uncooperative youth, his strategy is to talk to them properly and calmly, especially when they violate the rules inside the center, reminding them that what they did was wrong and should not be repeated, and since there are rules in the center, they must follow them.”(P4)

“I also take time to talk to them about their attitudes and behavior, since they have different personalities some are argumentative, some are outspoken, and many of them tend to lie, a trait they often carry from outside the center. Because of this, I continuously encourage them to change these behaviors, reminding them not to bring the negative traits from outside into the center because those will not help them in their future.”(P5)

Balancing discipline with compassion is a crucial approach in the rehabilitation of Children in Conflict with the Law (CICL) and Children at Risk (CAR), as it allows caregivers to enforce rules while still nurturing the children’s emotional needs (Urbano et al., 2023). Research highlights that discipline provides structure and boundaries, which are essential for shaping responsible behavior and fostering accountability (Gomonod et al.,

2025). However, when discipline is paired with compassion, it helps reduce resistance, builds trust, and makes corrective actions more effective (Desautels, 2020). Instead of instilling fear, this method promotes understanding and encourages children to reflect on their actions while feeling supported in making positive changes (Mendenhall et al., 2021). By combining firmness with empathy, caregivers can create an environment that not only corrects misbehavior but also guides the children toward personal growth and reintegration into society (Reese, 2022).

Studies highlight that caring for at-risk youth works best when discipline is balanced with compassion (Symth, 2023). Discipline helps provide structure, clear rules, and accountability, but when it is paired with empathy, children are more likely to listen and respond positively (Gomonod et al., 2025). Research also shows that being overly strict or punitive can create resistance and mistrust, while compassionate discipline builds trust, cooperation, and a stronger connection between caregivers and the youth (Vusio et al., 2025). This balance not only helps reduce conflicts but also creates a supportive environment where children feel guided rather than punished, making it easier for them to grow and change for the better (Urbano et al., 2023).

The scarcity of resources and facilities can be interpreted through Maslow's hierarchy of needs, which asserts that basic physiological and safety needs must be met before higher-level growth and development can occur (Ashraf, 2023). Without access to safe sleeping arrangements, medical care, and learning materials, children struggle to feel secure, which impedes emotional stability, trust, and engagement in rehabilitation programs. Caregivers' ability to provide consistent guidance is also constrained when fundamental needs are unmet (Gill et al., 2020). These theoretical perspectives highlight

that effective rehabilitation is not solely dependent on behavioral interventions but also on creating a supportive infrastructure that addresses essential needs.

These findings was significant because they illustrate that inadequate resources compromise both caregiving effectiveness and youth development. House parents' accounts and supporting literature show that overcrowded spaces, limited supplies, and gaps in education reduce opportunities for skill-building and hinder the development of hope, self-esteem, and resilience (Tan et al., 2024; Zingwe, 2025; Urbano et al., 2023). Recognizing these limitations emphasizes the need for institutional support and investment in basic infrastructure. Ensuring access to essential facilities and resources directly strengthens the capacity of caregivers to deliver consistent and meaningful rehabilitation interventions.

Balancing discipline with compassion has important implications for the rehabilitation of CICL and CAR. When caregivers apply rules with empathy, they create an environment where children feel respected and understood, making them more open to change. This approach also strengthens trust and communication, which are essential in guiding youth to unlearn negative behaviors and develop healthier coping skills. On the other hand, relying solely on strict discipline risks alienating the children, while excessive leniency may fail to teach accountability. Thus, finding the right balance ensures that rehabilitation becomes both corrective and supportive, increasing the chances of long-term positive transformation.

Emotional Self-Regulation and Stress Management

Caring for Children in Conflict with the Law (CICL) and Children at Risk (CAR) can be emotionally overwhelming, which is why house parents need to manage their own

stress and emotions effectively. By practicing emotional self-regulation, they are better able to remain calm, patient, and understanding even in difficult situations, allowing them to provide consistent and supportive care. Managing stress ensures that caregivers respond thoughtfully rather than reactively, creating a stable environment that promotes the children's growth and rehabilitation. Emotional self-regulation also helps caregivers maintain focus on their role, modeling healthy coping behaviors and demonstrating resilience for the youths under their care.

House parents at Pag-asa Youth Home shared their personal experiences regarding the importance of emotional self-regulation and stress management in daily caregiving. P1 discussed reminding colleagues that change in children is gradual, stating, "I always remind them that some people come and go and not everyone will change. What matters is that we do our part to help while we can, and then we let go and trust God." P2 emphasized setting aside personal problems, noting, "The children are already carrying heavy burdens of their own, and it would not help if they saw me being weak." P3 explained that despite personal hardships, he shows calmness and strength to the children. P4 described coping with stress by using small distractions, like browsing social media, to ease his mind. P5 added that stepping aside when feeling overwhelmed prevents stress from negatively affecting the children. These are evident in the responses of the participants during the interview conducted:

"I have seen my co-workers break down in frustration because of the children's stubbornness. I always remind them that some people come and go and not everyone will change. What matters is that we do our part to help while we can, and then we let go and trust God."(P1)

“One thing I always remind myself is not to bring my personal problems from home into this place. The children are already carrying heavy burdens of their own, and it would not help if they saw me being weak.”(P2)

“Despite the difficulties, I never allow my personal problems to affect my work. At my age, I have already faced many hardships in life, but I know these children are already carrying heavy burdens of their own. So I try to show them strength and calmness.”(P3)

“When it comes to coping with stress, he relieves himself by using his cellphone, browsing Facebook, or doing other things so that his mind is not always focused on the children’s misbehavior, which helps him lessen the stress.”(P4)

“To cope with stress, I remind myself to set aside my personal problems so they do not affect how I deal with the children, because if I carry my stress into my work, I might say something harmful to them, so I choose instead to step aside and avoid interactions when I feel down so that I do not negatively impact them.”(P5)

Emotional self-regulation and stress management are essential for caregivers who work closely with CICL and CAR, as the role often comes with daily challenges that can easily lead to frustration or burnout (Folk et al., 2025). Staying calm and composed during moments of conflict allows them to guide the children without letting emotions get in the way, making their support more effective and meaningful (Zakeri et al., 2023). Simple coping practices, like setting aside personal worries, taking breaks, or doing small activities that ease the mind, help them maintain balance and avoid carrying stress into their caregiving (Lee & Kim, 2022). Through managing their own emotions, caregivers are able to create a more stable and reassuring environment, giving the children a sense of safety and consistency that encourages growth and positive change (Humphreys et al., 2022).

Research shows that being able to manage emotions and stress is one of the most important skills for caregivers working with vulnerable youth (Kalogeratos et al., 2024). Caregivers who can stay calm and patient in the face of difficult behaviors are less likely

to burn out and more able to provide steady support that children can rely on (Smith et al., 2022). Studies also point out that when caregivers set aside their personal struggles while at work, they give the children a sense of stability that many of them may have never experienced before (Vos et al., 2021; Avieli et al., 2022). Healthy coping strategies like mindfulness, relaxation, or seeking support from others not only protect the caregiver's own well-being but also strengthen their ability to connect with and guide the youth (Casu et al., 2021). This highlights how emotional balance in caregivers directly shapes the quality of care and the success of rehabilitation for CICL and CAR (Barchus et al., 2023).

The ability of caregivers to regulate their emotions and manage stress can be understood through emotional self-regulation theory, which emphasizes the capacity to control and adjust emotional responses to maintain goal-directed behavior in challenging situations (Richards & Bain, 2024). In the context of rehabilitation, this theory suggests that caregivers' ability to manage frustration and maintain composure directly influences the emotional climate of the institution, shaping the children's responses and engagement in therapeutic activities (Thompson, 2023). Emotional self-regulation also connects with stress coping frameworks, which highlight strategies such as problem-focused coping, emotion-focused coping, and seeking social support to maintain psychological well-being under pressure (Bondarchuk et al., 2024). Together, these theoretical perspectives explain why caregiver emotional management is vital for fostering a nurturing and stable environment for at-risk youth.

These findings were significant because they highlight that caregivers' ability to manage their own emotions directly impacts both the children's growth and the effectiveness of rehabilitation interventions. Accounts from house parents reveal that when

stress is managed well, caregivers can maintain patience, model healthy coping behaviors, and provide consistent guidance. Conversely, unmanaged stress may lead to frustration, negative interactions, or burnout, which can compromise the children's sense of safety and trust. Recognizing the importance of emotional self-regulation emphasizes the need for caregiver training and institutional support in stress management strategies.

