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Parent Educators Experiencing Stress & Work-Family Conflict Amidst Covid-19 Pandemic: A Multiple Case Study

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Abstract – *The COVID-19 pandemic creates havoc that affected the lives of every household Parents are forced to teach their children while working at home. With this unprecedented role of parents, there is still dearth in the literature of this phenomenon. This study explores the problems encountered by the parents who are currently teaching their children studying amidst this pandemic of academic year 2020-2021. Specifically, it aims to gain insight on the stress and work-family conflicts the parent educators experienced. This qualitative research design study utilized the multiple case study as the approach through a semi structured one-on-one interviews. Six parent educators teaching in some private schools in the Batangas province served as participant of this study. The findings revealed that the stress experienced by parent educators can be themed into individual challenges, teacher's working condition, whereas unmet social expectations, unbalanced work life, role strain and role overload are the themes that emerged on to work family conflict experienced by parent educators. The study can possibly help parent educators, school administrators, and mental health professionals better understand stress and work-conflict experienced by teachers. In this sense it may help in developing appropriate interventions in dealing with one's stress and work-family conflict especially those in these times of pandemic. Results and implications are discussed further.*

Keywords – parent educators, stress, work-family conflict

INTRODUCTION

In the recent situation, a pandemic is experience across the globe due to an infectious disease, caused by new strain of virus-severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). With this crisis experienced, it affects the lives of every household, their work, and living. It was mandated by the government that all business be closed, as well as schools. Classes cannot resume to face to face interaction as it normally does before, to avoid spreading of the virus.

As response to this, the Department of Education devised a Basic Education Learning Continuity Plan to open classes adopting various learning delivery options such as but not limited to face-to-face, blended learnings, distance learnings, and homeschooling and other modes of delivery shall be implemented depending on the local risk severity grading permits, and subject to compliance with minimum public health standards [1]. With that being implemented, parents are obliged to help their children with their studies however, as community quarantine was lifted and shifted to general quarantine, works were resume, it is a big question and challenge for working parents on who will help their children while they are working.

Being a teacher is not simply walking in the park, writing lesson plans, lecture, quizzes, grading, even counseling and guiding students, and interact with parents specially now, that the environment is forced to evolve into the "new normal" due to pandemic. In a newsletter of "teaching in a new normal" by Lagua [2], teaching today requires degree of expertise in using technology since most are compelled to use online learning which involves a lot of planning, preparation, diligence of transferring their face-to-face learning techniques to the online form which is a big challenge since not all classroom set up could be applied in a distance learning. More so in a National teachers Survey in Canada conducted in May 2020, they found that an effect of recent change in teaching, teachers experience chronic stress and eventually burnout when there is a high level of job demands and scarce of their needed resources [3].

More often than that, it is commonly forgotten that teachers are humans too who have personal lives - a family to go home to and a role as parent that has to attend to the needs of their own children. Juggling from one responsibility to another, as all jobs, there are times employee has to weigh their duties from work and home and a teacher has no excuse, there are times they could not avoid to bring workloads to their home and in some unique situations even be torn from teaching other's children and their own. Some may feel guilt of dividing their time between demands of holding an academic

position and expectations regarding caregiving and household roles [4].

In accordance with Magsombol [5] apparently, for parent educator they have the freedom to work from their homes too since their students have to stay home and have their classes online. And seemingly in effect of the pandemic, parent educators do not just teach their students but also to their children, though it is already a given responsibility as a parent they are mainly expected to play an active role in the learning process, since they are at home especially those from kindergarten to high school. Yet conflict appears when they have to choose between their students or their own children who also need guidance with schoolwork. Thoughts such as who will teach their children when they are also teaching other's children often arise. Given this current situation there is a need to explore the experiences of parent educators, nonetheless as it is a recent situation there are limited local and foreign studies published thus far.

Thus, this study aims to be of great help to the community by providing information which can be relevant in today's issue. Consequently, it can facilitate social awareness in terms of explaining and interpreting data that can impart knowledge relating to not just to parent teachers but also with other professionals. This study can also be beneficial to educational institutions, mental health professionals, by presenting facts concerning stress and work-family conflict which can aid in developing or enhancing policies and interventions. Amidst the crisis, it can be helpful to have a better understanding of the real-life experiences of parent teachers in order to provide possible ways of dealing with stress and conflict that may hinder familial relationship and work efficiency. Moreover, by further describing and disclosing particular findings, this study can be useful to future researchers who will take interest in any of the variables involved. This study may benefit people inside and outside the academe, and may serve as a contribution to the society and to the fields of psychology, industrial and organizational and even educational.

