

Daily Parenting Hassles of Filipino Teachers

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Abstract

Parenting is a challenging task, especially when parents also work as teachers. In this study, daily hassles experienced by Filipino teacher-parents were studied, particularly during the COVID-19 pandemic. The Parenting Daily Hassles Scale was used to gather responses ($N = 371$) from teacher-parents serving as the primary caregiver of their children under age 14. Data analysis indicated that most teacher-parents experienced parenting hassles at an Average level, with varied intensity or impact. The behavioral challenges experienced also occurred with Average frequency. The findings of this study have significant implications for the parental landscape in the Philippines, and provide promising directions for future research on the role portrayal of control and discipline in improving child behavior. To address the concerns highlighted in the study, the researchers recommended further examination and research on support strategies to manage children's behavior for Filipino teacher-parents amidst their professional responsibilities. This could help in the development of effective interventions and support programs that may assist parents in fulfilling their roles while dealing with daily parenting challenges. The findings highlighted the need to recognize parenting hassles and challenges, particularly during a pandemic, and the importance of supporting parents in their efforts to raise healthy and well-adjusted children.

Keywords: *Filipino, teacher-parents, daily hassles, parenting, children*

Introduction

Parents play a vital role in shaping the lives of their children by providing them with guidance, protection, and nurturing. They are responsible for creating a safe and healthy environment that allows their children to develop and grow into productive members of society. Lomanowska et al. (2015) suggested that parenting practices are influenced by the experiences and upbringing of parents themselves. Therefore, parents' behavior and practices are influenced by their own childhood experiences, and this influences their parenting styles. Moreover, Danford et al. (2015) suggested that parenting practices also are shaped by internal and external family landscapes, including cultural and societal factors. These factors impact the ways that parents raise their children, and influence the values and desirable attitudes that are instilled in their children. Therefore, parents impart social and cultural values and attitudes to their children from an early age. In addition to values and attitudes, parents also play a crucial role in shaping their children's perceptions of material things. Richins and Chaplin (2015) described material parenting as a style of parenting that promotes constructive ideas about the role of possessions in self-enhancement and improvement. By fostering positive perceptions of material things, parents can teach their children the importance of financial responsibility and the value of money.

The quality of interaction between parents and children plays a vital role in their developmental stages. Moore et al. (2017) suggested that the quality of parent-child interaction was linked with the occurrence of obesity in children. Active parental involvement in school also yielded positive gains in terms of academic achievement, as suggested by Benner et al. (2016). Therefore, the ways in which parents portray their roles as mothers or fathers is a window of opportunity to demonstrate love, discipline, control, and warmth towards their children. Sarwar (2016) found that a parent's care, time, and attention can contribute to addressing children's problematic actions. Parental involvement in a child's life is essential for positive development, and when parents are supportive and involved, they

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can help their children overcome challenges and achieve their goals. Sarwar (2016) also highlighted that parents' role-modeling was crucial in shaping their children's behavior and attitudes.

The development of a nurturing family environment is largely influenced by effective parenting processes (Bibi et al., 2013). However, it also can involve conflicting perspectives and practices regarding effective child-rearing and upbringing. Simelane (2020) found that gender played a significant role in defining parenting roles. While the ultimate goal is to ensure that children possess desirable traits and characteristics, the process of raising children is complex and influenced by various social and cultural perspectives, including the COVID-19 pandemic. The pandemic exacerbated the challenges faced by parents who were required to perform multiple roles at home and work. As a result, parents struggled with conflicting demands and responsibilities, leading to stress and conflict. These challenges were especially evident in low-income households, where parents have limited resources and face additional stressors (Coyne et al., 2021). Therefore, parenting practices and family environments may be impacted by various stressors and external factors.

The experience of stress is a constant element in the parenting equation. With multiple roles and demands, parents face overwhelming stress that can lead to various challenges. BeLue et al. (2015) found that parental stress influenced parenting practices and familial aspects more than work-related or financial stress. Thus, acknowledging the impact of parental stress on family dynamics and overall well-being is important. In the case of second-time mothers, Zhuo and Li (2021) emphasized the need to focus on family struggles, particularly the mental well-being of mothers, when adding a new family member. The transition to parenthood can be stressful, especially for mothers, and the addition of a second child can further compound the stress. Moreover, parental stress can be influenced by various factors, including personal factors, child factors, and environmental factors (Deater-Deckard et al., 2016). For instance, parents who have difficulty managing their own emotions may experience increased stress when dealing with their children's emotional outbursts. Similarly, environmental factors such as financial difficulties or community violence can also contribute to parental stress.

