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Involvement and Stress among Parents of Elementary Pupils on Modular Set-Up in Angeles City Pampanga Philippines

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Abstract

COVID-19-induced school disruptions have created significant interruptions in education across the world. A correlational study, which aims to determine if parental participation affects parental stress and demographic profile and socio-economic characteristics alter the association between the two variables among parents of elementary students in a modular set-up, Participants in this study should be: (1) Participating in schools that use a modular design, (2) Parents of elementary students in public elementary schools, (3) Angeles City citizens, (4) respondents between 21 and 50 years old and (5) either male or female. Researchers have utilized a self-administered online survey, and some parts of the survey were performed

via house-to-house and face-to-face methods. Based on the findings, no significant relationship was observed between PI and PS. This study have recommended interventions to lessen parents' stress while maintaining a high level of involvement in their children's schooling.

***Keywords*:** *Elementary Students; Modular set-up; Parental Involvement; Parental Stress*

INTRODUCTION

The COVID-19 epidemic has impacted society's quality of life, particularly on families. As mentioned above, a sudden shift in education has been made in response to the rising number of reports of people being afflicted by the virus, ushering in a new norm that comprises several dispersed learning approaches, including module configuration. The Department of Education Order No. 012, Batch 2020, also known as "Approval of the Basic Education Continuity Plan for the 2020–2021 School Year due to the COVID–19 public health emergency," governs this. DepEd will employ various learning delivery mechanisms (LDMs) to guarantee that learners will continue accessing educational opportunities while maintaining their health and safety. Blended learning, distant learning, and home learning are all viable options for achieving this. The BELCP's implementation calls for a comprehensive strategy and improved communication between communities, households, and schools. The majority of pupils complete DepEd-prepared accessible courses at home. Without parental assistance, elementary school pupils cannot adapt to remote learning independently. This suggests that parental engagement in their children's homeschooling is essential to adopt the new framework and guarantee academic achievement. Many parents find it challenging to manage their children's time for study and general management at home due to the present educational landscape, which causes stress for parents. New to this medium, parents may find it difficult to assist their children's learning (Spinelli et al., 2020).

The modular approach with an online learning set-up is one of the elements of remote learning that was applied under the surge of COVID-19 and compliance with the released order by DepEd. In the most recent Statistica survey, 30% of respondents from the Philippines thought the current distance learning model was between 20 and 50 percent effective. On the other side, 14% claimed that Statistica's addition made the present learning model 80–100% successful. With 39% of families with members aged five to twenty who are currently enrolled in an online distance learning setup having a solid internet connection and 60% of respondents having no/stable internet connection, the Social Weather Stations (SWS) survey conducted last November 21–25, 2021, among 1,500 respondents, revealed that this current setup is ineffective during this pandemic, leading to reliance on or seeking assistance from other family members.

Parental involvement is essential for teaching kids the value of education (Gay et al., 2021). Gay et al. further highlighted that this is a means by which parents may demonstrate their involvement in their kids' education. It has been shown that parental involvement in their children's education positively impacts their academic and social/emotional achievement (Erdem & Kaya, 2020; Jensen & Minke, 2017).

Review of related literature

Factors affecting parental involvement

Demographic variables and socioeconomic position were considered determinants for parental engagement, including age, sex, number of children, education level, work status, and income (Magwa & Mugari, 2017). Parental involvement in their children's education might be problematic for confident parents, particularly those from lower socioeconomic statuses or racial or ethnic minorities (Ribeiro et al., 2021). Magwa and Mugari also discovered that full-time parents and parents from lower socioeconomic origins are less likely to be interested in their

children's education because they prefer to work for their children's education. They work to support themselves and their families. Similar findings were found in the study by Zhou et al. (2018), which revealed that socioeconomic statuses (SES) had a detrimental impact on the relationships between family participation and school conduct, as well as the link between school socialization and academic success. The results of Tan (2018) study, however, indicate that parents with higher parental SES may not necessarily be more involved than parents with lower parental SES in all areas, suggesting that greater parental participation may not result in greater student levels or accomplishments. It demonstrates that parents can still be involved in childcare and their children's education, regardless of their educational level and socioeconomic status, similar to Cuartero-Enteria and Tagyam (2020) on parental involvement from indigenous groups in particular primary schools in the northern Mindanao region of the Philippines.