OBJECTIVES OF THE STUDY

This study explored the life and work conditions of parent educators.

Specifically, it aimed to gain insight on the problems encountered by the parent educators by answering the questions. 1.What is the profile of the respondents in terms of age, sex, teaching educational level, number of years teaching, number of children & their current grade level, number of people in their household and partner's occupation? 2. How do the participants experience stress? 3. How is work-family conflict experienced by the participants? and lastly;4. What stress management and work-family conflict program that may be developed?

MATERIALS AND METHODS.
Research Design

The study used a qualitative research design, with case study as the approach as the researcher aimed to collect detailed information, rich and in-depth insight about the experiences of the participants with regards to their roles as parent and teacher and work and family related experiences. Case study approach was used in order to describe a phenomenon within its real-life context [6]. Since this study ought to know how the participants experienced the situation, according to Yin [7], case study method is most appropriate in studies since it seeks to describe and explain rather than providing definitive answers as it intended to be exploratory. Since this research is based on a paradigm of their personal knowledge and subjectivity, insight, perspective and interpretation [8].

Furthermore, this research used multiple-case study approach method. According to Creswell and Poth [9] such approach allows the researcher to see the similarities and differences in the data gathered from perspective of parent educators' first-hand experiences, pattern of thoughts and behavior. This method helped to strengthen the findings of the entire body through the observed replications of each other, deliberate and contrasting comparisons, or hypothesized variations through discovering new and different themes from multiple cases.

Participants

Parents who are currently employed as teachers in Batangas Province and have children who need to be guided to their schoolwork, such as still kindergarten to high school were the participants of the study. The criterion of selecting the participants is a.) teachers (must be working in the A.Y. 2020-2021 and teaching online classes) b.) their children must be currently enrolled in A.Y. 2020-2021 and are taking online classes, hence only those currently working at private schools and whose children are enrolled in private schools were included since public schools setting in the Philippines use modular distance learning. The participants of the study were teachers from kindergarten, elementary, junior and senior high school and college in one university and schools in Batangas Province.

Since it is a qualitative study and is not after the quantity but extent of information gathered from participants, the researcher aimed to interview six (6) parent teachers to understand the essence of their experience [10]. The study was participated by six (6) female married educators teaching from Primary to Tertiary Level. Six parent educators who scored high on stress scale of Depression Anxiety Stress Scales short version (DASS-21) were interviewed and included in this study. The researcher did not intend to exclude male participants, however only female participants were

available in the event the study was conducted, which was during lockdown and schools were just starting classes.

Measures

The study utilized a semi-structured one-on-one interview as it is allowing the researcher and participants convenience in discussing their experience since it suited when more than a few of the open-ended questions require follow-up queries [11]

More so, such approach enables both the researcher and the participants some areas and flexibility for unexpected and new issues to arise, which the researcher may explore more detail with further questions.

The semi-structured interview questions prepared gone through expert validation, two psychology professors and a professional researcher who were the thesis instructors and thesis adviser of the researcher.

As there is no prescribed guideline in creating questionnaire in a case study because of its intention of collecting data as pure as possible without the researcher's urging and suggesting, hence the study considered two general question types: Central Questions and Sub-Questions as qualitative central question script [12]. *1.What is (the central phenomenon) of/for (participants) at/in (research site)? And 2. What is (the sub-question issue) of/for (participants -optional) at/in (research site - optional)?*

Developing a broadly framed overarching question serve as a basis for initial and emerging related sub-questions. With that, sub-questions can take many forms, depending on the focus of the overarching question[13]. This could be issues and/or procedural sub-questions or either way, these types of sub-questions could surface from a central question and ask about the specifics of a topic/issue or a phenomenon [14].

Moreso, the study used the DASS-21 in order to assess the negative emotional state, specifically the stress of the participants which will be used as guide of the interview process and assessment of stress of the respondent at present or the past few weeks amidst the pandemic. As for the research, it only intended to determine the relatively specific syndrome of tension which is narrower than concept of stress in terms of environmental events triggering a wide variety of emotional symptoms. DASS was used as the measure for criterion since the term "stress", is broad concept and may manifest symptoms such as disturbance in sleep, appetite and pleasure which are also common to three DASS syndromes, depression and anxiety and stress., DASS does not imply to diagnose into category to classify those who will take it rather provide severity of symptoms such as normal, moderate and severe [15].