The ability of caregivers to regulate emotions and manage stress has important implications for the rehabilitation of CICL and CAR. When caregivers remain calm and composed despite challenges, they model positive coping behaviors that children can adopt, helping them develop healthier ways to deal with frustration and conflict. This stability fosters trust, enhances communication, and ensures that children feel safe, which is essential for rehabilitation. On the other hand, unmanaged stress can result in harsh reactions or inconsistent care, negatively affecting children's emotional well-being. Therefore, investing in caregiver well-being and providing support for stress management is crucial to ensure consistent, compassionate care that fosters positive behavioral change and successful reintegration.

Creating a Supportive and Stable Environment

Creating a supportive and stable environment is essential in guiding Children in Conflict with the Law (CICL) and Children at Risk (CAR) toward rehabilitation and positive change. A safe and nurturing atmosphere helps the children feel valued and secure, providing the foundation they need to rebuild trust, develop healthier behaviors, and respond positively to guidance. Stability and support from caregivers allow the children to gradually overcome past neglect or trauma, while consistent care encourages the

development of social, emotional, and cognitive skills necessary for reintegration into society.

House parents at Pag-asa Youth Home shared their personal experiences regarding their efforts to create a supportive and stable environment. P1 emphasized holding youths close, showing love, and disciplining when necessary while treating all children equally, regardless of their background. P2 discussed staying positive and engaging the children in activities to uplift their mood, recognizing that visible stress or worry could negatively affect the children. P3 highlighted sharing wisdom and life lessons about respect, hard work, and personal growth to make the children feel that someone genuinely cares for them. P4 noted that calm and respectful communication is far more effective than harsh scolding, as it prevents children from becoming aggressive or withdrawn. P5 added that comforting children during moments of loneliness, checking on their concerns, and maintaining family connections fosters a sense of belonging. These are evident in the responses of the participants during the interview conducted:

“My way is to hold the youths close, show them love, and discipline them when necessary. I treat them fairly because for me, there are no rich or poor here, all are equal.”(P1)

“I also make sure to show them that I am happy in taking care of them. If they see me worrying or stressed, it might affect them too. That is why I try to stay positive, neutral, and create activities that will make them feel happy and engaged.”(P2)

“I make them feel that someone truly cares for them. I also share with them the wisdom I have gained over the years. Simple lessons about life, respect, and hard work are things I try to pass on to them.”(P3)

“He emphasized that children should not be scolded or shouted at harshly, because this will only trigger them to become more aggressive, so the best approach is to talk to them in a calm and respectful way to help them settle down.”(P4)

“Sometimes they feel rejected and lonely, so we comfort them, ask about their problems, and even contact their parents to check why they are not visiting.”(P5)

Existing literature supports these practices, indicating that creating a stable and nurturing environment helps CICL and CAR feel safe, valued, and understood, particularly given that many have faced neglect, instability, or trauma in their lives (Becker, 2023; Sachs, 2023). Treating children with fairness, care, and patience encourages trust in caregivers and allows youths to open up about their struggles (Burke & Leben, 2024). Engaging them in meaningful activities and communicating calmly also reduces feelings of loneliness, rejection, and aggression (Davis, 2024). Consistent support, love, and guidance create the foundation for children to heal, build resilience, and gradually make better choices (Fay, 2024; Modak et al., 2023).

Research shows that having a supportive and stable environment is essential for at-risk children to heal and grow (Merrick et al., 2020). When children experience consistent care, kindness, and fair treatment, they are more likely to trust adults, build self-confidence, and develop positive social skills (Young-Eisendrath, 2025). Studies also highlight that involving children in meaningful activities and communicating with them calmly helps reduce feelings of loneliness, rejection, and aggression (Elballah & Alsayed 2025). Through the creation of a safe and nurturing environment, caregivers give these children the stability and encouragement they need to overcome past challenges and make better choices for their future (Henning, 2025; Ulianova et al., 2025).

The importance of creating a supportive and stable environment can be anchored in Bronfenbrenner’s ecological systems theory, which emphasizes that a child’s development is shaped by interactions within their immediate environment, including family, caregivers, and institutional settings (Abellanos et al., 2025). A stable

microsystem that provides care, consistent rules, and emotional support allows children to build trust and resilience, while disruptions in this environment can hinder social, emotional, and cognitive development (Masten, 2020). This theoretical perspective underscores why consistent and nurturing caregiving is critical for CICL and CAR.

These findings was significant because they illustrate how a stable and supportive environment promotes trust, emotional security, and positive behavioral change in children. Participants' experiences highlight that when caregivers provide fairness, love, engagement, and calm communication, children respond by opening up, learning life lessons, and regulating their emotions more effectively. In contrast, lack of support or harsh interactions may trigger aggression, withdrawal, or mistrust, compromising rehabilitation outcomes. Recognizing these factors underscores the critical role of caregivers in shaping the environment for optimal youth development.

Creating a supportive and stable environment has important implications for the rehabilitation of CICL and CAR. Children who feel safe, valued, and cared for are more likely to respond positively to guidance and discipline, which enhances emotional, social, and cognitive development. Consistency and nurturing relationships reduce feelings of loneliness, rejection, and aggression, fostering trust and openness with caregivers. For rehabilitation programs, this means that investing in structured activities, caregiver training, and fair treatment is not just beneficial it is essential for helping children heal, build resilience, and make lasting positive changes in their behavior and outlook on life.

Encouraging Constructive Discipline and Personal Growth

Encouraging constructive discipline and personal growth is essential in helping Children in Conflict with the Law (CICL) and Children at Risk (CAR) develop

responsibility, self-awareness, and the skills to make better life choices. By providing guidance with fairness, patience, and support, caregivers can correct negative behaviors while fostering accountability and positive personal development. Constructive discipline allows children to understand the consequences of their actions while being supported in leaving behind harmful habits and developing healthier behaviors.

House parents at Pag-asa Youth Home shared their experiences in promoting constructive discipline and personal growth. P1 explained that harsh punishment is ineffective, and instead, they approach children patiently, correcting behaviors with care while acknowledging cooperation. P2 described balancing firmness with compassion, ensuring that children do not take advantage of leniency but are not pushed away by strictness. P3 shared that treating children like their own family while enforcing rules teaches accountability and respect. P4 noted that calm and proper conversations are more effective when addressing rule violations. P5 emphasized continuously encouraging children to leave behind negative traits from their past, showing them that adopting positive behaviors will benefit their future. These are evident in the responses of the participants during the interview conducted:

“That is why I try to balance being firm and being compassionate. Harsh punishment does not work anymore since many of them are used to it and no longer fear it. Instead, I approach them slowly and patiently, correcting them with care, and I thank God whenever they choose to cooperate.”(P1)

“In dealing with them, I learned to balance firmness with compassion. If I treat them too lightly, they might take advantage, but if I am too harsh, they will only resist. So, I choose to guide them in a fair and patient way.”(P2)

“Because of my long experience, I have learned that the best way to handle them is to balance discipline with compassion. If we are too soft, they will take advantage, but if we are too harsh, they will only become more rebellious. So I treat them with fairness, like my own children or grandchildren. I give them care and

love but at the same time, I remind them that rules are rules and every action has consequences.”(P3)

“In handling aggressive or uncooperative youth, his strategy is to talk to them properly and calmly, especially when they violate the rules inside the center, reminding them that what they did was wrong and should not be repeated, and since there are rules in the center, they must follow them.”(P4)

“Because of this, I continuously encourage them to change these behaviors, reminding them not to bring the negative traits from outside into the center because those will not help them in their future.”(P5)

Existing literature supports the importance of combining constructive discipline with personal growth, indicating that children respond better when guidance is firm yet caring (Hellison et al., 2025; Parvatiyar & Sheth, 2023). Being overly harsh may trigger resistance, while excessive leniency can allow negative habits to persist (Wiggers & Paas, 2022). Effective discipline involves calmly correcting misbehavior, explaining consequences, and consistently reinforcing support, which fosters accountability, self-reflection, and behavioral improvement (Burden, 2020; Nelson, 2021). Addressing negative traits brought from past experiences helps children replace harmful behaviors with positive ones, promoting personal development and resilience (Verplanken & Orbell, 2022; Twum-Antwi et al., 2020).