As particular roles in parenting may be linked to health and mental well-being conditions (Pace & Shafer, 2015), addressing episodes of stress and hassles and establishing effective approaches towards managing these situations is crucial. Programs and interventions can help to address these issues and promote positive parenting experiences. Li et al. (2022) suggested that family support and fulfillment of partner roles are effective ways to reduce the severity of parental stress. Family support can take many forms, such as providing emotional support, practical assistance, and childcare help. Fulfillment of partner roles can involve sharing responsibilities in childcare and household tasks, promoting shared decision-making, and showing appreciation and validation for each other's efforts. These approaches can help to reduce the burden of parenting and promote positive and supportive family environments. Furthermore, interventions like parenting education programs, cognitive behavioral therapy, and mindfulness-based interventions, have been found to effectively reduce stress and improving parenting practices (Werner et al., 2016). These interventions can provide parents with skills and strategies to cope with stress and manage parenting challenges more effectively.

Parenting can be a challenging task, and it becomes even more challenging when the parent is also working as a teacher. The literature shows that teachers who are parents face multiple parenting hassles that may impact their professional and personal lives. Previous studies have identified some of the parenting hassles experienced by teacher-parents, such as managing work schedules to attend their children's school activities, dealing with homework, handling behavior problems, and taking care of their children's basic needs (Raver & Knitzer, 2002; Huang, 2011; Wong et al., 2017).

The aim of the current study was to investigate the daily parenting hassles experienced by Filipino teacher-parents using the Parenting Daily Hassles Scale, a reliable and valid instrument used in previous studies (Crnic & Greenberg, 1990; Cox & Bentovim, 2000; Wong et al., 2017). Parenting hassles are defined as the daily challenges and difficulties that parents encounter while fulfilling their parental duties, such as behavior management, feeding, and clothing children. The study objective was to contribute to the discourse of parental role management, particularly during the COVID-19 pandemic, by exploring the challenges and stressors faced by parents in fulfilling their roles.

Although no extensive discussion of the scale's psychometric properties was undertaken in the literature review, future studies may benefit from including a more detailed discussion. This inquiry is significant, given the lack of attention and research focusing on parental roles and tasks (McQuillan et al., 2019). By investigating how contemporary Filipino parents view their roles as mothers or fathers, and by emphasizing behavioral challenges and parental tasks, the aim in the present study was to contribute to the understanding of parental stress and challenges.

Moreover, it is essential to acknowledge the diversity of experiences and challenges faced by parents in different cultural contexts. For instance, studies have found that parenting practices in the Philippines are often influenced by cultural norms, values, and beliefs (Alampay, 2014; Lansford et al., 2016). In Filipino culture, respect for authority and family values are highly regarded, and parents are expected to prioritize their children's education and well-being (Alampay, 2014). This cultural context may lead to unique challenges and stressors for Filipino teacher-parents, highlighting the need for research and support tailored to their specific needs.

The daily parenting hassles experienced by Filipino teachers was the focus sought in the present study, which highlighted the lack of attention and research focusing on parental roles and tasks (McQuillan et al., 2019). This inquiry is significant in contributing to the discourse of parental role management, especially during the COVID-19 pandemic, when multiple roles were assumed all at the same time and in various settings. Understanding the challenges and stressors faced by parents is crucial in developing effective interventions and support programs. By investigating how contemporary Filipino parents viewed their roles as mothers or fathers and putting a premium on behavioral challenges and parental tasks, the aim of the study was to contribute to an understanding of parental stress and challenges.

Overwhelmingly, the importance of recognizing parenting hassles and challenges was highlighted in this study, especially in the context of the COVID-19 pandemic. By understanding the challenges faced by parents, researchers, policymakers, and educators, administrators can develop effective strategies and interventions to support parents and promote positive parenting practices.