Age, gender and number of children

Age and sex and their effects on parental participation have been the subject of earlier and older research. Adolescents' academic success is differentially impacted by this parenting approach and parental involvement (Lee et al., 2007). Additionally, according to Samson and Lydiah (2014) study, 89% of moms and 83% of fathers participate in their children's schooling. According to an independent sample test of Barnes (2016) research, children with dads participated more often in essential activities like soccer matches and field excursions $t(139) = 2.24$, p 0.05, indicates that students with participating dads had a substantially more excellent performance after the day. New investigations on these factors have been done recently. Parent engagement was constrained since parents' ages did not significantly correlate with students' academic achievement (Eshetu, 2015). The findings of the Kalaycı and Öz (2018) study revealed that parental perceptions of parental participation were not significantly

influenced by gender or age. There were no gender-related disparities in parents' involvement in formal schooling for kids with specific learning difficulties, according to the Gender-Specific Study by (Al-Dababneh, 2017). Sahin (2019) contends that parents' gender has no bearing on how much they participate in their children's schooling. Unfortunately, no research has been discovered on the number of children connected with parental engagement. This study will examine this variable and other variable to determine if they regulate parental participation and stress.

Factors affecting parental stress

According to Chen, Byrne, and Vélez (2022), the closure of schools, daycare centers, and workplaces caused many parents to work from home while also caring for their children, which resulted in significant stress associated with child raising. The loss of a job or a wage decrease might worsen this stress for some parents. The house has changed into a joint space for work and education due to the numerous constraints enforced as part of COVID-19. Parents also act as general supervisors and mentors for their children. Parents' primary responsibility nowadays is to assist, encourage, and participate in activities that aid their kids in completing chores. Some parents are forced to become full-time parents after losing their careers, which makes them more susceptible to stress as their family life revolves solely around their children's development. In addition, Chen, Byrne, and Vélez note that the COVID-19 pandemic has resulted in some restrictions, and the lockdown affects parents as one of the stress factors. They could be compelled to shut down their enterprises and retire to their homes. As a result, as parenthood demands increase, so does parenting stress. According to Brown et al. (2020), higher levels of COVID-19-related pressures and more severe feelings of anxiety and depression are linked to parenting-related stress. The strain created by parents' existing living

circumstances (financial difficulty, unemployment, and zeal) leads to further stress.

President Rodrigo Roa Duterte imposed a nationwide lockdown on March 8, 2020, which led to the closure of schools, amusement parks, and places of worship and the implementation of travel restrictions. When schools are closed, neither the instructors nor the kids attend. The Department of Education adopted a new standard that requires students to select between flexible learning and online programs with a modular structure (Panol et al., 2021). Since the Department of Health is currently undergoing immunization for children, which stresses parents, most elementary schools in the Philippines still use the online modular setup. Since the beginning of remote or distant learning, parents have served as supervisors, tutors, and homeschooling teachers in their children's education, according to Agaton and Cueto (2021). As a result, as long as distance learning is available, parents will encounter stressful problems that impact their children's academic performance. Among other things, the incapacity of parents to direct knowledge, family health issues, and family economic issues all contribute to high-stress levels (Susilowati & Azzasyofia, 2020). Due to school closings and the change to a new norm where students use their homes as the new classroom, some parents cannot guide their children. They are worried about other family difficulties, such as health-related problems associated with the COVID-19 virus and the instructors' lack of professional aid. Each of these elements affects the parent and the rest of the family, and they all have a role in how stressed out the parent perceives themselves to be. According to Dillmann, Sensoy, and Schwarzer (2022), moms experienced more stress than dads about their children's behavioral and emotional issues. The impact of quarantine on children's behavioral and emotional difficulties is moderated by parental supervision. Today's parents must divide their time between work and home, making managing parent-child relationships challenging. Due to the

time and effort required to analyze and help their children, parental stress rises, especially while we are still under lockdown.