Research shows that at-risk youth respond best when discipline is firm but delivered with care and understanding (Smyth, 2023; Caddle et al., 2023). Being too harsh can make children resistant, while being too lenient may allow bad habits to continue (Omer, 2021). Studies highlight that clear rules, consistent consequences, and supportive guidance help children learn accountability, reflect on their actions, and develop healthier behaviors (Hellison et al., 2025). By addressing both misbehavior and the underlying challenges they face, caregivers create an environment that encourages responsibility, resilience, and

personal growth, which is crucial for helping these children build a better future (Katsapi, 2025; Lindemann, 2024).

The approach of encouraging constructive discipline and personal growth can be anchored in social learning theory, which emphasizes that children learn behaviors through observation, imitation, and reinforcement (Greer et al., 2024). Caregivers model appropriate behavior, consistently enforce rules, and demonstrate accountability, providing children with examples to emulate (Schratz et al., 2023). This theory highlights that positive behavioral change is supported when discipline is paired with guidance, consistency, and reinforcement of constructive behaviors.

These findings was significant because they show that combining fairness, patience, and support in discipline helps children develop accountability, self-awareness, and positive habits. Participants' narratives highlight that when caregivers correct behaviors calmly and consistently while encouraging personal growth, children are more receptive to guidance, internalize lessons about consequences, and gradually adopt healthier patterns of behavior. This integrated approach ensures that discipline does not alienate children but instead empowers them to take responsibility and improve.

Encouraging constructive discipline and personal growth has important implications for the rehabilitation of CICL and CAR. Caregivers who balance firmness with compassion help children understand consequences while fostering trust, self-esteem, and personal responsibility. This approach creates an environment where children can replace negative behaviors with constructive ones, develop resilience, and acquire the skills needed for a positive future. For rehabilitation programs, it underscores the need to train

caregivers in techniques that combine accountability, empathy, and guidance to maximize the potential for long-term behavioral and personal growth outcomes.

CONCLUSION AND RECOMMENDATION

House parents at Pag-asa Youth Home demonstrate remarkable compassion, resilience, and dedication in caring for Children in Conflict with the Law (CICL) and Children at Risk (CAR), despite the many challenges of their roles. Their experiences show that patience, empathy, and emotional regulation are crucial in guiding children toward behavioral change and emotional healing. Yet, limitations in facilities, resources, and institutional support add significant pressure to caregiving. This study highlights that effective rehabilitation depends not only on discipline and rules but also on understanding, emotional balance, and the sustained commitment of house parents, emphasizing that meaningful rehabilitation is rooted in human connection as much as in institutional structures.

To strengthen youth rehabilitation services, it is recommended that the Department of Social Welfare and Development (DSWD) may institutionalize structured training for house parents on stress management, emotional regulation, trauma-informed care, and compassionate discipline. To the Local government units (LGUs) may allocate additional funds to improve rehabilitation facilities, provide sufficient resources, and ensure access to mental health services. To the Administrators of Pag-asa Youth Home may foster supportive work environments through team reflections, skills development, and peer-support programs to reduce caregiver burnout. To the House parents may actively participate in training, teamwork initiatives, and self-care practices to maintain their well-being and caregiving effectiveness. Finally, future researchers may conduct further studies on caregiver well-being, institutional support systems, and long-term rehabilitation

outcomes across youth rehabilitation settings to enrich existing literature and guide policy and program development.

DECLARATION OF THE USE OF AI TOOLS

I acknowledge the use of ChatGPT (<https://chatgpt.com/>) in the development of the interview guide for this study. The prompt used was: “*Create an interview guide that can answer the statement of the problem.*” The generated output was utilized as a basis for the questionnaire conducted during the interviews.

I also acknowledge the use of ChatPDF (<https://www.chatpdf.com/>) in developing the theoretical framework of the study. The prompt used was: “*List two theories with their authors and years that could support the study.*” The information generated served as a guide in formulating the theoretical framework.

Additionally, I acknowledge the use of a URL shortener (<https://tinyurl.com/>) to condense lengthy web links for ease of reference.

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APPENDIX A

INTERVIEW PROTOCOL

Before the interview, the participants will be informed that:

1. The interview will be digitally recorded.
2. Their identity will remain confidential during the whole course of the study and in writing the report of the study.
3. They can discontinue their participation at any time.

Opening Questions

1. Participant's profile:
 - a. Age:
 - b. Sex:
 - c. Length of service:
(Pila na ka tuig nagserbisyo)
2. What specific services do you render for the children?
(Unsang specific nga serbisyo imong gihatag para sa mga bata?)

Core Questions

A. Navigating Questions

1. Can you describe the most common challenges you encounter while working with CICL and CAR in rehabilitation?
(Unsay pinakakomong hagit nga imong na-encounter kung nagtrabaho ka uban sa CICL ug CAR sa ilang rehabilitation?)
2. How do the youth's backgrounds (e.g., trauma, family issues) influence your caregiving approach and create challenges?

(Giunsa pag-apekto sa background sa mga kabataan (sama sa trauma o problema sa pamilya) sa imong caregiving approach, ug unsa nga mga hagit imong masinati tungod niini?)

3. What institutional or resource limitations (e.g., lack of staff, facilities, or materials) make your work more difficult?

(Unsang klase nga institutional o resource limitations (sama sa kakulangan sa staff, pasilidad, o materyales) ang nakapalisod sa imong trabaho?)

B. Coping Questions

1. How do you usually cope with the emotional stress of working with youth under rehabilitation?

(Giunsa nimo pag-atubang ang emotional stress sa imong trabaho uban sa mga kabataan nga naa sa rehabilitation?)

2. What specific strategies do you use when handling aggressive or uncooperative youth?

(Unsa man ang mga specific strategies nga imong gigamit aron ma-handle ka og agresibo o dili kooperatibo nga mga kabataan?)

3. How do you work together with fellow house parents or other professionals to deal with challenges?

(Giunsa nimo pagtabang sa imong mga kauban nga house parents o uban pang professionals para ma-manage ang mga hagit?)

Closing Questions

1. In what ways have your coping strategies helped you become more effective in supporting the rehabilitation of CICL and CAR?

(Sa unsang paagi nakatabang ang imong coping strategies aron mas mahimong epektibo ka sa pagsuporta sa rehabilitation sa CICL ug CAR?)

APPENDIX B

TRANSMITTAL LETTER

	Misamis University Ozamiz City College of Criminology	
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August 22, 2025

HON. ATTY. SAM NORMAN G. FUENTES
City Mayor
LGU - Ozamiz City

THRU: MR. RADJIE GOMEZ, RSW
Social Welfare Officer III / OIC, CSWD Office

Dear Mayor Fuentes;

Greetings of Peace!

We, the Bachelor of Science in Criminology students of Misamis University, Ozamiz City are currently working on our Thesis study entitled, "*Navigating Challenges and Coping Strategies: The Experiences of House Parents In Youth Rehabilitation at Bahay Pag-asa*" as a requirement for the course Criminological Research 1&2.

In this regard, we humbly request your good office to allow us to conduct face-to-face interview with the House Parent under your Rehabilitation Center. Be assured that informed consent will be secured from the participants before the actual interview and the data to be gathered will be used solely for research purposes.

Your approval of this request will contribute to the success of our educational endeavors. God bless and more power. For more details, you may contact this number 09070411157.

Respectfully yours,


KEENYDHAN A. DAYOC
Group Leader

Noted:


MARKDY YUORONG, DIT
Instructor


JOSE F. CUEVAS JR., RCrim, PhD
College Dean

Approved by:


HON. ATTY. SAM NORMAN G. FUENTES
City Mayor





Republic of the Philippines
CITY ADMINISTRATOR'S OFFICE
City of Ozamiz



**ASENSO
OZAMIZ**

22 September 2025

JOSE F. CUEVAS JR. PhD

College Dean
College of Criminology
Misamis University
Ozamiz City

MARKDY Y. ORONG, DIT

Instructor
College of Criminology
Misamis University
Ozamiz City

Through: **LKEENYDHAN A. DAYOC**
MICHAEL JOHN O. QUINTILA
ALVIN B. LAGARE
FELIX BALAIS JR.
Researchers
+63 907 041 1157

Dear Sir:

With reference to your letter dated 22 August 2025 for the conduct of data gathering relevant to your thesis study entitled: "*Navigating Challenges and Coping Strategies: The Experiences of House Parents In Youth Rehabilitation at Bahay Pag-asa*" we would like to inform you that we are interposing no objection to the conduct of said thesis study, provided the following conditions are complied with:

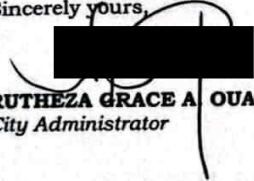
1. Submission of Questionnaires to the office of the undersigned prior to the conduct of the thesis study;
2. Submission of List of Interviewees and Interviewers prior to the conduct of the thesis study;
3. Submission of the outcome of the thesis study after its conduct to the Office of the undersigned.