Procedures

Prior to the start of every interview, the participants were sent a message of the information asking permission to participate on the study and the process of data gathering which consist of answering a Stress Scale,

interview and possible follow up. Upon Prior to the start of every interview, the participants were sent a message of the information asking permission to participate on the study and the process of data gathering which consist of answering a Stress Scale, interview and possible follow up. Upon aggreging to participate, a link of the informed consent form was sent for formality and ethical consideration purposes. The Informed Consent Form included the specifics of the study being undertaken. After receiving back an approval response, the researcher discussed verbally the consent more importantly the parts of the research which contained the participants' rights regarding the information and approval of the results and interpretation to avoid any miscommunication during the course of the study.

After which, the participants were sent an electronic copy of the DASS-21 to assess their psychological profile specifically their stress. Upon gathering the needed information for interview, the personal and work experiences data were gathered through virtual individual interviews via online video conference through online Facebook messenger and Zoom conference, whichever the participant found convenient to use. Interviews that lasted from 40 minutes to 2 hours, and additional follow ups, some through messaging as to the availability of the participant. The researcher ought to use online platforms for communicating with participants, and whole data gathering procedure including stress assessment for the selecting participants and interview sessions due to the present situation when the study was conducted. In which almost all the areas around the country are still in lockdown, and the locale of this study, no exemption, Health and safety protocols were strictly observed as to why the use of digital communication and testing. Which was also one of the inspirations of the study, problems encountered of parent educators whilst lockdown working and teaching using of web.

The participants were asked to answer questions regarding their experiences in however manner they wished to and in whatever language they were comfortable in order to obtain information needed. The data gathered were transcribed, coded and analyzed.

Data gathered were transcribed through a transcription system called Conversation Analysis (CA). It's a system of transcription depicting not only what was audio recorded but also the way it was but also details of the interaction such as but not limited to visible behaviors. [16]. This is done to explore more and describe in an orderly manner the social action in interaction's relevant elements of the recorded talk.

Subsequently, after transcribing the data it was analyze through case analysis. As the research is a case study, it aims to identify the elements of a certain

phenomenon or experiences of the participants which make them unique or distinguishable from others. Thus, it will emphasize how the participants perceive and communicate about the subject and events, allowing the phenomena or experience to speak for themselves, rather than bracketing' one's preconceptions or the description of the phenomena according to a predetermined categorical system, conceptual and scientific criteria such as making hypothesis [17].

In conducting a case study, there are some procedures followed; first, the researcher provided a research question as the focus of the study, after which this was constructed as a theoretical background that supported the a priori framework then followed by identifying the unit of analysis and linking the data to the propositions; and lastly, data was interpreted and analyzed as basis for the development of theoretical framework of the study [18].

Data Analysis

Coding was used by the researcher in analyzing the data to give light to the experiences of the participants to the phenomena. The researcher decoded the meaning by translating it to a comprehensible manner. This was done through multiple reading and making notes and highlighting distinctive phrases and emotional responses which were used in the second step of transforming notes into emergent themes through formulate a concise phrase at a slightly higher level of abstraction which may refer to a more psychological conceptualization. Followed by, thematic analysis of seeking relationships and clustering themes this done through making connections between the themes that have emerged, clustering it together according to conceptual similarities and their own descriptive label. This procedure was primarily done for every single case or within case analysis. Following this trail, a cross case analysis was done after extracting the theme from raw data. Patterns were closely identified, to look for possible relationships between themes through inspecting differences and commonality across cases, deducing the results and make interpretations. Generated themes were thoroughly validated by panel members and thesis adviser of the researcher. Numerous checking and consulting for 7 months were observed by the researcher in analyzing the cases and themes substantiated by theories, literature and observation from the phenomenon and actual data gathering [19]. Finally, propositions of study findings were made to arrive at a final framework, which was validated by the panel of experts.

Ethical Considerations

The participants of this study were parent educators who were available and willing to participate. They participated at their own convenience, used online platform of their preference and spoke the language they are comfortable in answering, Though, the researcher made used of online platforms in response to social distancing due to pandemic, tele-assessment guidelines set by the APA were observed. An electronic informed consent was provided to the participants notifying about the purpose of the study, expected duration, and procedures, limits of confidentiality, and whom to contact for questions about the research and research participants' rights. The researcher also provided an opportunity for the participants to ask questions and receive answers.