About the virtual environment, instruction delivery, poor learning results, difficulty with the usage and accessibility of technology, and personal issues with health, stress, and their children's learning styles, parents encounter a variety of problems from distant learning, in addition to financial challenges while providing for the family through the lockdown. Parental stress models claim that such traumatic experiences may put parents under stress, which may impact how well their kids adjust (Garrote et al., 2021). Nobody was ready for the epidemic when it first emerged. Everything was abruptly modified and put into what is now referred to be the new normal in schooling. Parenting has never been simple, but social media's emergence and the ubiquitous use of cellphones have added a new wrinkle to the difficulties of fatherhood. For low-income homes, it is already challenging to close schools and switch to a new educational standard where technology is widely used, and students must have at least one device per home. The education sector, particularly in the case of distant learning, has greatly benefited from technology. Parents and pupils must be informed of the most recent developments due to the quick progression of technology. Because they are aware of their incapacity to use technology to help their children with their academic obligations, parents who lack technological abilities are less likely to participate in their children's academic responsibilities.

In addition to the previously mentioned factors, teacher support has also demonstrated a strong correlation with increased parental stress, especially regarding children's perceived behavioral or emotional problems. This discovery could make it necessary to reevaluate the efficacy of providing parents with professional help throughout the epidemic. By including parents in the educational process, schools have a tremendous chance to enhance their current programs. Parents must put in the time and

effort to properly assist their children in their modular placement. Students are arranged in modules. Some parents worry about their children's academic performance and internet habits. Parents should receive expert assistance from facilitators as well. Partnerships between parents and teachers help kids learn academically and develop their social and emotional abilities. In online classes, parental engagement is encouraged. It is challenging for parents to assess their children due to a lack of academic knowledge. Academic achievement has been impacted by parents' engagement in their kids' education. The switch from in-person to online learning presents additional difficulties for certain people. Parents should serve as homeschooling instructors when working from home. Since the advent of distance learning, parents have assumed the role of educators, completing homework assignments and other educational responsibilities on behalf of their kids. It may be assumed that since parents are active in how their children achieve their reading, this also adds to their stress. Researchers want to know how parental pressure and participation are related and how the socioeconomic and demographic characteristics of the parents affect that relationship.

Relationship between parental involvement and parental stress

According to Wang, Hu, and Han (2020), both parents' parental stress was related to their lack of participation and poorer FQOL (Family Quality of Life). Additionally, women's views of FQOL are indirectly impacted by parental stress because of their engagement in caring for children with ASD. Low family income, social isolation, and food shortages can all affect a person's quality of life. For parents, a significant source of stress is a poor quality of life. Finding a work-life balance that enables parents to spend more time with their families and children while engaging in school and community life can be challenging for parents in poverty.

The researcher advises that all concerned governments, schools, societies, and parents themselves reevaluate all the warning signs of high

levels of stress in parenting because doing so will significantly improve the health of the kids, which is essential for the growth of social skills and successful school adaptation (Ngwoke, 2018). Everyone can assist a child in developing social skills, but only the child's parents can do so. A parent-child bond must be established inside the family. Youngsters are more likely to get along with others if they have strong ties with their parents at home. Positive socialization and academic achievement might result from parents' active participation in their kids' life.

In the current study, we expected that parents who reported having an enormous influence from COVID-19 would also say higher levels of parental stress and higher parental stress is related to poor parenting practices (Brown et al., 2020). The Parental Stress Model supported this hypothesis. Several restrictions were put in place throughout the COVID-19 strike. The limitations' effect on parents was one of the causes. Some parents were compelled to stay at home because they lost their employment, while others were forced to shut down their enterprises. Some parents taught their children while they were enrolled in school online. Parenting obligations result in increased parental stress.

According to Spinelli et al. (2020), through the mediating impact of parental participation, household instability predicted more significant levels of parenting stress, which in turn was related to less efficient emotion regulation in children. Children's ability to effectively regulate their emotions decreased due to more stressed parents being less active in their kids' activities. Parents' entire health and well-being are negatively impacted by stressors, which also demand their focus and emotional energy. Parental stress can reduce parental participation, focus, tolerance, and patience with children. It can also lead to a rise in the usage of corrective actions.