Rest assured that all information submitted will be handled with utmost confidentiality.

Kanunay **A**senso **O**zamiz!

Thank you.

Sincerely yours,


RUTHEZA GRACE A. OUANO
City Administrator

Copy furnished:
Mayor's Office



Republic of the Philippines
CITY LEGAL OFFICE
CITY OF OZAMIZ



**ASENSO
OZAMIZ**

MOBILE NO.: 09303634427
EMAIL ADDRESS: asensoozamizcitylegal@gmail.com

DATA SHARING AGREEMENT

This Data Sharing Agreement is made and entered into by the Local Government Unit of Ozamiz City ("LGU Ozamiz") and the SECOND PARTY for the disclosure to the SECOND PARTY of personal information under the custody of LGU Ozamiz as a personal information controller.

I. PURPOSE

Educational purpose; data gathering for the thesis study entitled "*Navigating Challenges and Coping Strategies: The Experiences of House Parents In Youth Rehabilitation at Bahay Pag-asa*"

II. SECOND PARTY

NAME(s):

Keenydhan A. Dayoc
Michael John O. Quintila
Alvin B. Lagare
Felix Balais Jr.

ADDRESS:

P-1, IBJT, Carangan, Ozamiz City
P-5, Malaubang, Ozamiz City
P-6, Dimaluna, Ozamiz City
P-2, Bongabong, Tudela

SCHOOL/COMPANY:

Misamis University

ADDRESS:

H.T. Feliciano St., Aguada, Ozamiz City

III. EFFECTIVITY

MADE ON: _____

MADE AT: _____

EFFECTIVE ON: _____

EFFECTIVE UNTIL: _____

IV. DATA TO BE SHARED:

1. CSWD
 - a. List of House Parents (9 Participants) with Consent Form
2. Post-activity report

V. ACCESS TO DATA

**A. METHOD OF
ACCESS AND
TRANSFER**

Printed copies of the data needed are physically received by the SECOND PARTY

**B. PERSONS
HAVING ACCESS
TO THE DATA**

NAME: Keenydhan A. Dayoc

CONTACT NO.: 0907 041 1157

ADDRESS: P-1, IBJT, Carangan, Ozamiz City

EMAIL: dkeenydhan@gmail.com

NAME:

CONTACT NO.:

ADDRESS:

EMAIL:

**C. FREQUENCY OF
DATA EXCHANGE:**

Once

VI. DATA SECURITY

The SECOND PARTY shall implement reasonable and appropriate organizational, physical, and technical security measures for the protection of personal data that are subject to data sharing. Further, the SECOND PARTY shall ensure that the said measures will enable them to comply with the principles and guidelines provided in the Data Privacy Act of 2012, and its Implementing Rules and Regulations.

VII. NON-DISCLOSURE AGREEMENT

The SECOND PARTY agrees that any confidential, sensitive, or proprietary information, including the affairs, patients, operations, trade secrets, new product developments, special or unique processes or methods, or any other information which is not otherwise public, disclosed by the LGU shall be held in absolute trust and confidence and shall be used solely for the purpose(s) stated in Item I of this Agreement. After the accomplishment of the purposes of this Agreement all confidential information, including written notes, agreements, photographs, memoranda, drawings, specifications, designs, and other documents with confidential information shall be promptly returned to the LGU and/or destroyed and no copies or written documentation relating thereto shall be retained. These informations shall not be disclosed to any employee, consultant or third party unless the LGU agrees to the disclosure of the same in writing.

VIII. PRETERMINATION

The LGU reserves the right to pre-terminate this Agreement should it find the SECOND PARTY noncompliant with the provisions of this Agreement, the Data Privacy Act and its IRR, or any issuances of the National Privacy Commission.

IN WITNESS WHEREOF, we hereunto set our hands this SEP 19 2025 day of _____ at Ozamiz City, Philippines.

MICHAEL JOHN O. QUINTILA

Signature over printed name

FELIX BALAIS JR.

Signature over printed name

ALVIN B. LOGAR

Signature over printed name

KEENYDHAN A. DAYOC

Signature over printed name

SUBSCRIBED AND SWORN TO BEFORE ME THIS SEP 19 2025 in Ozamiz City, Philippines, affiant exhibiting to me his competent proof of identity above indicated and known to me to be the same person executing the foregoing Affidavit of Undertaking.

Doc. No. 37;
Book No. 9;
Page No. Unit;
Series of 2025.

ATTEST: AG, RMT
Notary Public
City Hall Drive, Berrill Subdivision, Aguada, Ozamiz City
PTR No. 5561556, 01/02/2025, Ozamiz City
IBP O.R. No. 49542, 01/02/2025, Misamis Occidental
Attorney's Roll No. 70648
MCLE Compliance No. VIII-0014127, Valid until April 14, 2028

APPENDIX C

TRANSCRIPT OF THE INTERVIEW

PARTICIPANT 1

I am a 38-year-old woman, and I have been serving here for four years. Because I once worked as a recovering coach in rehabilitation, I find myself taking on a similar role now. I guide the youths and at the same time, I act like a mother to them. Many of them are stubborn and quick to argue, but I try my best to understand them. I know their problems are not just about behavior but also about the struggles they face at home and the bad influences around them. I believe a child's character starts at home. Their family problems and the company they keep affect them deeply, and I see how the lack of proper guidance from parents has shaped them. With so many youths under our care and only a few house parents, there are times when they manage to do things they should not or we fail to notice their actions. That makes the work very challenging, but I remind myself that they are still young and it is our duty to guide them. It is stressful to handle them because each one has different problems and personalities. Some of them act like "king baby," always demanding and seeking attention because they never received the right guidance from their parents. That is why I try to balance being firm and being compassionate. Harsh punishment does not work anymore since many of them are used to it and no longer fear it. Instead, I approach them slowly and patiently, correcting them with care, and I thank God whenever they choose to cooperate. I have seen my co-workers break down in frustration because of the children's stubbornness. I always remind them that some people come and go and not everyone will change. What matters is that we do our part to help while we can, and then we let go and trust God. As for me, my way is to hold the youths close, show them love, and discipline them when necessary. I treat them fairly because for me, there are no rich or poor here, all are equal. I want them to feel loved but at the same time, I remind them that every mistake has consequences. I tell them that just as their families have rules, we also have rules here that they must respect. My hope is that they will learn from their time with us and choose a better path. It would break my heart to see any of them grow into hardened criminals, so I do everything I can to guide them toward change.

PARTICIPANT 2

I am 30 years old, male, and I have been serving here for four years. Just like my co-workers, I also notice that the children who come here have very different attitudes. Some are very stubborn, some want to do things their own way, and others are quick to argue. I realized that their problems are not only about behavior but also about what they go through at home and the kind of influences they had before coming here. In dealing with them, I learned to balance firmness with compassion. If I treat them too lightly, they might take advantage, but if I am too harsh, they will only resist. So, I choose to guide them in a fair and patient way. I remind myself that they are here because they faced serious struggles in life, and what they need is proper guidance and understanding. Because of this work, I also matured a lot. I feel like I became more than just a caretaker. Even though I am not yet a father, I treat them as if I am a father figure to them. I try to give the guidance that they did not receive from their parents. In this way, I act like both a brother and a parent

who disciplines them when necessary, but also shows them love and support. What makes the work challenging are the many needs that are still lacking here, such as medical support, educational resources, and even basic supplies like beds. Still, we continue to do our best. I also believe that seminars and training for us house parents would help us handle them better and understand them more deeply. One thing I always remind myself is not to bring my personal problems from home into this place. The children are already carrying heavy burdens of their own, and it would not help if they saw me being weak. I want to show them strength, so that they will follow a good example and see that it is possible to handle challenges with courage. I also make sure to show them that I am happy in taking care of them. If they see me worrying or stressed, it might affect them too. That is why I try to stay positive, neutral, and create activities that will make them feel happy and engaged. Like my co-workers, I also share whatever skills I have with the youths. Whether it is in simple tasks or in activities prepared by the social workers, I show them diligence and cooperation. I believe that being a role model through hard work and teamwork will guide them to make better choices.