Study Framework

The study revolved around the experiences of Filipino teacher-parents in managing daily parenting hassles. The Bioecological Systems Theory (BST) by Bronfenbrenner (1979) formed the basis of the study. This theory posits that a child's development is influenced by multiple systems or environments surrounding the child, such as the microsystem (family and immediate environment) and the exosystem (external environment that indirectly affects the child, such as parents' work). In this study, the focus was on the microsystem, particularly the parent-child interaction within the family context. It was recognized that teachers who are also parents face unique challenges in managing daily parenting tasks and challenges, given the demands of their profession. The role of contextual factors was also considered in shaping the parenting experiences and practices of teacher-parents.

By and large, emphasis was given to the interplay between various factors in shaping the daily parenting experiences of Filipino teacher-parents. These factors included the nature of the parent's profession, the child's developmental stage, and contextual factors such as the COVID-19 pandemic. The aim of the study was to contribute to a better understanding of these factors and their impact on the daily parenting experiences of Filipino teacher-parents.

Methods

This study utilized the survey design method to describe the experiences of teacher-parents on their parenting hassles (Creswell & Creswell, 2018). A survey questionnaire was used as the main research tool, adopting the 15-item Parenting Daily Hassles Scale developed by Crnic and Greenberg (1990) to assess the frequency and impact of potential parenting daily hassles experienced by parents caring for young children. The scale is composed of items related to behavioral challenges and parenting tasks, and has been used in various research studies related to parenting hassles. The

present researchers utilized a modified version of the scale by Cox and Bentovim (2000) that was altered to fit the context of the study.

A Google form was used to collect data online. The link to the questionnaire was sent to teacher-parents who were selected through purposive sampling. The target respondents were teacher-parents who had one or more children under the age of 14 and who were living with their child/children at home, serving as the primary caregivers of their child/children.

The criterion used for selection, being a teacher-parent, suggested that the teaching profession could potentially influence their parenting challenges and approaches on a day-to-day basis, especially amidst the COVID-19 pandemic. As teachers, they were more likely to possess a deeper understanding of child development and education, which may have affected their parenting styles and approaches. They may also have faced unique challenges as teacher-parents, such as juggling professional responsibilities with the demands of parenting and the added stress and uncertainty brought about by the pandemic. During the COVID-19 pandemic, the role of teacher-parents became even more critical as they were faced with the task of facilitating their children's distance learning while also managing their daily parenting hassles. This may have had further implications on their mental health and well-being (Cruz & Bernardo, 2017; Solemn et al., 2011).

The researchers also used the age bracket of children under 14 years old as a criterion for selecting teacher-parents to participate in the study. This age bracket is typically associated with early childhood and middle childhood, which are critical periods in a child's development, and where parents may face daily parenting hassles. During these ages, children are still dependent on their parents for their physical, emotional, and cognitive needs. Parents need to attend to their children's daily needs, such as feeding, bathing, and providing emotional support, while also managing their behavior and education. These tasks may have become more challenging during the COVID-19 pandemic, where parents may have faced additional stressors related to remote learning, work-from-home arrangements, and social isolation (Cruz & Bernardo, 2017). The study collected 371 valid responses from teacher-parents employed in different educational institutions in the Philippines.

The utilization of the survey design method and the Parenting Daily Hassles Scale allowed for a systematic investigation of the experiences and hassles of teacher-parents. Collecting data from a diverse sample of teacher-parents provided insights into the challenges and stressors faced by parents in the Philippines. These findings can inform the development of effective interventions and support programs to promote positive parenting practices and improve overall family well-being.

Study participants were mostly females or mothers (90.27% of the total respondents), while the remainder were males or fathers (Table 1). Among the respondents, 9.43% stated that they were single parents or widowed. More than half of the participants (62.80%) taught in grade school, while 33.42% taught in junior and senior high school, and the remainder in higher educational institutions.