Number of their level of education, parents in the performance objectives condition reported much more parental stress than those in the mastery goals condition (Tang et al., 2020). Parents with performance goals

are more likely than those with mastery goals to report feeling stressed because performance goals emphasize the need to demonstrate high ability through performance. In other words, mastery goal parents are more concerned with the process than the outcome, while task mastery goal parents focus on creating task mastery.

Parental involvement and parental stress during the pandemic

High-stress levels are impacted, among other things, by parents' failure to direct learning, family health issues, and family financial difficulties (Susilowati & Azzasyofia, 2020). Due to school closings and the change to a new norm where students use their homes as the new classroom, some parents cannot guide their children. They are worried about other family difficulties, such as health-related problems associated with the COVID-19 virus and the instructors' lack of professional aid. Each of these elements affects the parent and the rest of the family, and they all have a role in how stressed out the parent perceives themselves to be.

According to O'Connor Bones et al. (2021), the movement to a remote, frequently virtual world of online teaching presented many challenges for families. The closure of schools worldwide in response to the COVID-19 pandemic required parents to undertake important pedagogical roles to support their children's education. Parents are considered the children's first instructors from the time they are born until they are mature. Parental participation in their children's education has impacted academic progress. For some people, switching from in-person to remote learning presents new difficulties. Parents are required to teach their children at home while working from home. Since the advent of remote education, parents have assumed the instructor's job, completing their children's homework and other academic responsibilities.

Wu et al. (2020) found that parents with family problems experienced considerably more significant levels of sadness, anxiety, and perceived stress than parents with harmonious families. Along with social

support, parenting style, parental history of mental illness, and marital happiness, other factors impact parents' depression, anxiety, and perceived stress. Parental stress is affected by dysfunctional families, disorganized routines, domestic concerns, and money problems. For a successful parent-child relationship, trust and respect are essential. Parents may lessen their stress and help their kids learn by creating a pleasant atmosphere at home with the aid of acceptance and openness in the family.

Null hypotheses

H_0: There is no significant relationship between parental involvement and stress.

H_0: Demographic profile of the respondents does not moderate the relationship between parental involvement and stress in terms of:

a. Age;
b. Gender, and;
c. Number of Children

H_0: Socio-economic status of the respondents does not moderate the relationship between parental involvement and stress in terms of:

a. Level of education;
b. Occupational status, and;
c. Income

RESEARCH METHODS

In a modular design, the goal of this correlational study is to ascertain if the socioeconomic level and demographic profile of parents of Grade 6 primary students affect the association between the two variables and the relationship between parental participation and stress. The parents of primary kids in several public elementary schools in Angeles City that the Department of Education officially oversaw served as the study's respondents. In this, *purpose sampling technique* was used. This sampling technique is non-probability sampling where the researchers deliberately chooses participants for the study (Lobo et al., 2022; Lobo, 2022).The

inclusion and exclusion criteria were established to guarantee the reliability of the data obtained from the instruments and the statistical analysis. Parents of Grade 6 pupils at a public elementary school, inhabitants of Angeles City, people whose schools use a modular setup, people whose ages fall between 21 and 50, and people who identify as either male or female are all required to reply to the survey. Any responders who don't meet the requirements will instantly be disqualified from the research. The intended sample size was calculated from the whole population of responders using the *Raosoft Sample Size Calculator*. There are 162 respondents overall with a 5% margin of error and a 95% degree of confidence.

To get the required information from the respondents, three questionnaires were employed. The questionnaire's first section asks about the respondents' socioeconomic situation regarding their age, gender, education level, employment status, income, and the number of children they have. A questionnaire from Part II of the Parent and School Survey is included (PASS). According to the literature, the Parent and School Survey's (PASS) Cronbach Alpha is 0.936. Part III consists of an adaptive questionnaire based on the Parental Stress Scale, developed by Berry and Jones (1995). This questionnaire contains 24 questions about the parental involvement of the parents in their child's education, each with a five-point Likert scale and responses "strongly agrees," "agree," "partially agree/partially disagree," "disagree," and "strongly disagree." (1995). According to the literature, the Parental Stress Scale (PSS) has a Cronbach's alpha value of 0.92. The 101-item Parenting Stress Index was replaced by the Parental Stress Scale (PSS). The 18 questions on this survey have responses of "strongly agree," "agree," "undecided," "disagree," and "strongly disagree" on a five-point Likert scale.