Similarly, the standardized test used for inclusion criteria was provided and administered online by the researcher out of training and ensured privacy and careful handling of data gathered. More so, as per the interview, the participants were free to turn off their camera during video conference as for their data privacy, but the researcher insured to be virtually present on camera during the whole data gathering.

Furthermore, all data included in this study were carefully examined to avoid negligence, hence are all true and were neither fabricated nor manipulated. No information included in this study were falsified or plagiarized. Any data that is not owned by the researcher were cited properly using the American Psychological Association (APA) standards. Moreso, the gathered were objectively handled by the researcher, and observed no biases or personal interests which might have affected the research as a whole.

RESULTS AND DISCUSSION

Variables	Themes	Case 1	Case 2	Case 3	Case 4	Case 5	Case 6
Stress	Individual Challenges	✓	✓		✓	✓	✓
	Teacher's Working Condition			✓			
Work-Family Conflict	Unmet Social Expectations	✓	✓				✓
	Unbalanced Work Life			✓			
	Role Overload				✓		
	Role Strain					✓	

Table 1.Themes of Stress and Work-Family Conflict across 6

Stress

"Individual Challenges" and "Teacher's Working Condition" were the theme that emerged from the aspect of stress among parent educators. Individual Challenges were characterized as professional and personal Issues. Professional Issues experienced by participants 1,2,4,5, and 6 can be classified as (1) Work Related Concerns which commonly involves technical difficulties. Participant 1 experienced stress on work related concern in the form of numerous tasks to accomplish, Work Overload, dealing with the use of technology, Student's attendance, behavior in class, Student's Connectivity Issue and Student's Attitude Motivation to attend online class. Whereas Research Participant 2 experienced stress on work related concern through Concerns on Internet connection, Familiarity on the use of technology while Research Participant 4

experienced stress on work related concerns such as her own internet connection. Parents complain on internet connection, Being Cautions because of the presence of Parents during class. While research participant 5 only experienced concerns on Student's attendance and attitude, and as for research participant 6 her concerns were Availability of devices and Internet connection concerns also.

For personal issues, Family Related Concerns were mostly the issues of participant 1. She stressed out her concerns of being the only adult to supervise and do household chores. While Participant 2, Family Related Concern are in the of form of having Feelings of worry and Anxiety of getting infected of the virus, guilt of being unable to be with son to guide him and having too much Responsibility. Whereas, the personal issues of participant revolved around her personality specifically her degree of control-her internal locus of control which describes her being restlessness from being workaholic. As for participant wide array of personal issues of participant 5, she experienced psychological related concern in the form of Distress on the Consequences of unemployment and worrying how to cope up from it. More so she also has physical related concern since she is pain from her illness and like participants 1, 2, and 4. She also experienced family related concern from Dealing with impoverishment especially being financially broke when relative died during pandemic. Similarly, participant 6 also experienced various personal issues such as family related concerns from having hard time communicating with child, physical related concerns from feeling exhausted from solely doing most parental roles. Psychological related concerns from feelings of anxiety on work and health and feelings of lethargy due to pandemic

Research participant 3 is only the case that was different theme that emerged from the categories gathered from coding. As for Case 3, participant experienced stress may be themed in concept of Teacher's working condition which emerged from the categories work changes and Student teacher relationship. Work changes come upon from her experience of work load characterized by numerous preparations to be done and extent of work. More so, participant 3 also has concerns on student teacher-relationship characterized by Feelings of being disrespect from negative interaction with a student.

Themes	Individual Challenges		Teacher's Working Condition	
Categories	Professional Issues	Personal Issues	Work Changes	Student-Teacher Relationship
Case 1	✓	✓		
Case 2	✓	✓		
Case 3			✓	✓
Case 4	✓	✓		
Case 5	✓	✓		
Case 6	✓			

Table 2. Cross-Analysis of the Emerged Theme as to the Commonalities and Differences in the aspect of Stress among Parent Educators amidst Covid-19 Pandemic

Work-Family Conflict

"Unmet Social Expectations" was the theme that emerged most often from the aspect of work-family conflict among three cases, specifically Participant 1, 2 and 6 parent educators which is characterized as a role contradictions which leads in work to family conflict and family to work conflict While as for Research Participant 2 aspect of work-family conflict emerged into the theme unbalanced work life which is characterized by time-based role conflict that leads in less time for family and working even at home. Participant 4 on the other hand experienced the theme role overload as an aspect of work-family conflict. This was characterized by her juggling roles which lead in multiple tasks and impaired productivity. Lastly as for Participant 6, the theme Role Strain emerged as an aspect of work-family conflict. This is characterized by Strain Based Role Conflict that leads in limited time for children.