The data were analyzed using three methods: Calculating the means, frequencies, and ranking. The total mean for each respondent and the mean of each item for the intensity scale were interpreted using the following descriptors, which were adopted from Li et al. (2022). Mean values falling in the range 1.0–1.5 were recorded as giving *No Hassles*, while values in the range 1.6–2.5 were considered as giving *Some Hassles*. Thereafter, means in the 2.6–3.5 range were recorded as giving *Considerable Hassles*, those in the range 3.6–4.5 as giving *Many Hassles*, and finally means from 4.6–5.0 as giving *Big Hassles*. On the other hand, mean scores for the intensity scale were interpreted using the following descriptors: A mean range 1.0–1.5 as *Low Frequency*, a range 1.6–2.5 as *Average Frequency*, values between 2.6–3.5 as *High Frequency*, and a mean range from 3.6–4.0 as *Very High Frequency*.

Table 1 *Profile of the Respondents*

Feature	Frequency (f)	%
<i>Parenting Roles</i>		
Mother Figure	335	90.27
Father Figure	<u>36</u>	<u>9.73</u>
Total	371	100
<i>Type of Institution</i>		
Grade School	233	62.80
Junior and Senior High School	124	33.42
Higher Education	<u>14</u>	<u>3.77</u>
Total	371	100

Results and Discussion

The two approaches used in this study provided a comprehensive understanding of experiences of teacher-parents regarding daily parenting hassles. The first approach, which focused on the total mean score of each teacher-parent, provided a general view of how teacher-parents perceived the intensity and frequency of daily parenting hassles. This approach allowed the researchers to draw overall conclusions about the experiences of the teacher-parents surveyed in the study.

The second approach, which focused on the mean score for each daily hassle, allowed the present researchers to determine the specific items in the Parenting Daily Hassles Scale that exerted more pressure on teacher-parents. This approach provided more specific and detailed information about the challenges that teacher-parents face in their parenting roles and tasks. By identifying specific daily hassles that caused more pressure, insights were gained into specific areas where interventions and support could be most useful to alleviate parenting stress.

The combination of both approaches allowed for a more nuanced understanding of teacher-parent experiences and the factors that contributed to their daily parenting hassles. This approach can lead to more effective interventions and support programs that are targeted towards specific areas of need, helping teacher-parents manage their multiple roles and responsibilities. Overall, this study provided valuable insights into the experiences of teacher-parents, particularly during the COVID-19 pandemic, and highlighted the importance of addressing parenting hassles to support positive child development and family well-being.

Parenting Daily Hassles

Based on the results of the study, most teacher-parents were experiencing the occurrence of parenting hassles at an Average level (Table 2). On the frequency scale, 71.16% of teacher-parents experienced an Average frequency of hassles. Only 8.63% of the respondents reported a high frequency of hassles, with the remainder (20.22%) reporting low levels of hassles. It can also be noted in Table 2 that no teacher-parents received a total mean score higher than 3.6. This means that teacher-parents in the area of the Philippines surveyed did not view their experiences of parenting hassles as being of a very high frequency. Considering that the respondents of the current study were teachers, this result validates the findings of BeLue et al. (2015), who found that mothers who worked away from home experienced fewer parenting hassles. Teacher-parents who reported to school every day may view the occurrence of parenting hassles as less frequent, as they only spend a few hours each day with their children at home.

Table 2 *Frequency of Parenting Hassles*

Mean Range	Behavioral Challenges		Parenting Tasks		Total Mean Score		Qualitative Interpretation
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	
1.0–1.5	105	28.30	76	20.49	75	20.22	Low Frequency
1.6–2.5	243	65.50	251	67.65	264	71.16	Average Frequency
2.6–3.5	23	6.20	43	11.59	32	8.63	High Frequency
3.6–4.0	<u>0</u>	<u>0</u>	<u>1</u>	<u>0.27</u>	<u>0</u>	<u>0</u>	Very High Frequency
Total	317	100	371	100	371	100	

A comparison of parenting tasks with behavioral challenges in Table 2 shows that parenting tasks returned slightly higher percentages in the Average, High, and Very High frequency range when compared to behavioral challenges. This means that teacher-parents experienced more parenting hassles occurring on items or activities that required their involvement than those activities that happened due to the child's behavior. The results of the study provide important insights into the frequency of parenting hassles experienced by teacher-parents in the Philippines. Most teacher-parents in our survey experienced parenting hassles in the Average range (Mean Scores 1.6–2.5). This suggests that while parenting hassles were a common experience for teacher-parents, they did not occur at a very high frequency, indicating that teacher-parents may be able to manage their multiple roles and responsibilities effectively.

