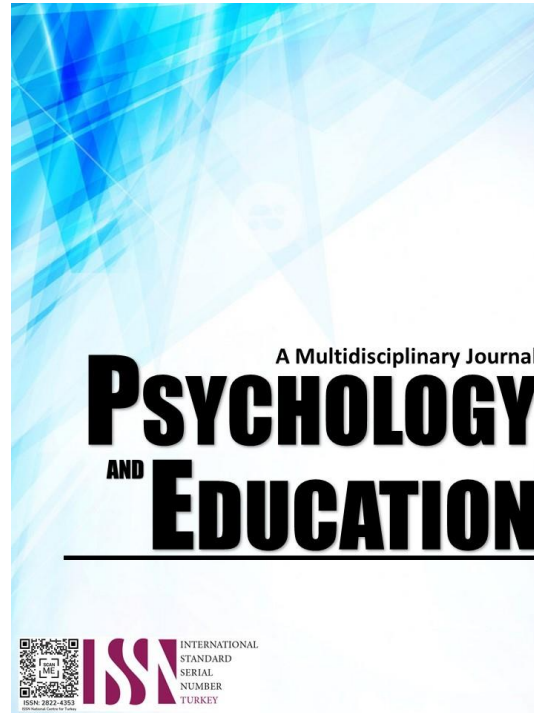


# **COPING STRATEGIES OF FULL-TIME WORKING PARENTS ON DISTANCE LEARNING OF THEIR CHILDREN AT THIS TIME OF PANDEMIC**



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## Coping Strategies of Full-Time Working Parents on Distance Learning of their Children at this Time of Pandemic

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### Abstract

This study aimed to assess the coping strategies of full-time working parents on distance learning of their children at this time of pandemic. A total of 68 respondents participated in this study that were profiled based on sex at birth, position, age, marital status, highest educational attainment, and number of children. Coping Strategy self-made test was constructed by the researcher that measures Problem-Focused Coping Strategy and Emotion-Focused Coping Strategy. Results shows that there is a very high Emotion-Focused strategy among parents attending the online academic needs of their children at this time of pandemic. There is also high Problem--Focused strategy among parents attending the online academic needs of their children at this time of pandemic. Results also revealed that there is no significant different in both emotion and problem focused strategy across demographic profile.

**Keywords:** *online learning, coping mechanism, emotion-focused strategy, problem- focused strategy*

### Introduction

In the Philippines, President Rodrigo Duterte ordered the Department of Education (DepEd) to postpone or perhaps stop face-to-face instruction as long as the coronavirus disease vaccine has not yet been made widely accessible. DepEd, choosing not to postpone education, devised substitute learning delivery methods that make use of contemporary technologies. Distance learning is defined by DepEd as "learning that occurs between the teacher and the student while they are geographically apart during instruction." Depending on the resources accessible to the students, this technique has three different delivery modalities: Online Distance Learning (ODL), Modular Distance Learning (MDL), and Self-learning Module (TV/Radio-Based Instruction). On the other side, homeschooling is a learning environment that takes place at home and is supported by trained and certified parents, guardians, or tutors. Additionally, enabling parents have the option of enrolling their child in a homeschool program or teaching him or her individually.

On a previously unheard-of and unparalleled scale, education is moving online. Additionally, student exams are shifting online, which is a big learning curve and source of concern for everyone. Numerous evaluations have simply been canceled. Importantly, these interruptions won't simply be a short-term problem; they could also have long-term effects on the cohorts affected and are probably going to make inequality worse. The best available public policy tool

to increase skills is education. While attending school can be enjoyable and can help children develop their social skills and social awareness, from an economic perspective, the main benefit of attending school is that it improves a child's aptitude. This can be accomplished with even a relatively brief period of attendance, and even a relatively brief absence from school will have an impact on skill development.

Pandemic could present a chance to encourage parents to engage in their kids' educational process more. In actuality, the majority of parents are full-time employees and lack the means to hire tutors. As a result, many kids won't be able to learn effectively. Simply said, there isn't enough time in the day to manage both a full-time work and overseeing lesson plans for a school. The fact that most parents lack teaching experience is another problem. Teaching is a real (and sometimes underrated) talent. It is admirable how much perseverance, diligence, and zeal are required. Many of the parents could lack any previous experience with academic work.