PARTICIPANT 3

I am a 66-year-old woman, and I have been serving here for more than ten years. At my age, I have already seen many children come and go, each one carrying their own story and struggles. Their attitudes are always different. Some are very hard-headed, some try to control their own decisions, and some are quick to talk back. But through the years, I have learned that behind these behaviors are deeper wounds caused by broken families, poverty, and the wrong influences in their environment. Because of my long experience, I have learned that the best way to handle them is to balance discipline with compassion. If we are too soft, they will take advantage, but if we are too harsh, they will only become more rebellious. So I treat them with fairness, like my own children or grandchildren. I give them care and love but at the same time, I remind them that rules are rules and every action has consequences. In this work, I also see myself as a grandmother figure to them. Many of these youths have never felt the guidance of a parent, and much less the comfort of a grandparent. I try to give them the gentleness they missed, but I also correct them when they are wrong. Over the years, I have realized that sometimes what they need is not punishment but understanding, patience, and constant reminders. The challenges we face here are plenty. There are not enough medical resources, and their education still has many gaps. Even basic needs such as proper beds and supplies are lacking. These limitations make our work harder, but we do not give up. I always hope that someday we will receive more support and training so that we can better guide these children. Despite the difficulties, I never allow my personal problems to affect my work. At my age, I have already faced many hardships in life, but I know these children are already carrying heavy burdens of their own. So I try to show them strength and calmness. I want them to see that even when life is hard, it is possible to face it with courage and hope. What keeps me going is the joy of seeing them smile and open up during activities. That is why I join them in their games, their small events, and their learning sessions. I make them feel that someone truly cares for them. I also share with them the wisdom I have gained over the years. Simple lessons about life, respect, and hard work are things I try to pass on to them. For me, being here is not only about guiding them but also about showing them that there is still love and

kindness in this world. I may not change all of them, but if even one child learns something good from me, then my effort has been worth it.

PARTICIPANT 4

I am 28-year-old male with 8 years of service, shared his experiences in working with children in conflict with the law (CICL) and children at risk (CAR). He mentioned that the most common challenge he encounters is when the children become stubborn, quarrel with each other, and sometimes challenge him, which makes it difficult to talk to them since their way of thinking is still confusing and they are not easily reasoned with. He added that his emotions are also affected, especially when the children do not listen or disregard what he says, since these children often come from outside the center and have not yet been reformed, which makes it more challenging to manage his feelings. However, he expressed that for him, the work is still manageable, and although there are struggles such as children being competitive or uncooperative, he can still handle them well. When it comes to coping with stress, he relieves himself by using his cellphone, browsing Facebook, or doing other things so that his mind is not always focused on the children's misbehavior, which helps him lessen the stress. In handling aggressive or uncooperative youth, his strategy is to talk to them properly and calmly, especially when they violate the rules inside the center, reminding them that what they did was wrong and should not be repeated, and since there are rules in the center, they must follow them. He emphasized that children should not be scolded or shouted at harshly, because this will only trigger them to become more aggressive, so the best approach is to talk to them in a calm and respectful way to help them settle down. He also highlighted the importance of teamwork, stating that in their center, they always help each other as house parents; whenever there are difficult problems, they conduct meetings or ask advice from colleagues, and when necessary, they also seek support from social workers or psychologists, because it is easier to handle challenges when they work together rather than facing them alone. Finally, he shared that his coping strategies, such as relaxation, calm communication with the children, and coordination with fellow house parents, help him avoid burnout and increase his patience, which makes him more effective in supporting the rehabilitation of CICL and CAR, ensuring that he can provide them with clearer and stronger support throughout their reform process.

PARTICIPANT 5

I am a 44-year-old male with 10 years of service, and the services I provide to the children mostly involve life skills training such as teaching them basic electrical wiring, welding, how to use a mitre saw, and sometimes even math, because many of them struggle with it, especially since most of them are older but only have elementary-level education, and some have not even reached senior high school. I also take time to talk to them about their attitudes and behavior, since they have different personalities some are argumentative, some are outspoken, and many of them tend to lie, a trait they often carry from outside the center. Because of this, I continuously encourage them to change these behaviors, reminding them not to bring the negative traits from outside into the center because those will not help them in their future. One of the biggest challenges I face, together with our center head and other house parents, is ensuring that when these children leave the center, they truly change and do not come back again, since we want them to learn what is right

and wrong during their stay. I also see how their family backgrounds affect them, as most come from broken families or lack proper parental guidance, which pushes them to seek comfort from peers who often influence them to do bad things. Many of them think that even if they commit mistakes and end up in prison or in the center, it does not matter because their families neglect them anyway. Some of them even rarely receive visits from their families, and because of this, they sometimes feel rejected and lonely, so we comfort them, ask about their problems, and even contact their parents to check why they are not visiting. Sometimes the parents explain that it is due to financial problems, which we also share with the children so that they understand and feel better. In terms of limitations, our facilities are lacking we have insufficient beds for minors, as many only sleep on foams instead of proper double-deck beds, and they do not have enough safe cabinets for their clothes, which creates issues. Sometimes, the food budget is also limited, but the most serious problem is really the lack of proper beds and storage. To cope with stress, I remind myself to set aside my personal problems so they do not affect how I deal with the children, because if I carry my stress into my work, I might say something harmful to them, so I choose instead to step aside and avoid interactions when I feel down so that I do not negatively impact them. When it comes to handling uncooperative children during activities, I do not force them to join if they are not in the right condition, because forcing them might trigger aggression. Instead, I let those who are willing participate, while keeping the others nearby so that by observing, they might eventually decide to join on their own. I also make sure to inform my fellow staff about the children's behaviors, for example, if one is aggressive or tends to pick fights, or if someone avoids chores and tries to pass them on to others, so that we can monitor them closely and manage issues together. Over time, I have observed that my coping strategies and efforts have worked well because the children themselves eventually become eager to join activities. Even when we do not organize anything, they sometimes ask us to initiate activities since they feel bored just staying in their rooms doing nothing. They get excited to learn new things, whether in carpentry, electrical wiring, or even just watching television to know about the president, mayor, congressman, or governor. I feel happy seeing them so motivated, eager to gain knowledge, and always excited to learn something new from every activity we give them, which assures me that my approach has been effective in supporting their rehabilitation.

APPENDIX D

THESIS/RESEARCH DATA



Misamis University

Ozamiz City



MISAMIS UNIVERSITY RESEARCH CENTER
CERTIFIED: ISO 21001: 2018 Educational Organizations Management System by DNV
 ACCREDITED: Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA)

MU-RC-042/13 November 2024

Thesis/Research Data Gathering Approval Form

Date: September 25, 2025

Name of Authors: QUINTILA, MICHAEL JOHN O., DAYO, KEENYDAN A., BALAIS, FELIX B. JR., LAGARE, ALVIN B.

College/Department: COLLEGE OF CRIMINOLOGY

Research Title: Navigating Challenges And Coping Strategies: The Experiences of House Parents in Youth Rehabilitation At Baking Pagasa

Data Gathering Procedure:

a. Type of Research: (Kindly check)

☐ Quantitative	☒ Qualitative	☐ Experimental
☐ Approved Research Title & Problem/Objectives	☐ Approved Data Gathering Procedure	☐ Approved Data Gathering Instrument/Data Sheets

b. Respondents/Participants/Subject/Samples to be Collected: _____

c. Procedure:

☐ Survey	☒ Interview	☐ Experimentation	☐ Laboratory Testing
---------------------------------	---	--	---

d. Place of Implementation/Study Area: _____

If to be conducted outside the school campus, indicate the nature of transportation to be used:

☐ Own private vehicle	☐ public utility vehicle	☐ rental	☐ Others, please indicate _____
--	---	---------------------------------	--

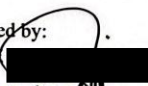
e. Date/s of Implementation/Sampling: _____

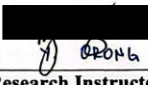
Attachments:

☐	Approved Letter of Consent from the designated authority in the area/place where the study is to be conducted
☐	Signed Parents' Consent

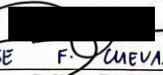
The thesis proposal mentioned above is hereby recommended for the commencement of data gathering implementation.