The finding that working mothers, who are away from home, experienced fewer parenting hassles as noted by BeLue et al. (2015) is relevant in this context. As teacher-parents report to school every day, they may have less time with their children at home compared to working mothers who work outside the home, which could contribute to their lower frequency of parenting hassles.

On the intensity scale, the results shown in Table 3 revealed that teacher-parents experienced a varied intensity or impact of parenting hassles. The majority of the teacher-parents experienced some hassles (40.16% at the Average level), and a sizeable percentage (35.85) fell in the category of experiencing many hassles (2.6–3.5 range). However, very few had a high level of hassles (7.28%), and there was a single instance of a teacher with big hassles. Unlike the results on the frequency scale, wherein the mean scores were greatly concentrated at the Average frequency level (1.6–2.5; Table 2), the mean scores for the intensity scale or impact of hassles were more spread out (Table 3). This observation is similar to the study of Li et al. (2022), where parents experienced different intensity levels of parenting hassles. The impact of parenting hassles may be dependent on the gender of the parent, gender of children, number of children, and age or ages of the child or children.

Table 3 *Intensity of Parenting Hassles*

Mean Range	Behavioral Challenges		Parenting Tasks		Total Mean Score		Qualitative Interpretation
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	
1.0–1.5	79	21.29	54	14.65	61	16.44	No Hassles
1.6–2.5	143	28.54	149	40.16	149	40.16	Some Hassles
2.6–3.5	129	34.77	138	37.20	133	35.85	Considerable Hassles
3.6–4.5	18	4.85	28	7.55	27	18.00	Many Hassles
4.6–5.0	<u>2</u>	<u>0.54</u>	<u>2</u>	<u>0.54</u>	<u>1</u>	<u>0.27</u>	Big Hassles
Total	317	100	371	100	371	100	

It is important to note that the study's results on the intensity scale indicate that a considerable number of teacher-parents experienced a significant impact or intensity of parenting hassles. This could impact their mental and emotional well-being, which could ultimately affect their performance as teachers and as parents. Therefore, it is important for schools and institutions to recognize the challenges faced by teacher-parents, and provide support systems or interventions to help them manage their parenting roles and responsibilities. This could include providing flexible work arrangements, counseling services, or workshops on stress management and coping mechanisms.

As may be gleaned from Table 3, teacher-parents experienced noticeably more hassles in activities involving parenting tasks than in those involving behavioral challenges. The results obtained relating to intensity were consistent with the data from the frequency scale (Table 2), where teacher-parents showed more occurrences of activities that needed parental involvement than those related to their child's behavior. Although the difference in mean scores was not statistically significant, it is worth noting that several kinds of research have been conducted on the behavioral challenges of children and their relation to parenting pressure. These studies have found a correlation between challenging behavior and parenting stress (Creasey & Reese, 1996), and have noted that parents of children with challenging behavior are seen to be highly stressed (Solem et al., 2011). However, in the current study, day-to-day parenting tasks were seen to be more troublesome than children's behavioral problems.

The results of the current study may be attributed to several factors, such as the nature of the teacher-parents' work, age of the children, and the socio-cultural context. Teacher-parents have work responsibilities in school that require attention, which may add to the daily parenting tasks that must be performed. The added workload may cause them to feel more hassled with parenting tasks compared to behavioral challenges. Additionally, the age of the children could also be a factor. The study was limited to teacher-parents who had at least one child under the age of 14, which means that the children may have still required assistance from their parents in completing daily tasks such as preparing meals, doing homework, and getting ready for school. Lastly, the socio-cultural context could also influence the results. Filipino culture places a high value on family and child-rearing, which could lead to higher expectations and demands for parents to fulfill their roles as caregivers and nurturers.

Behavioral Challenges and Parenting Tasks

Aside from the general results of the study, the researchers also looked into the mean scores of each item on the parenting daily hassle scale. Table 4 on the following page shows the mean scores, corresponding interpretations, and ranking of each item on the scale.