### Research Questions

The following are the questions of this research study:

1. What is the demographic profile of respondents when they will be grouped according to:
  - 1.1 Sex at Birth
  - 1.2. Employment Position
  - 1.3. Age
  - 1.4. Marital Status
  - 1.5 Highest Educational Attainment
  - 1.6 Number of Children enrolled in online learning

2. What is the level of coping strategies of respondents based on the following:

2.1 Problem-Focused Coping Strategy

2.2 Emotion-Focused Coping Strategy

3. Is there a significant difference in the Problem-Focused Coping Strategy when respondents will be grouped according to demographic profile?

4. Is there a significant difference in the Emotion-Focused Coping Strategy when respondents will be grouped according to demographic profile?

## Literature Review

The pandemic has altered society. In order for us to survive in the midst of the Covid-19 crisis, adjustments and acceptance need to be ingrained in our mind. To manage the flow of people, rules and limitations have been put in place. One of the areas this epidemic has most badly touched is education. During a pandemic, parenting and parental responsibility are essential roles. Parental supervision and presence are crucial when students are working online. Although there may have been difficulties along the road, parents—particularly working mothers—tried their best to provide for their kids throughout this pandemic. Olsson (2021) claims that everyone's lives were turned upside down on March 13, 2020, when the world abruptly ended as a result of COVID-19. But mothers' lives were more challenging on a number of new dimensions. Moms were suddenly expected to take involved in every aspect of their child's daily activities in addition to continuing to meet the demands of their outside-the-home employment. We assumed the roles of mother, childcare provider, playmate, short order cook, housekeeper, and all the other responsibilities that come with being a part of a family in addition to the tasks related to our work. And that was challenging—very, really challenging. Then the world came to a complete halt, despite our assurances that we only needed to get through the next two weeks. After that, a month had passed. after two months. The goalposts simply kept moving (Olsson, 2021).

More than 4 in 10 parents indicated that the coronavirus outbreak resulted in the loss of their employment or a job-related source of income for them or a member of their family. This rate rises to roughly 5 in 10 for low-income non-Hispanic Black parents, and it approaches 6 in 10 for Hispanic parents. Parents with lower salaries were less likely to be able to work from home and more likely to have had problems getting child care compared to parents with higher incomes. Karpam and colleagues, 2020. Since

the 2019 COVID-19 coronavirus illness outbreak started, people have been harmed in some way. The nationwide lockdowns have had a major negative impact on people of all ages and professions. The flare-up has also had an effect on the world's educational system, affecting 1,576,021,818 pupils in 188 nations (UNESCO, 2020). The same is true for Hispanic parents, who were less likely to be able to work from home and more likely to have had difficulty getting child care than non-Hispanic white parents. Parents claimed they cut back on their food intake, exhausted their money, and took on debt to deal with the financial implications of the epidemic (Karpam et.al., 2020). Fear, uncertainty, and the need to spend more time at home to stop the spread of COVID-19 may make it difficult for families to remain composed. However, it's important to assist children in feeling comfortable, upholding healthy routines, managing their emotions and behavior, and gaining resilience (Article reading entitled Parenting in a Pandemic: Tips to Keep the Calm at Home). Because of the lockdowns, the governments are now confronted with an unprecedented challenge in guaranteeing that there should be continuity of learning (Chang & Yano, 2020). The interaction with the child's online teachers and assisting their kids in staying on track with their homework are the two aspects of online learning for parents that Sorensen (2012) found to be both challenging and gratifying.

The unprecedented challenges of managing schedule disruptions and conflicting demands placed on oneself and one's family, such as working from home while caring for one's children, being unemployed, experiencing financial hardship, and worrying about one's family and relatives' health in a situation of physical and social isolation, may exacerbate parental stress. Concerns have been raised concerning neglected and vulnerable children, children in at-risk households, and single parents who have been disproportionately impacted by the suspension of child care providers and other services during the lockdown (Campbell, 2020). According to Brooks et al. (2020), studies on previous societal crises that examined the levels of agony among parents who were placed in isolation found that parents had high levels of stress, hopelessness, and anxiety.

Although being a parent has never been simple, the financial uncertainty around COVID-19, homeschooling, and working from home has made it much worse. Many of us are dealing with a new, and usually very stressful, family situation as a result of the coronavirus epidemic. As a result, numerous companies and schools have been closed (Lundgren &



Robert, 2020). Lundgren and Robert (2020) state that in addition to managing the home, working from home, and monitoring your children's online homework, you may also be suffering with social isolation and being cut off from friends and relatives who may offer support. When the entire family usually dwells in the same region day after day, the stress can seem insurmountable. If you or your spouse lost their job or another source of money, your financial stress can get worse. If unchecked, that may be a formula for burnout.