Statistical approaches for descriptive analysis and correlation were used to review the respondents' information. The data are used with IBM SPSS version 26, which is used for the purpose. Descriptive statistics,

including frequency (f), total, mean (M), and standard deviation, were used to describe the socioeconomic profile, level of participation, and stress of the respondents (SD).

The Pearson r statistic and Pearson chi-square statistics were used to determine if the socioeconomic profile (insert socioeconomic profile) influenced the link between the respondents' level of involvement and stress. To make the analysis and interpretation of the data they had gathered more straightforward, the researchers utilized the point scale interpretation indicated below to define the per-item response for the respondents' degree of participation and stress:

Range of weighted mean	Description
3.26 – 4.00	Very high
2.51 – 3.25	Moderately high
1.76 – 2.50	Low
1.00 – 1.75	Very low

RESULTS and DISCUSSION of FINDINGS

The respondents' demographic details, broken down by age group, are shown in Table 1.1. The tabulated data reveals that 15 out of 162 (9.26%) respondents were under the age of 20, while 37 (22.84%) were between the ages of 20 and 30, 66 (40.74%), and 40 (24.69%) were between the ages of 41 and 50. Only four (2.45%) respondents were beyond the age of 51. It suggests that most responders are in their thirties or forties.

Table 1.1. Demographic profile of the respondents be described in terms of Age

Age	**Counts**	**% of Total**
Below 20 years old	15	9.26 %
20-30 years old	37	22.84 %
31-40 years old	66	40.74 %
41-50 years old	40	24.69 %
51 years old above	4	2.45 %

Total	**162**	**100 %**

The demographic information on the respondents' gender is included in Table 1.2. According to the tabulated data, there were 25 male respondents (15.43%), 135 female respondents (83.33%), and two respondents (1.23%) who did not want to specify their gender. This shows that women make up the majority of the respondents.

Table 1.2. Demographic profile of the respondents be described in terms of Gender

Gender	Counts	% of Total
Male	25	15.43 %
Female	135	83.33 %
Prefer not to say	2	1.23 %
Total	**162**	**100 %**

The socioeconomic profile of the respondents is displayed in Table 1.3, along with a breakdown of their educational attainment. According to the tabulated statistics, 82, or 50.6%, of the respondents were high school graduates

Table 1.3. Socioeconomic profile of the respondents be described in terms of the Level of education

Education	Counts	% of Total
No schooling completed	3	1.85 %
Elementary Graduate	15	9.26 %
High School Graduate	82	50.62 %
College Graduate	22	13.58 %
Trade/Technical/vocational training	10	6.17 %
Undergraduate	27	16.66 %
Post-Graduate	3	1.85 %
Total	**162**	**100 %**

According to their employment status, Table 1.4 shows the socioeconomic profile of the respondents. Of the respondents, 37 (22.84%) were self-employed, 47 (29.01%) were regularly employed, 71 (43.83%)

were jobless, and only 7 (4.32%) were seasonally employed. The majority of respondents became unemployed as a result.

Table 1.4. Socio-economic profile of the respondents be described in terms of Occupational status

Status	Counts	% of Total
Self-Employed	37	22.84 %
Regular Employment	47	29.01 %
Unemployed	71	43.83 %
Seasonal Employment	7	4.32 %
Total	**162**	**100 %**

According to Table 2.1's socioeconomic profile, 60 of the 162 respondents, or 37.03%, had monthly incomes of less than $5,000, while 23 respondents, or 14.20%, had incomes between
₱10,000 and ₱5,000.