All items under behavioral challenges received mean scores that were interpreted as occurring in Average frequency. However, three items were perceived to cause considerable hassles to teacher-parents. Ranked first (Mean Score 2.71) was being nagged, whined at, and complained to, followed by the need to keep a constant eye on where the kids were and what they were doing (Mean 2.63), and the kids would not listen or do what they were asked without being nagged (mean score 2.62). Additionally, the item that kids demand a parent to entertain them or play with them received a Mean Score of 2.45 on the intensity scale. The highlighted items were also the top four that received the highest mean scores on the frequency scale, but with different rankings. The last three items on the list received the same ranks on both the frequency and intensity scales. The items falling into this category were: The kids who resist or struggle with you over bedtime, the kids who interrupt adult conversations or interactions, and the kids who are hard to manage in public. All returned close scores, and were interpreted as representing some hassles.

Table 4 *Mean and Ranking of Parenting Hassles*

Item	Frequency			Intensity		
	Mean	Qualitative Interpretation	Rank	Mean	Qualitative Interpretation	Rank
<i>Behavioral Challenges</i>						
Being nagged, whined at, complained to	1.99	Average Frequency	3	2.71	Considerable Hassles	1
The need to keep a constant eye on where the kids are and what they are doing	2.34	Average Frequency	1	2.63	Considerable Hassles	2
The kids don't listen or do what they are asked without being nagged	1.90	Average Frequency	4	2.62	Considerable Hassles	3
The kids demand that you entertain them or play with them	2.26	Average Frequency	2	2.45	Some Hassles	4
The kids resist or struggle with you over bed-time	1.76	Average Frequency	5	2.22	Some Hassles	5
Kids interrupt adult conversations or interactions	1.66	Average Frequency	6	2.16	Some Hassles	6
The kids are hard to manage in public (grocery store, shopping mall, restaurant)	1.57	Average Frequency	7	2.00	Some Hassles	7
<i>Parenting Tasks</i>						
Continually cleaning up messes of toys or food	2.56	Average Frequency	1	3.02	Considerable Hassles	1
The kids' schedules (check-ups, school activities, etc.) interfere with meeting your own household needs	2.11	Average Frequency	2	2.78	Considerable Hassles	2
Having to change your plans because of unprecedented child needs	1.88	Average Frequency	5	2.43	Some Hassles	3
Having to run extra errands to meet the kids needs	1.99	Average Frequency	4	2.39	Some Hassles	4
The kids get dirty several times a day requiring changes of clothing	2.01	Average Frequency	3	2.33	Some Hassles	5
The kids are constantly underfoot, interfering with other chores	1.84	Average Frequency	6	2.28	Some Hassles	6
Difficulties in getting kids ready for outings and leaving on time	1.79	Average Frequency	7	2.26	Some Hassles	7
Sibling arguments or fights require a referee	1.71	Average Frequency	8	2.25	Some Hassles	8

The findings on the specific items of the Parenting Daily Hassles Scale provide insights into the challenges that teacher-parents face on a daily basis. The top three items on the list that received the

highest mean scores in terms of intensity were all related to the behavioral challenges of children, particularly their tendency to complain, whine, and resist instructions from their parents. These findings were consistent with previous studies that have linked challenging behaviors to parenting stress (Creasey & Reese, 1996; Solem et al., 2011). The item about the kids demanding that a parent entertains them or plays with them also received a high mean score on the intensity scale, indicating that this activity is perceived to have a significant impact on the teacher-parent. This item is related to the need for parents to balance their responsibilities at work and at home, which can be a source of stress and anxiety for many working parents. The last three items on the list received the same rank for both the frequency and intensity scales, suggesting that these activities were not as challenging or troublesome to teacher-parents as the top items. These items were all related to the difficulty of managing children's behavior in public settings, which can be challenging for many parents. In general, the findings on the specific items of the Parenting Daily Hassles Scale provided valuable insights into the particular challenges that teacher-parents faced in their day-to-day lives, and can inform the development of interventions and programs aimed at reducing parenting stress and improving parental well-being.