Additionally, despite effective use of technology, instructors and schools simply lack the guidance needed to boost parental engagement (Goodall, 2016). Previous studies have also shown that issues with work-family can have a significant impact on both the efficacy of employment and the quality of life (Ramos et al., 2015). Five key themes that had an effect on the participants' mental health and wellbeing were identified by Dawes and McKinlay's research in 2021: (1) juggling multiple responsibilities and change at home; (2) disruption of daily life at home; (3) changes to usual support networks; (4) changes in interpersonal relationships; and (5) use of coping mechanisms. Participants discussed their exhaustion and stress from having to balance numerous demands and conflicting responsibilities at home, school, and work while being cut off from their usual support networks and having to deal with schedule disturbances. Family obligations and connections were occasionally tested, but many parents discovered coping strategies that protected their welfare, like having access to green space, separating from their families, and avoiding conflict and media coverage of the pandemic.

Parents reported lower mental health as a result of the COVID-19 pandemic at a rate of 44.3% compared to respondents without children under the age of 18 living at home, with a  $2(1, n=3000)=16.2$  p-value of 0.001. More parents than the rest of the population reported higher levels of alcohol use (27.7% vs. 16.1%,  $2(1, n=3000)=43.8$ ,  $p0.001$ ), suicidal thoughts/feelings (8.3% vs. 5.2%), and stress linked to being safe from physical/emotional domestic violence (11.5 vs. 7.9%,  $2(1, n=3000)=8.1$ ,  $p0.005$ ). 24.8% of parents said that since the outbreak, their children's mental health has gotten worse (95 percent CI 21.4 to 28.4 percent ). Due to the epidemic, parents also reported having more good and negative interactions with their children (e.g., more arguments, 22.2 percent [95% CI: 19.0 to 25.7]; increased feelings of closeness, 49.7 percent [95% CI: 45.7 to 53.7%]). This study found that the pandemic had a negative impact on the mental health of households with children under

the age of 18. Population-level efforts are required to fully meet the various needs of families and to lower the danger of escalating socioeconomic and health disparities for both parents and children. In contrast to respondents without children under the age of 18 living at home, 44.3 percent of parents reported poorer mental health as a result of the COVID-19 pandemic, with a  $2(1, n=3000)=16.2$  p-value of 0.001, according to Gadermann et al(2021) 's research. More parents than the rest of the population reported higher levels of alcohol use (27.7% vs. 16.1%,  $2(1, n=3000)=43.8$ ,  $p0.001$ ), suicidal thoughts/feelings (8.3% vs. 5.2%), and stress linked to being safe from physical/emotional domestic violence (11.5 vs. 7.9%,  $2(1, n=3000)=8.1$ ,  $p0.005$ ). 24.8% of parents said that since the outbreak, their children's mental health has gotten worse (95 percent CI 21.4 to 28.4 percent ).

### Methodology

This study used descriptive-quantitative type of research. Descriptive research is used to describe characteristics of a population or phenomenon being studied. It does not answer questions about how/when/why the characteristics occurred. Quantitative approach means that the data are numerically presented.

### Participants

Table 1. Frequency Distribution of Respondents

Demographic Profile		Frequency	Percent
Sex At Birth	Male	13	19
	Female	55	81
	Total	68	100
Position	Manager	20	29
	Supervisor	13	19
	Rank and File	23	34
	Not applicable	12	18
	Total	68	100
Age	40 to 65	25	37
	20 to 39	43	63
	Total	68	100
Marital Status	Single	9	13
	Married	59	87
	Total	68	100
	Masters Graduate	3	4
Highest Educational Attainment	With Masters Units	7	10
	College Graduate	37	54
	College	10	15
	Undergraduate	6	9
	High School Graduate	5	7
Number of Children	Vocational Graduate	68	100
	1	32	47
	2	19	28
	3	13	19
	More than 3	4	6
	Total	68	100