Table 2.1. Socio-economic profile of the respondents be described in terms of Income

Income	Counts	% of Total
Below ₱5,000	60	37.03 %
₱5,000 - ₱ 10,000	41	25.30 %
₱10,000 - ₱15,000	23	14.20 %
₱15,000 Above	38	23.46 %
Total	**162**	**100 %**

The demographic profile of the respondents is shown in Table 2.2, with 147 respondents, or 90.74%, having just one to three children, 12 respondents, or 7.41%, having four to six children, and three respondents, or 1.85%, having more than one kid. This suggests that the majority of responders have between one and three kids.

Table 2.2. Demographic profile of the respondents be described in terms of Number of children studying

Children	Counts	% of Total
1-3	147	90.74 %

4-6	12	7.41 %
7-10	3	1.85 %
Total	**162**	**100 %**

Table 2.3 shows the demographic breakdown of the respondents by learning modality, with 108 respondents—or 66.67%—stating that their children are currently enrolled in a wholly modular setup, 28 respondents—or 17.28%—in a hybrid—modular plus online classes, and 26 respondents—or 16.05%—in a limited face-to-face setting. This indicates that most of the respondents' kids are enrolled in a completely modular system.

Table 2.3. Demographic profile of the respondents be described in terms of types of learning modality

Children	Counts	% o Total
Full Modular Set Up	108	66.67 %
Hybrid (Modular + Online Classes)	28	17..28%
Online Class	0	0
Limited Face to face	26	16.05%
Total	**162**	**100 %**

Most of the respondents are actively involved in helping their children with the modules, as shown in Table 2.4, which also displays the demographic profile of the respondents defined in terms of assisting in modules. Yes, votes totaled 152, or 93.83%, while No votes were 10, or 6.17.

Table 2.4. Demographic profile of the respondents be described in terms of assisting in modules

Children	Counts	% of Total
Yes	152	93.83 %
No	10	6.17%
Total	**162**	**100 %**

The demographic profile of the respondents is shown in Table 2.5 in terms of PTA membership, with 84 respondents (51.85%) being PTA members and 78 respondents (48.15%) not being PTA members.

Table 2.5. Demographic profile of the respondents be described in terms of parents as PTA members

Children	Counts	% of Total
Yes	84	51.85 %
No	78	48.15%
Total	**162**	**100 %**

According to Table 2.6, 25 respondents, or 15.43%, admitted employing someone to assist their children with their modules, compared to 137 respondents, or 84.57%, who said they had not hired anyone at all.

Table 2.6. Demographic profile of the respondents be described in terms of Hiring/Assigning in helping child in modules

Children	Counts	% of Total
Yes	25	15.43 %
No	137	84.57%
Total	**162**	**100 %**

As someone who can accompany their child if they are not personally present, Table 2.7 illustrates the demographic profile of the responders. Fifty-three respondents, or 32.73%, answered that their husband or partner would be responsible for it; 48 respondents, or 29.63%; 10 respondents, or 6.17%; 23 respondents, or 38; the eldest kid or any available sibling; and 13 respondents, or 8.02; none. This indicates that most respondents claim that if they are not personally accessible, their spouse or partner will assume the task.

Table 2.7. The demographic profile of the respondents is described in terms of someone who can accompany their child if not personally available

Children	Counts	% of Total
Spouse / Partner	53	32.72 %
Other immediate family	48	29.63%

members (Aunt, Grandmother, Uncle, etc)		
Neighbor or friends	10	6.17%
Oldest child or any available sibling	38	23.46%
None	13	8.02%
Total	**162**	**100 %**

It can be inferred from these results that the respondents demonstrate high support for their child's learning in school or at home. Table 3 shows the level of parental involvement of the respondents towards their children's learning, wherein it obtains an overall mean value of 3.60, interpreted as "high."