For items referring to parenting tasks, all items received a mean score that was interpreted as occurring in Average frequency range. However, two items were perceived to cause considerable hassles to teacher-parents based on the mean scores recorded. Ranked first was the chore of continually cleaning up messes of toys or food (Mean Score 3.02), followed by the kids' schedules (check-ups, school activities, etc.) interfering with meeting your own household needs (Mean Score 2.78). These two items also held the same rank on the frequency scale. The rest of the items had mean scores that were all interpreted as involving Some Hassles. It can be noted that the items which ranked 3rd, 4th, and 5th on the intensity scale had slightly different rankings on the frequency scale. However, items that ranked 6th, 7th, and 8th on the intensity scale had the same rankings on the frequency scale.

The results of the present study showed that the daily activities of parents and children, including behavior challenges and parenting tasks, were generally perceived by teacher-parents to happen with normal frequency. However, the impact or the intensity of the hassles perceived by parents varied. Activities that happened more frequently than others were seen to provide more stress to teacher-parents. It should also be noted that most of the daily activities that received low mean scores on the frequency scale also received low mean scores on the intensity scale. This means that teacher-parents were not generally bothered by activities that seldom happened.

Additionally, parenting hassles that interfered with the working schedule of teacher-parents were perceived to be more bothersome than other activities. These include activities such as cleaning up after their kids or arranging work schedules to attend their kid's school activities. These parenting tasks required the teacher-parent to leave their offices or rearrange their teaching schedules to perform the parenting tasks. Consequently, hassles that usually occurred at home were viewed by teacher-parents to be less bothersome, such as bedtime struggles and sibling arguments.

The results of the study provide insights into the experiences of teacher-parents in terms of parenting hassles. It is noteworthy that teacher-parents generally perceived the frequency of parenting hassles as occurring at an Average level. However, the intensity or impact of these hassles varied depending on the nature of the activity. Teacher-parents perceived activities that required their involvement and attention as parents, such as cleaning up messes and scheduling conflicts, to be more bothersome compared to behavioral challenges exhibited by their children.

Moreover, the study highlighted the importance of considering the working schedule of teacher-parents in examining the impact of parenting hassles. Teacher-parents may find it more difficult to attend to parenting tasks that interfere with their work schedule, as it may require them to take time off or rearrange their teaching schedule. Thus, the results of the study can be useful for educational institutions in providing support to teacher-parents, such as flexible work arrangements or resources to help manage parenting tasks.

Conclusions

The daily parenting hassles experienced by Filipino teachers were a result of the demands of being a parent, which involved active engagement with their children. It is important to recognize that each teacher-parent had their own aspirations for their child's development, and these aspirations were shaped by their parenting practices undertaken in different contexts. As challenges arise due to factors such as the child's environment and development, it is important to provide a support system to parents to help them effectively handle these situations. This highlights the need for education and the provision of resources to help parents navigate these challenges. Teachers in particular can benefit from training programs that provide them with strategies to manage parenting challenges while juggling their professional tasks. By providing support, parents can feel better equipped to handle the demands of parenting and promote positive outcomes for their children.

This study found that the parenting hassles experienced by Filipino teacher-parents were perceived as normal and expected occurrences. The data indicated that these experiences were recognized and viewed positively, as they are an integral part of the parent-child engagement process. Given the nature of their profession, it is crucial to understand the role of teachers as parents and how it affects their child-rearing practices and interactions with their children. By examining behavioral challenges and parenting experiences, future researchers can explore ways to improve child behavior through effective control and discipline. It is worth noting that the data also indicated that the unpleasant behavior of children is a significant factor that contributed to parenting pressure.

It is recommended that further examination and research on support be undertaken in order to assist parents in managing the behavioral challenges of their children amidst the burden of their professional tasks as teachers. Such initiatives are significant and crucial in addressing the issues and concerns of the parental landscape in the Philippines relative to various conditions and settings. The design adopted in the present study also had various limitations. The findings and results presented may not be generalized to all teacher-parents in the Philippines, since other factors such as actual role portrayal and professional work tasks also need to be taken into consideration. Moreover, since respondent recruitment and data gathering were done online, the study findings cannot be generalized and applied to all Filipino teachers who go through several parental daily hassles.

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