The respondents' demographic profile is shown in the table above. Out of 68 respondents, 13 or 19% are men and 55 or 51% are females, respectively, when it comes to sex at birth. Twenty or 29 percent of employees are managers, thirteen or 19 percent are supervisors, and thirty-four percent are lower-level workers. Due of their unemployment, 12 or 18% of respondents selected not applicable. Regarding the age demographic profile, 25 or 37% of the respondents fall between the ages of 40 and 65, while 43 or 63% of the respondents are between the ages of 20 and 39. In terms of marital status, 59 or 87 percent of respondents are married, compared to 9 or 13 percent of respondents who are single. For those with the greatest levels of education, 3 or 4% have a master's degree, 7 or 10% have a master's degree, 37 or 54% have a college degree, 10 or 15% have a college undergraduate degree, 6 or 9% have a high school diploma, and 5 or 7% have a vocational diploma. In terms of the number of children enrolled in online education, 32 or 47% of respondents are parents of one child, 19 or 28% of respondents are parents of two children, 13 or 19% of respondents are parents of three children, and 4% to 6% of respondents are parents of more than three children enrolled in an online course.

**Instruments of the Study**

The research constructed a 20- item 5-point Likert Scale that will measure Problem-Focused Coping Strategy and Emotion-Focused Coping Strategy. Items 1, 3, 5, 7, 9, 11, 13, 15, 17, and 19 are items that measure Problem-Focused Coping Strategy and items 2, 4, 6, 8, 10, 12, 14, 16, 18, and 20 are items that measure Emotion-Focused Coping Strategy. Items were validated and underwent reliability scoring obtaining .926 for Problem-Focused Coping Strategy items and .897 for Emotion-Focused Coping Strategy. The acceptable Cronbach's alpha in social science research is .70 and above.

**Procedures**

The steps taken in the data collection process were as follows: a. the researcher presented a research title and would provide the key components of the study project; b. To enhance the references and studies for this research, the researcher conducted a literature review using pertinent web resources; c. For Coping Mechanism, the researcher developed a self-made test to gauge problem-focused and emotion-focused coping strategies; d. The self-made exam was given to experts in the field and members of the panel to conduct content validity, and each statement for each factor will receive one of the following responses: "Retain

(3), "Revise (2)," or "Remove (1).; e. The self-made test was transformed into a Google Online Survey and distributed to respondents after it had been validated and had a satisfactory Cronbach's alpha, which is at .70 for dependability; and f. SPSS was used to gather, total, and analyze the data for interpretation.

**Results**

Table 2. Mean Score for Problem-Focused Strategy

Demographic Profile		Mean	Verbal Description	Verbal Interpretation
Sex At Birth	Male	4.10	Agree	High
	Female	4.34	Strongly Agree	Very High
	Total	4.30	Strongly Agree	Very High
Position	Manager	4.31	Strongly Agree	Very High
	Supervisor	4.35	Strongly Agree	Very High
	Rank and File	4.15	Agree	High
	Not applicable	4.49	Strongly Agree	Very High
	Total	4.30	Strongly Agree	Very High
Age	40 to 65	4.17	Agree	High
	20 to 39	4.37	Strongly Agree	Very High
	Total	4.30	Strongly Agree	Very High
Marital Status	Single	4.30	Strongly Agree	Very High
	Married	4.30	Strongly Agree	Very High
	Total	4.30	Strongly Agree	Very High
	Masters Graduate	4.50	Strongly Agree	Very High
	With Masters Units	4.47	Strongly Agree	Very High
Highest Educational Attainment	College Graduate	4.27	Strongly Agree	Very High
	College	4.44	Strongly Agree	Very High
	Undergraduate			
	High School Graduate	4.03	Agree	High
	Vocational Graduate	4.14	Agree	High
Number of Children	Total	4.30	Strongly Agree	Very High
	1	4.25	Strongly Agree	Very High
	2	4.43	Strongly Agree	Very High
	3	4.28	Strongly Agree	Very High
	More than 3	4.10	Agree	High
Total	4.30	Strongly Agree	Very High	

The mean problem-focused score for each demographic profile is shown in the table above. Regarding sex at birth, male respondents received a mean score of 4.10 with verbal descriptions of "Agree" and verbal interpretations of "High Problem Focused Coping Strategy," while female respondents received a mean score of 4.34 with verbal descriptions of "Strongly Agree" and "Very High Problem Focused Coping Strategy."