Table 3. Parental involvement

Indicators	Mean	Verbal Interpretation
I feel completely at ease going to my child's school.	4.38	Very High
The homework of my child is consistently shown in our house(e.g., hang papers on the refrigerator).	3.82	Very High
I would learn about my child's misbehavior at school quickly.	4.31	Very High
When my son is unable to grasp, I often clarify the concepts.	4.43	Very High
I congratulate my child whenever he succeeds in something atschool.	4.56	Very High
I feel awkward speaking with the principal of my child's school.	2.71	Moderate
I am always aware of my child's academic performance.	4.19	High
I'm uncertain about my legal obligations as a student's father.	3.58	High
Every day, I read to my child.	3.89	High
About educational difficulties, I regularly speak with otherparents.	3.77	High
My child routinely participates in community activities (such asYMCA, park/rec, and community theater).	3.57	High
In the previous year, I made multiple trips to my child's classroom.	4.02	High

I have offered advice to my child's teachers on how to support mychild's education.	3.86	High
Our home is filled with children's literature.	3.76	High
I often attended events at my child's school throughout the lastyear (e.g., fun nights, performances, awards nights)	3.40	High
Each semester, my child misses several days of school.	2.42	Low
I feel a little awkward talking to my child's present teacher.	2.26	Low
The homework my child brings home baffles me.	2.44	Low
In our family, reading is a common pastime.	3.88	High
I wouldn't know how to acquire extra aid for my child if he wasstruggling in school.	2.71	High
I am familiar with the legislation regulating schools.	3.91	High
I went to a lot of school board meetings during the previous twelvemonths.	3.60	High
At least three times in the previous year, I volunteered at mychild's school.	3.37	Low
I am aware of several kids initiatives in my neighborhood.	3.69	High
Overall Mean	**3.60**	**High**

The following statements, which express sentiments and impressions regarding the experience of becoming a parent, are shown in Table 4, along with the parents' degree of agreement. The tabulated data yielded an overall mean score of 3.47, translated as "agree," indicating that the respondents agree with the signs that stress is not mostly coming from their children.

Table 4. Stress of parents

Indicators	Mean	Verbal Interpretation
Being a parent makes me joyful.	4.19	Agree
I would do almost anything for my child(ren) if it was required.	3.83	Agree
Sometimes, taking care of my child or children demands moretime and effort than I am able to provide.	3.98	Agree
I occasionally question whether I am providing enough for mychild (ren).	3.78	Agree
My child and I feel connected (ren).	4.08	Agree

I cherish my time with my child (ren).	4.19	Agree
My child or children are a significant source of love for me.	4.17	Agree
My future outlook is more solid and upbeat now that I have a childor children.	4.15	Agree
My child is the main cause of stress in my life (ren).	2.73	Undecided
Little time and flexibility remain in my life after having a child orchildren.	3.19	Undecided
Having a kid or children has proven expensive.	2.83	Undecided
Due to my child, it is challenging to juggle my several tasks (ren).	2.78	Undecided
My feelings about my child(renactions)'s are frequentlyuncomfortable or distressing.	2.45	Undecided
If I could go back in time, I would probably choose not to havechildren (ren).	2.12	Disagree
The weight of my parental responsibilities feels excessive.	3.03	Undecided
Having a child (or children) has resulted in my life being toolimited in terms of options and control.	2.71	Undecided
As a mom, I'm content	4.12	Agree
I adore having my child or children.	4.16	Agree
Overall Mean	**3.47**	**Agree**

Table 5 demonstrates the strong link between parental participation and parental stress. When the difference between the two variables in the test is less than 0.05, there is a statistically significant association (at the 5% level); however, when it is more than 0.05, there is no statistically significant relationship. Parental participation and stress had no statistically significant link, as seen in the table; p = 0.315. (> 0.05) which denotes that a p-value higher than 0.05 (at the 5% level) shows that the association is not statistically significant.

Table 5. Significant relationship between parental involvement and stress of parents

Source of Relationship	Computed R	p-value	Decision	Interpretation
Involvement Stress	0.079	0.315	Null Hypothesis Accepted	No Significant Relationship

A substantial correlation between parental engagement and the respondents' demographic profile can be seen in Table 6.1, also known as the Chi-Square Tests. In the test, a p-value of less than 0.05 denotes a statistically significant link (at the 5% level), whereas a p-value of more than 0.05 denotes the absence of such a relationship. Age's determined p-value (p = 0.016) is less than 0.05, as shown in the table, indicating that the link is statistically significant (at the 5% level), according to the definition of a p-value. The null hypothesis was disproved in this instance. As a result, we may conclude that age and parental participation are significantly correlated (0.217 = low).