Recommended by:


ELMA FE G. LUPIT
 Thesis/Research Adviser


MARKON J. ORONG
 Thesis/Research Instructor

Approved by:


JOSE F. CUEVAS
 College Dean

CONTROLLED DOCUMENT

APPENDIX E

INFORMED CONSENT FORM



Misamis University
H. T. Feliciano St., Ozamiz City, 7200 Philippines
MISAMIS UNIVERSITY RESEARCH ETHICS BOARD
Phone: +6388 521 0367 | Fax: +6388 521 2917
Email: muresearchethics@mu.edu.ph

MU-REB-010 03 March 2022

INFORMED CONSENT FORM (PORMA SA NASABTAN NGA PAGTUGOT)

Name of the Researchers/Investigators

(Mga Nagtuon): Quintila, Michael John O., Dayoc, Keenydhan A., Balais, Felix B. Jr., Lagare, Alvin B.

Course: Bachelor of Science in Criminology

College: College of Criminology – Misamis University

Email / Contact Number: 09070411157

Thesis Title: “Navigating Challenges and Coping Strategies: The Experiences of House Parents in Youth Rehabilitation at Pag-Asa”

PART I. INFORMATION SHEET

Introduction (Pasiuna)	Good day! I am <u>Michael John O. Quintila</u>, the principal researcher/investigator of the study entitled “<u>Navigating Challenges And Coping Strategies: The Experiences Of House Parents In Youth Rehabilitation At Pag-Asa</u>.” We are undergraduate students under the program <u>Bachelor of Science in Criminology</u> at <u>Misamis University</u> in <u>Ozamiz City</u>. I am to conduct the research with <u>Mary Ann P. Pacaña</u> as participant. In this vein, I am respectfully seeking your voluntary participation, being qualified to give your informed consent to take part in this study. Before you decide whether to participate or not in this study, please read the succeeding information about the study and feel free to ask questions anytime should there be anything you do not understand or want to clarify. If you agree to answer the interview, you will be asked to affix your name and signature on this form for which you will be given a copy. <i>(Maayong adlaw! Ako si Michael John O. Quintila, usa sa mga nagpahigayon sa pagtuon kabahin sa “Navigating Challenges And Coping Strategies: The Experiences Of House Parents In Youth Rehabilitation At Pag-Asa”. Kami mga undergraduate nga estudyante sa Bachelor of Science in Criminology sa Misamis University sa Dabayan sa Ozamiz. Kining pagtuon akong ipahigayon uban si Mary Ann P. Pacaña isip usa sa mga partisipante, ug niining bahin ako nagpakiluy sa inyong boluntaryong pag-apil tungod kay kamo kwalipikado sa paghatag og informed consent sa pag-apil sa maong panukiduki. Sa dili pa kamo mohimo og desisyon kung moapil ba kamo o dili, palihog basaha pag-ayo ang mosunod nga impormasyon bahin sa pagtuon ug ayaw pagduha-duha sa pagpangutana kung adunay dili klaro o gusto niyo ipasabot. Kung mayon kamo nga moapil ug motubag sa interbyu, hangyoon kamo nga isulat ang inyong ugala ug mopirma niining porma, ug hatagan usab kamo og kopya sa dokumento.)</i>
Purpose (Katuyoan)	The purpose of this study is to explore the challenges encountered by house parents at <u>Pag-asa Youth Home</u> and the coping strategies they employed in fulfilling their daily responsibilities. Through examining their lived experiences, the study aimed to generate insights that could inform institutional policies, training programs, and support mechanisms. <i>(Ang tumong niini nga pagtuon mao ang pagrusi sa mga hagit nga nasinati sa mga house parents sa Pag-asa Youth Home ug sa mga paagi sa pag-atubang o coping strategies nga ilang gigamit sa pagtuman sa ilang adlaw-adlaw nga responsibilidad. Pinaagi sa pagtan-aw sa ilang tinuod nga mga kashiyati, naginguha ang pagtuon nga makahatag og mga ideya ug kahibalo nga makatahang sa pagpalamba sa mga polisiya sa institusyon, mga programa sa pagbansay, ug mga pamaagi sa suporta alang kanila.)</i>
Type of Research Intervention	This study will be conducted through interviews. The gathering of data will be conducted in person.



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<i>(Matang sa Interbensyon sa Pagtuon)</i>	<i>(Kining pagtuon pagabuhaton pinaagi sa interview. Personal ang pagkuha sa datos.)</i>
Selection of Participants <i>(Pagpili sa mga Partisipante)</i>	The selection of the participants is based on the following inclusion criteria: (1) currently serving as a house parent at Pag-asa Youth Home, (2) with at least six months of experience in the role, (3) willing to share personal experiences and insights. <i>(Ang pagpili sa mga partisipante gibase sa mosunod nga mga pamantayan: (1) karon nagserbisyo isip house parent sa Pag-asa Youth Home, (2) adunay labing menos unom (6) ka bulan nga kasinatian sa maong papel, ug (3) andam ug boluntaryo nga moambit sa ilang personal nga mga kasinatian ug mga panan-aw.)</i>
Voluntary Participation <i>(Boluntaryo nga Partisipasyon)</i>	Your participation has to be voluntary and will not affect your situation or status in any way, including your relationship with the researcher. You are free to decide if you will take part or not. If you decide to participate, you are free not to answer any questions that you do not prefer to answer. <i>(Boluntaryo ang imong pag-apil ug kini dili makaapekto sa imong sitwasyon o estado apil na imong relasyon sa nagtuon. Gawasnon ka nga modesisyon kung kung moapil ka niini nga pagtoon o dili. Kung mo-decision ka nga moapil, gawasnon ka nga dili motubag sa bisan asa nga pangutana nga dili nimo gusto nga tubagon.)</i>
Procedure <i>(Pamaagi)</i>	The participants will be given ample time when to undertake the interview. The interviews will be undertaken once or several times when necessary. The researcher will transcribe the interviews to be used for the analysis of the data. The information and data provided by you as a participant will be utilized for this study alone and will be treated with the utmost confidentiality. <i>(Ang mga partisipante pagahatagan og igong panahon sa pag-apil sa interview. Ang interview pwedeng himoon kausa nga higayon o sa makadaghan depende sa panginanghalanon. Isulat sa nagtuon ang interviews para sa pag-analisa sa datos. Ang mga impormasyon ug datos nga nakuha gikan kanimo isip ka partisipante gamiton lamang niining research og hatagan og tumang pag-amping nga dili mabutyag.)</i>
Duration <i>(Gidugayon)</i>	The gathering of data through the interview will last for 30 minutes to 1 hour. <i>(Ang pagkuha sa datos pinaagi sa interview mokabat ngadto sa 30 minuto ngadto sa isa ka oras)</i>
Risks and Discomforts <i>(Risiko ug Kahasol)</i>	The respondents will be protected from physical, social, or economic risks. In case the items in the survey instrument are too personal and make you feel uncomfortable, you may decline to answer any or all questions and may terminate your involvement at any time you choose. <i>(Ang mga partisipante ginaprotektahan sa pisikal, sosyal o ekonomikanhong risiko. Kung pananghitan adunay mga pangutana nga personal ra kaayo o kung dili ka komportable, mamahimong dili ka motubag o mobalibad sa pagtubag sa bisan asa o sa tanang mga pangutana ug moatras sa pag-apil sa bisan unsang panahon nga imong gusto.)</i>
Benefits <i>(Kaayohan)</i>	This study will help provide a deeper understanding of the challenges and coping strategies of house parents working at Pag-asa Youth Home. Your participation will contribute valuable insights that may help improve support programs, policies, and interventions for those who care for children in conflict with the law in the field of Criminology.