Managers received a mean score of 4.31 for their position, with a verbal interpretation of "Very High Problem Focused Coping Strategy" and a verbal description of "Strongly Agree." With verbal descriptions of "Strongly Agree" and verbal interpretations of "Very High Problem Focused Coping Strategy," respondents who are supervisors received a mean score of 4.35. Respondents who are rank and file received a verbal description of "Agree" and a verbal interpretation of "High Problem Focused Coping Strategy," giving them a mean score of 4.15.



Respondents who were between the ages of 40 and 65 received a mean score of 4.17 for their age, with verbal responses of "Agree" and "High Problem Focused Coping Strategy." With verbal descriptions of "Strongly Agree" and verbal interpretations of "Very High Problem Focused Coping Strategy," respondents aged 20 to 39 had a mean score of 4.37. In terms of marital status, single respondents scored on average 4.30 out of 5, with verbal descriptions of "Strongly Agree" and "Very High Problem Focused Coping Strategy." With verbal descriptions of "Strongly Agree" and verbal interpretations of "Very High Problem Focused Coping Strategy," married respondents had a mean score of 4.30. Respondents with a master's degree received a mean score of 4.50 for highest educational attainment, with verbal descriptions of "Strongly Agree" and verbal interpretations of "Very High Problem Focused Coping Strategy." With verbal descriptions of "Strongly Agree" and verbal interpretations of "Very High Problem Focused Coping Strategy," respondents with master's units received a mean score of 4.47. Respondents with a college degree had a mean score of 4.29, with a verbal interpretation of "Very High Problem Focused Coping Strategy" and a verbal description of "Strongly Agree." Respondents who are college freshmen received a mean score of 4.44, with a verbal interpretation of "Very High Problem Focused Coping Strategy" and a verbal description of "Strongly Agree." High school graduates who responded received a mean score of 4.03 and verbal descriptions of "Agree" and "High Problem Focused Coping Strategy" respectively. Vocational graduates who responded received a verbal description of "Agree" and a verbal interpretation of "High Problem Focused Coping Strategy" with a mean score of 4.14. Respondents who reported having just one child enrolled in online schooling received a mean score of 4.25 and verbal interpretations of "Strongly Agree" and "Very High Problem Focused Coping Strategy" respectively. Respondents with two children enrolled in online education had a mean score of 4.43 and verbal interpretations of "Strongly Agree" and "Very High Problem Focused Coping Strategy" respectively. Respondents with three online-enrolled children received a mean score of 4.28, with verbal interpretations of "Very High Problem Focused Coping Strategy" and "Strongly Agree." Respondents with more than three children participating in online schooling received a mean score of 4.10 and verbal descriptions of "Agree" and "High Problem Focused Coping Strategy," respectively.

Table 3. Mean Score for Emotion-Focused Strategy

Demographic Profile		Mean	Verbal Description	Verbal Interpretation
Sex t Birth	Male	4.33	Strongly Agree	Very High
	Female	4.48	Strongly Agree	Very High
	Total	4.45	Strongly Agree	Very High
Position	Manager	4.44	Strongly Agree	Very High
	Supervisor	4.60	Strongly Agree	Very High
	Rank and File	4.30	Strongly Agree	Very High
	Not applicable	4.63	Strongly Agree	Very High
	Total	4.45	Strongly Agree	Very High
Age	40 to 65	4.35	Strongly Agree	Very High
	20 to 39	4.51	Strongly Agree	Very High
	Total	4.45	Strongly Agree	Very High
Marital Status	Single	4.46	Strongly Agree	Very High
	Married	4.45	Strongly Agree	Very High
	Total	4.45	Strongly Agree	Very High
	Masters Graduate	4.50	Strongly Agree	Very High
	With Masters Units	4.37	Strongly Agree	Very High
	College Graduate	4.52	Strongly Agree	Very High
	College	4.60	Strongly Agree	Very High
Highest Educational Attainment	Undergraduate			
	High School Graduate	3.97	Agree	High
	Vocational Graduate	4.36	Strongly Agree	Very High
	Total	4.45	Strongly Agree	Very High
	1	4.46	Strongly Agree	Very High
Number of Children	2	4.59	Strongly Agree	Very High
	3	4.30	Strongly Agree	Very High
	More than 3	4.25	Strongly Agree	Very High
	Total	4.45	Strongly Agree	Very High

The mean Emotion-focused score for each demographic profile is shown in the table above. In terms of sex at birth, male respondents received a mean score of 4.33 and verbal descriptions of "Strongly Agree" and "Very High Emotion Focused Coping Strategy," whereas female respondents received a mean score of 4.48 and verbal descriptions of "Strongly Agree" and "Very High Emotion Focused Coping Strategy." Managers received a mean score of 4.44 for their job, with a verbal interpretation of "Very High Emotion Focused Coping Strategy" and a verbal description of "Strongly Agree." With a verbal description of "Strongly Agree" and a verbal interpretation of "Very High Emotion Focused Coping Strategy," respondents who are supervisors received a mean score of 4.60. The average response from rank-and-file respondents was 4.30, with a verbal interpretation of "Very High Emotion Focused Coping Strategy" and a verbal description of "Strongly Agree."