Table 6.1. Significant relationship between Parental Involvement and Demographic profile

Profiles	***Phi/Cramer's V***	***P-value***	***Decision***	***Conclusion***
Age	0.217	0.016*	Reject Ho	Significant
Gender	0.182	0.192	Accept Ho	Not Significant
Number of children	0.098	0.925	Accept Ho	Not Significant

A substantial correlation between parental stress and the respondents' demographic profile can be shown in Table 6.2, termed Chi-Square Tests. The computed p-value for each profile is more than 0.05, as seen in the table, which indicates that the link is not statistically significant (at the 5% level). The null hypothesis in this instance was accepted

Table 6.2. Significant relationship between Parental Stress and Demographic profile

Profiles	***Phi/Cramer's V***	***P-value***	***Decision***	***Conclusion***
Age	0.173	0.246	Accept Ho	Not Significant
Gender	0.120	0.793	Accept Ho	Not Significant
Number of children	0.214	0.064	Accept Ho	Not Significant

A considerable correlation between parental engagement and respondents' socioeconomic profiles can be shown in table 7.1, termed Chi-Square Tests. The computed p-value for each profile is more significant than 0.05, as seen in the table. This indicates that the link is not statistically significant (at the 5% level). The null hypothesis in this instance was accepted.

Table 7.1. Significant relationship between Parental Involvement and Socio-economic profile

Profiles	***Phi/Cramer's V***	***P-value***	***Decision***	***Conclusion***
Level of Education	0.210	0.234	Accept Ho	Not Significant
Occupational Status	0.185	0.167	Accept Ho	Not Significant
Family Income	0.195	0.100	Accept Ho	Not Significant

Table 7.2, also known as Chi-Square Tests, demonstrates a strong correlation between respondents' socioeconomic status and parental stress. The computed p-value for each profile is more significant than 0.05, as seen in the table. This indicates that the link is not statistically significant (at the 5% level). The null hypothesis in this instance was accepted.

Table 7.2. Significant relationship between Parental Stress and Socio-economic Profile

Profiles	***Phi/Cramer's V***	***P-value***	***Decision***	***Conclusion***
Level of Education	0.200	0.359	Accept Ho	Not Significant
Occupational Status	0.129	0.776	Accept Ho	Not Significant

Implication

Future studies on parental participation and stress will be developed using the findings from this study to validate the results correctly. This research study might also be the foundation for creating a successful program to boost parental participation and reduce stress.

Limitations

Since the study was done during a pandemic, several restrictions have been found. These are listed below:

1. It was challenging because of the researchers' time availability and conflicts with other academic obligations.
2. Restrictive face-to-face contact has already been applied in particular primary schools, making it difficult for researchers to collect data.
3. Since we conducted an online poll, some parents have little experience with technology.
4. Internet connection is restricted since the researchers are conducting their work and organizing from their homes.
5. Due to time, priority, and willingness, only a few responders are willing to participate in the study.

CONCLUSION

Parents between the ages of 31 and 40 and women are more likely to be involved in terms of parental participation and stress. The findings demonstrated a substantial correlation between age and parental involvement. Most respondents had a high school diploma, a monthly salary of less than PHP 5.000, and one to three children enrolled in school. More than half of the respondents strongly support their kids' academic endeavors, whether at school or at home. Parents concurred that stress is not primarily brought on by their kids. In this, this study concluded that there is no relationship between parental stress (PS) and parents involvement (PI). This suggests that unrelated variables may strongly affect the connection between the variables.

Here are the following recommendations in the light of the following findings:

1. To gather additional in-depth information, qualitative methods might be employed, such as interviewing respondents about their engagement and coping strategies for academic stress.
2. Future versions of the same study may focus on parents of high school, senior high school, college, or special education students instead of parents of children.
3. Since this study was conducted during a pandemic, certain public primary schools had to organize courses modularly, allowing the future researcher to choose between in-person, online, or hybrid classes (limited in-person + online).
4. Additionally, it is advised that a larger sample size be used, such as by including additional sites, to guarantee the validity of the sample.

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