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MU-REB-010 03 March 2022

	<i>(Kini nga pagtuon makatabang sa paghatag og mas lawom nga pagsabat sa mga hagit ug paagi sa pag-atubang sa mga house parents sa Pag-asa Youth Home. Ang imong pag-apil makatampo og mahalagang kahibalo nga makatabang sa pagpalambo sa mga programa sa suporta, mga polisiya, ug mga lakang alang sa mga nag-atiman sa mga kabataan nga anaa sa sistema sa hustisya, ilabi na sa natad sa Criminology.)</i>
Reimbursements (Hulip nga bayad)	There will be no monetary expenses or costs on your part as a respondent, nor any monetary compensation for your participation in this study. However, personal protective equipment (PPE) like face masks, alcohol and face shields may be provided during the gathering of the research data. <i>(Wala kay magasto sa imong pag-apil niini nga pagtuon ug dili usab ka bayaran ug kwarta sa imong pag-apil niini nga pagtuon. Apan adunay nga personal protective equipment (PPE) sama sa face masks, alcohol ug face shields nga pwede nga mahatag sa panahon sa pagkuha sa mga datos)</i>
Confidentiality of Data (Pag-amping sa Datos)	Only the researcher will have access to the information and responses of the participants. The personal identifying information of the participants will only be used for research analysis and will be treated with the utmost confidentiality. During the study, all data will be kept in a locked, secure filing cabinet, of which will be discarded 6 months after the publication of the results. <i>(Ang nagtuon lamang ang makakita sa mga impormasyon ug tubag sa respondents. Ang mga datos nga makuha i-analisa ug hatagan og tumang pag-amping aron dili ibutyag. Sa panahon sa pagtuon, ipahimutang sa usa ka selyadong filing cabinet ang tanang datos nga pagagub-on human sa 6 kaban gikan sa pag-publish sa resulta.)</i>
Sharing of Findings (Pagpaambit sa Nakaplagan)	The results of this study will be presented during the thesis final defense of the researcher. Also, the research findings may be shared through publications and conferences with the assurance that the identities of the respondents will remain confidential. A printed copy of the completed study will be provided to the participants. <i>(Ang mga resulta niini nga pagtuon ipresenta sa panahon sa final defense sa thesis/ dissertation sa nagtuon. Ang mga nakaplagan sa pagtuon posible nga ipaambit pinaagi sa mga publications ug conferences nga adunay kapanigurohan nga dili mabutyag ang pagkatawo sa mga partisipante. Pagahatagan og isa ka giimpronta nga kopya sa kumpleto nga pagtuon ang mga partisipante.)</i>
Rights to Refuse or Withdraw (Katungod sa Pagpalibabad o Pag-undang)	You are free to withdraw or terminate participation at any stage of the study, without the need to give any reason. You will not be penalized in case of termination of participation. <i>(Gawasnon ka nga moatras or moundang sa pag-apil sa bisan asa nga punto sa pagtuon nga dili na magkinahanglan pa ug rason. Dili ka ipamulta sa pag-atras o pag-undang.)</i>
Who to Contact (Kinsa ang Kontakon)	Should there be any queries as a parent, you can contact the researcher through the following details: <i>(Kung adunay mga pangutana, mamahimo nga mokontak pinaagi aning mga detalye:)</i> Name of the Researcher (Ngalan sa Nagtuon): <u>Michael John O. Quintila</u> Cellphone Number/s: <u>09070411157</u> E-mail address: <u>michaelquintila13@gmail.com</u>



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MU-REB-010 03 March 2022

**STATEMENT BY THE RESEARCHER
(PAGPADAYAG SA NAGTUON)**

I will read the Information sheet to the potential participant. With the best of my ability, I make sure that the participant will understand the interview questions and that possible follow-up interviews may be undertaken.

(Akong pagabasa-hon ang mga nasulat niining Information Sheet ngadto sa potensyal nga partisipante. Kutob sa akong mahimo siguroon nako nga masabtan sa partisipante ang mga pangutana sa interview ug ang possible nga follow-up nga interviews.)

I can assure that the participant will be given an opportunity to ask questions about the study, and all the questions raised will be answered fully. I can likewise assure that the participant will not be coerced into giving consent that must be free and voluntary.

(Gisiguro ko nga ang partisipante mahatagan og panahon sa pagpangutana kabahin niining pagtuon og ang tanang pangutana nga iyang gihatag matubag sa hingpit. Siguroon ko usab ang maong partisipante dili mapugos sa paghatag sa pagtugot nga kinahanglan nga gawasnon og boluntaryo.)

A copy of this Informed Consent Form will be provided to the participant.

(Ang kopya sa niining Informed Consent Form ihatag ngadto sa respondent.)

Print Name of Researcher (Ngalan sa Nagtuon): QUINTILA, MICHAEL JOHN O., DAYOC, KEENYDHAN A., BALAIS, FELIX B. JR., LAGARE, ALVIN B.



MU-REB-010 03 March 2022

PART II. CERTIFICATE OF CONSENT

This research entitled "Navigating Challenges and Coping Strategies: The Experiences of House Parents in Youth Rehabilitation at Pag-Asa" by Quintila, Michael John O., Dayoc, Keenydhan A., Balais, Felix B. Jr., Lagare, Alvin B. was explained to me clearly. The purpose of the study is to gather information and data about the lived experiences of house parents working at Pag-Asa Youth Home, particularly focusing on the challenges they encounter in caring for and guiding children under their supervision, as well as the coping strategies they use in fulfilling their responsibilities. Since the study involves individuals who are currently serving as house parents and are willing to share their experiences and insights, I have been selected as one of the participants in this research.

(Kini nga pagtuon gitutulan, "Navigating Challenges and Coping Strategies: The Experiences of House Parents in Youth Rehabilitation at Pag-Asa" nga gihimo nila Quintila, Michael John O., Dayoc, Keenydhan A., Balais, Felix B. Jr., Lagare, Alvin B., klara kaayo nga gipasabot sa ako. Ang tumong sa pagtuon mao ang pagkuha og impormasyon ug datos bahin sa tinuod nga kasinatian sa mga house parents sa Pag-Asa Youth Home, labi na sa mga hagit nga ilang masinati sa pag-atiman ug paggiyahan sa mga bata nga ilang gina-supervise, ug unsaon nila pag-atubang niini pinaagi sa ilang coping strategies. Tungod kay ang pagtuon naglakip sa mga house parents nga andam mosulti sa ilang kasinatian, napili ako nga usa sa mga participant ani nga research.)

I have read the foregoing Informed Consent Form, or it has been read to me. I had the opportunity to ask questions, which were subsequently answered fully. I consent voluntarily to be a participant of this study.

(Akong nabasa ang nauna nga Informed Consent Form, o gibasa kini kanako. Natagaan ako og higayon nga makapangutana nga natubag sa hingpit. Ako mosugot nga boluntaryo nga mahimong participant sa niining pagtuon.)

Print Name of Participant (Ngalan sa Partisipante): Mary Ann P. Pacaña
Signature of Participant (Pirma sa Partisipante): _____
Date: [MM/DD/YYYY] _____

If Illiterate (Kung dili makasulat ug makabasa)

If the respondent is illiterate, a witness who is literate will sign. The respondent will choose him/ her and who is without connection with the researcher or the research group to attest this undertaking. The respondent will affix his thumb print.

[Kung ang participant kay dili makabasa o makasulat, mopirma ang usa ka makabasa ug makasulat nga testigo. Ang respondent ang mopili kaniya nga walay koneksyon sa nagtuon o sa iyang grupo para mopamatuod sa gimbuhaton. Ang respondent mobutang sa iyang tamla (thumb print)].

Name and Signature of the Witness
(Ngalan ug Firma sa Testigo)

Thumb mark

APPENDIX F

PARENT'S CONSENT



MISAMIS UNIVERSITY
Ozamiz City
Department of Student Affairs & Services

off + bimag c/o SIR ALDEN PAID

MU-DSAS-006/02June2023

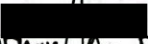
PARENT'S CONSENT

Sponsoring Group/Organization

I am allowing my son/daughter/ward, Keenly Dhan A. Dayoc, to join
the Research Data Gathering (activity) to be held on
at Ozamiz City Bahay Pagasa under the supervision of
Elmape Gupit (Adviser/Faculty).

I understand that Misamis University exercises the necessary safety precautions in this activity.
In consideration of the benefits to be derived from the above activity, I expressly waive any and all
claims against the administration or any member of the faculty and staff of the Misamis University on
account of any unforeseen accident or injury that my son/daughter/ward might incur in connection with
the aforementioned activity.


Danny M. Dayoc
Signature over printed name of
Parent/Guardian


Keenly Dhan A. Dayoc
Signature over printed name of
Student

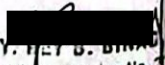
Feb. 16, 2026
Date

Feb. 16, 2026
Date

Important: This form shall be submitted to the DSAS Office at least two (2) days before the conduct of the activity.