Respondents who were between the ages of 40 and 65 received a mean score of 4.35 for their age, with a verbal interpretation of "Very High Emotion Focused Coping Strategy" and a verbal description of "Strongly Agree." A verbal interpretation of "Very High Emotion Focused Coping Strategy" and a verbal description of "Strongly Agree" resulted in a mean score of 4.51 for respondents whose ages range from 20 to 39. With verbal descriptions of "Strongly Agree" and verbal interpretations of "Very High Emotion Focused Coping Strategy," single respondents received a mean score for marital status of 4.46. With verbal descriptions of "Strongly Agree" and verbal interpretations of "Very High Emotion Focused



Table 4. Test for Significant Difference for Problem-Focused Strategy

Demographic Profile	p-value	Significance	Ho Decision
Sex at Birth	.169	Not Significant	Accept
Age	.093	Not Significant	Accept
Marital Status	.989	Not Significant	Accept
Position Highest	.279	Not Significant	Accept
Educational Attainment	.512	Not Significant	Accept
Number of Children	.527	Not Significant	Accept

\*Significant at .05 level

Coping Strategy," married respondents had a mean score of 4.45.

Respondents with a master's degree received a mean score of 4.50 for greatest educational attainment, with verbal descriptions of "Strongly Agree" and verbal interpretations of "Very High Emotion Focused Coping Strategy." With a verbal description of "Strongly Agree" and a verbal interpretation of "Very High Emotion Focused Coping Strategy," respondents with master's units received a mean score of 4.37. Respondents with a college degree received a mean score of 4.52, with a verbal interpretation of "Very High Emotion Focused Coping Strategy" and a verbal description of "Strongly Agree." Undergraduate respondents at colleges received a mean score of 4.60, with a verbal interpretation of "Very High Emotion Focused Coping Strategy" and a verbal description of "Strongly Agree." High school graduates who responded received a mean score of 3.97 and verbal descriptions of "Agree" and "High Emotion Focused Coping Strategy" respectively. Respondents with a vocational degree received a mean score of 4.36, with a verbal interpretation of "Very High Emotion Focused Coping Strategy" and a verbal description of "Strongly Agree."

With a verbal description of "Strongly Agree" and a verbal interpretation of "Very High Emotion Focused Coping Strategy," respondents with 1 child enrolled in online learning had a mean score of 4.46. Respondents with two children enrolled in online education received a mean score of 4.59, with a verbal interpretation of "Very High Emotion Focused Coping Strategy" and a verbal description of "Strongly Agree." Respondents with three children enrolled in online schooling received a mean score of 4.30, with a verbal interpretation of "Very High Emotion Focused Coping Strategy" and a verbal description of "Strongly Agree." Respondents with more than three children enrolled in online schooling had a mean score of 4.25, with a verbal interpretation of "Very High Emotion Focused Coping Strategy" and a verbal description of "Strongly Agree."

The test for a significant difference for problem focused is shown in the table above. The computed p-value for birth sex is .169, which is higher than the .05 alpha threshold. This would imply that the null hypothesis is accepted and that there isn't a discernible difference. As a result, both male and female respondents thought that a problem-focused method was necessary to meet their children's online education demands. The calculated p-value for age is .169, which is higher than the .05 alpha level. This would imply that the null hypothesis is accepted and that there isn't a discernible difference. Therefore, parents perceived problem-focused strategies as being at the same level regardless of their children's age when addressing their demands for online education.

The computed p-value for marital status is .989, which is higher than the .05 alpha threshold. This would imply that the null hypothesis is accepted and that there isn't a discernible difference. Therefore, regardless of marital status, they saw a problem-focused method as being at the same level in addressing their children's online education needs. The calculated p-value for position is .279, which is higher than the .05 alpha level. This would imply that the null hypothesis is accepted and that there isn't a discernible difference. In order to meet their children's demands for online education, they therefore perceived problem-focused strategy at the same level regardless of their work status.

The computed p-value for greatest educational attainment is .512, which is higher than the .05 alpha level. This would imply that the null hypothesis is accepted and that there isn't a discernible difference. Consequently, despite having the highest levels of knowledge, they believed that a problem-focused approach was the best way to meet their children's demands for online education. The computed p-value for the number of children is .527, which is higher than the .05 alpha level. This would imply that the null hypothesis is accepted and that there isn't a discernible difference. Therefore, they perceived the problem-

focused technique in dealing with their children's online education demands at the same level regardless of the number of children enrolled in online courses.

Table 5. Test for Significant Difference for Emotion-Focused Strategy

Demographic Profile	p-value	Significance	Ho Decision
Sex at Birth	.169	Not Significant	Accept
Age	.193	Not Significant	Accept
Marital Status	.996	Not Significant	Accept
Position	.182	Not Significant	Accept
Highest Educational Attainment	.176	Not Significant	Accept
Number of Children	.335	Not Significant	Accept

\*Significant at .05 level

The table above displays the results of the analysis for an emotional emphasis. The calculated p-value for birth sex is .169, which is higher than the threshold of .05. This would indicate that there isn't a discernible difference and that the null hypothesis is accepted. As a result, both male and female respondents thought that an emotional approach to meeting their children's online education demands was appropriate. ,

In the case of age, the calculated p-value is .193, which is higher than the threshold of .05. This would indicate that there isn't a discernible difference and that the null hypothesis is accepted. Therefore, parents saw an emotional-focused technique as being at the same level regardless of the children's age when addressing their demands for online education. The calculated p-value (.996) for marital status is higher than the .05 alpha level. This would indicate that there isn't a discernible difference and that the null hypothesis is accepted. Therefore, regardless of marital status, they observed an equal amount of emotion-focused strategy in handling their children's online education demands.

The computed position p-value is .182, which is higher than the .05 alpha level. This would indicate that there isn't a discernible difference and that the null hypothesis is accepted. In order to meet their children's demands for online education, they therefore perceived an emotional-focused strategy at the same level regardless of their work status. The calculated p-value is .176, which is higher than the .05 alpha threshold, for maximum educational attainment. This would indicate that there isn't a discernible difference and that the null hypothesis is accepted. As a result, despite having the greatest levels of education, they believed that their emotional-focused method was enough for addressing their children's demands for online education. The calculated p-value is .335, which is higher than the .05 alpha threshold, for the number of children. This would indicate that there isn't a discernible difference

and that the null hypothesis is accepted. Thus, they observed an equal level of emotional-focused strategy in handling their children's demands for online education, independent of the number of children participating in online courses.

## Discussion

The problem-focused strategy and emotion-focus strategy of respondents is at very high level. Although studies shows that there is a high level of stress, hopelessness and anxiety among parents at this time of pandemic, results were positive meaning that problem-focused and emotion focused placed an important role in their survival as a parent with responsibility. Literatures implied that the Covid-19 situation placed parents in some uncertainties in life however, results in this study shows that focusing on the problem itself with emotional control as strategies makes them fulfilled parents. The study resulted high problem-focused strategy and high emotional-focused strategy has nothing to do with demographic profile.

## Conclusion

The following are the conclusions in this study based on the results: Full-Time Employment Parents are particularly adept at problem-focused coping techniques when it comes to meeting their kids' online academic needs. This would entail that they identify particular behavioral targets and involve working parents in their children's online education in order to solve difficulties that arise. In order to meet their children's online academic demands, parents frequently utilize coping mechanisms that are emotion-focused. This would imply that parents should encourage, love, and express their admiration for their children while they engage in online learning. In terms of differences, a problem-focused coping technique has nothing to do with a person's age, marital status, employment status, highest level of education, or the number of children they have. Working parents will carry out their responsibilities and follow instructions by concentrating on finding answers to the issue as long as they are determined to assist their children with their online academic demands. In terms of differences, a person's sex at birth, age, marital status, career status, greatest level of education attained, and the number of children they have don't affect their usage of emotion-focused coping mechanisms. In order to deal with their children's online academic needs, their love, care, drive, attention, and emotional





support provided them with a very high level of strategy for directing emotions as a coping mechanism.

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