SUBSCRIBED AND SWORN to before me, this FEB 20 2026 day of OZAMIZ CITY,
Philippines, that the herein affiant personally came and appeared with his/her _____, as evidence of
his/her personal identity.

Doc. No. 41
Page No. 10
Book No. 2
Series of 2024


ATTY. [REDACTED] RMT
Notarial Commission No. 2025-18
Notary Public for Ozamiz City and Clarin
City Hall Drive, Bernad Subdivision, Aguada, Ozamiz City
PTR No. 6007761; 01/05/2025; Ozamiz City
IBP O.R. No. 578165; 12/29/2024; Pasig City
Attorney's Roll No. 70648

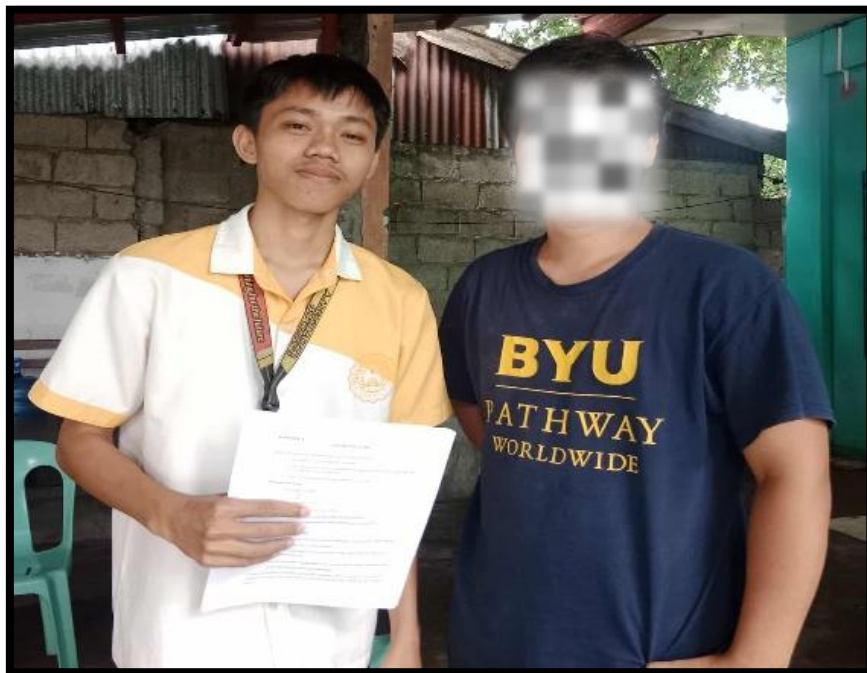
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APPENDIX G

DOCUMENTATION



In the first photo, we interviewed Kuya during his free time while on duty.



After the interview, we respectfully asked for his permission to take a photo with him for documentation purposes.



Kuya openly shared his experiences and insights about being a house parent.



We also interviewed Ate to gain both a male and female perspective, allowing us to better understand the differences in their roles and experiences.

APPENDIX H

CERTIFICATE OF PUBLICATION





APPENDIX I

TURNITIN RESULT

QUINTILA, MICHAEL JOHN O..docx

 Misamis University

Document Details

Submission ID	
trn:old::28447:135282197	69 Pages
Submission Date	17,378 Words
Apr 15, 2026, 4:16 PM GMT+8	106,775 Characters
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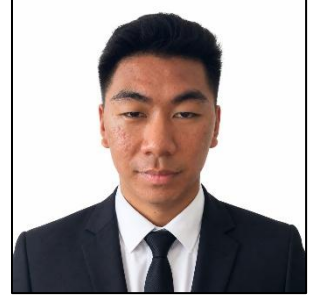
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CURRICULUM VITAE



PERSONAL INFORMATION

Name: MICHAEL JOHN O. QUINTILA
Date of Birth: August 16, 2002
Parents: Darluth O. Quintila
Nole R. Quintila
Religion: Roman Catholic
Residence: Malaubang Ozamiz City, Misamis Occidental
Contact Number: 09070411157
Email: michaelquintila13@gmail.com

EDUCATIONAL BACKGROUND

Tertiary: Bachelor of Science in Criminology
Misamis University
Ozamiz City

Secondary: Humanities and Social Sciences
Ozamiz City School of Arts and Trades
Maningcol Ozamiz City, Misamis Occidental
May 2021

Highschool Diploma
Ozamiz City School of Arts and Trades
Maningcol Ozamiz City, Misamis Occidental
March 2019

Elementary: Elementary Diploma
Liloan Central School, Cebu City
March 2014

TRAINING/SEMINAR ATTENDED

- Reserved Officers Training Course
Misamis University, Ozamiz City
2023-2024

- Seminar on Dactyloscopy
November 18–19, 2023
- Water Search and Rescue Training (WASAR)
Misamis University, Ozamiz City
December 12-16, 2025
- Effective Communication in Action: Skills and Strategies
Misamis University, Ozamiz City
February 20, 2026
- Public Speaking Training Activity
White Bleachers, Misamis University, Ozamiz City
April 24, 2026

CURRICULUM VITAE

PERSONAL INFORMATION

Name: ALVIN B. LAGARE

Date of Birth: July 22, 2003

Parents: Amelie B. Lagare
Allan B. Lgare

Religion: Roman Catholic

Residence: P-6 Dimaluna, Misamis Occidental

Contact Number: 09950064393

Email: lagarealvin700@gmail.com



EDUCATIONAL BACKGROUND

Tertiary: Bachelor of Science in Criminology
Misamis University
Ozamiz City
2022- present

Secondary: Senior High Diploma
Humanities and Social Sciences
Pulot National High School
Pulot, Ozamiz, Misamis Occidental
2020-2022

High School Diploma
Pulot National High School
Pulot, Ozamiz, Misamis Occidental
2019

Elementary: Elementary Diploma
Dimaluna Elementary School
Dimaluna, Ozamiz City
2014-2015

TRAINING/SEMINAR ATTENDED

- Reserved Officers Training Course
Misamis University, Ozamiz City
2023-2024
- Seminar on Dactyloscopy
Misamis University, Ozamiz City
November 18–19, 2023

CURRICULUM VITAE

PERSONAL BACKGROUND

Name: KEENYDHAN A DAYOC

Date of Birth: September 14 2003

Parents: Leonisa A. Dayoc
Danny M. Dayoc

Religion: Seventh Day Adventist

Residence: Purok 1 Ibjt Carangan Ozamiz City Mis Occ 7200

Contact Number: 09270410025

Email: dkeenydhan@gmail.com



EDUCATIONAL BACKGROUND

Tertiary: Bachelor of Science in Criminology
Misamis University
Ozamiz City
2022- present

Secondary: Senior High School Diploma
Clarin National High School,
Poblacion 3 Clarin Misamis Occidental
2020-2022

High School Diploma
Clarin National High School,
Poblacion 3 Clarin Misamis Occidental
2019

Elementary: Elementary Diploma
Ozamiz City Seventh Day Adventist Elementary School
Don Anselmo Bernad Avenue Ozamiz City
2014-2015

TRAINING/SEMINAR ATTENDED

- Reserved Officers Training Course
Misamis University, Ozamiz City

2023-2024

- Seminar on Dactyloscopy
Misamis University, Ozamiz City
November 18–19, 2023

CURRICULUM VITAE



PERSONAL BACKGROUND

Name: FELIX B. BALAIS JR.
Date of Birth: October 7, 2004
Parents: Felix C. Balais Sr.
Religion: Roman Catholic
Residence: Tudela, Mis. Occ.
Contact Number: 09078804175
Email: rjbalais07@gmail.com

EDUCATIONAL BACKGROUND

Tertiary: Bachelor of Science in Criminology
Misamis University
Ozamiz City
2022- present

Secondary: Senior High School Diploma
Humanities and Social Sciences
San Isidro Academy of Tudela Inc.
Tudela, Misamis Occidental
2021-2022

High School Diploma
San Isidro Academy of Tudela Inc.
Tudela, Misamis Occidental
2019

Elementary: Elementary Diploma
Bongabong Elementary School\
Tudela, Misamis Occidental
March 2016

TRAINING/SEMINAR ATTENDED

- Reserved Officers Training Course
Misamis University, Ozamiz City
2023-2024

- Seminar on Dactyloscopy
Misamis University, Ozamiz City
November 18–19, 2023