Themes	Unmet Social Expectations	Unbalanced Work Life	Role Overload	Role Strain
Categories	Role Contradictions	Time based Role Conflict	Juggling Roles	Strain-Based Role Conflict
Case 1	✓			
Case 2	✓			
Case 3		✓		
Case 4			✓	
Case 5				✓
Case 6	✓			

Table 3. Cross-Analysis of the Emerged Theme as to the Commonalities and Differences in the aspect of Work-Family Conflict among Parent Educators amidst Covid-19 Pandemic

Based on the over-all results, a framework was designed in order to understand the stress and work-family conflict of parent educators that they are dealing to manage the effect brought by the Covid-19 pandemic personally and professionally. As such from these, results of the study can be of great contribution in developing proposed program for Stress Management and Work-Family Conflict for Parent Educators for managing their mental health and family conflict experienced.

Figure 1 presents the framework created based on parent educators' stress and work-family conflict. As for the proposed program, workshops for stress management and resolving work-family conflict experience was proposed. It aims to be a sustainable stress management and resolving work-family conflict program designed to promote holistic approach of mental health improvement amidst unexpected high level of stress circumstances such as Covid-19 pandemic. The program is seminar and workshop training will be held through online streaming and private conferences since some may involve confidential sharing.
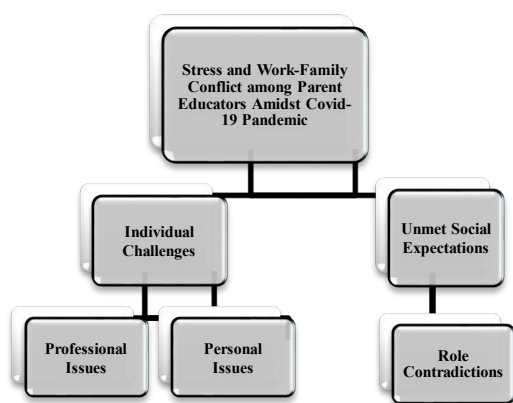
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Figure 1. A Framework for Parent Educators Experiencing Stress and Work-Family Conflict Amidst Covid-19 Pandemic

The webinars will discuss stress, work-family conflict, its nature and how to avoid it, its other relations to well-being and improving mental health as whole that would run for every weekend for six weeks. Since the study was based on parent educators and their first-hand experiences, teachers will be the participants of the webinars. But since it was found out some stresses are related to work and school, it would also be beneficial if school administrators and Human Resource management in order for them to look into adding such trainings and evaluation regarding mental health and also, other own benefit as they also work at schools and stress and work-family conflict are not limited to teaching profession but to also to other working fields.

Week 1 will be an online discussion /"kamustahan" which would be facilitated by mental health professionals together with the school administrators in order to know how teachers are holding up during the pandemic, and how they have been the previous months this will be entitled "Kamusta na You?, Okay pa ba You (ngayong nag GCQ)?" : An online "Kamustahan"& Introduction of Webinar Series, Mental Health, Stress and Work-Family conflict (WFC). This webinar aims to know the current state of parent educators and their working conditions. This will serve as introduction the concept of stress, WFC and their mental health to familiarize participants of the main theme and also to build the rapport since the program will be running for 6 weeks and for them to get to know each other. This is to provide sense of community and concern towards parent educators and their employer that they are with them during these hard times and willing to provide a helping hand through providing more knowledge on coping and improving mental health. Before the workshop, participants will be asked to complete an online form regarding their current state and after the seminar, they will be asked to complete an evaluation form of the seminar and what are their hopes with the upcoming weeks. Hence, week 1 will not just be a seminar

of imparting information but also be a form of socialization and sharing of experiences, since it is helpful for some to know they are not the only one experiencing stress and work-family conflict. This seminar will be facilitated by Psychologist or Mental Health Professional.

Since the pandemic affected the lives of many in various ways, Week 2 will be focusing on helping participants process the changes they live through brought by the pandemic and will be titled: Coping with Adjustments Brought by the New Normal. The webinar will be a psychoeducation in processing the day-to-day adjustments made by parent educators, their healthy and unhealthy coping and other techniques to help them. The webinar may include mindfulness exercises and meditation practice, and giving tips of other distressing through hobbies and simple activities such a baking, cooking, planting, woodworking and simply exercising that can be done on the safety of their home. Such hobbies and activities help on paving negative energy into something more productive and can also be a way of bonding time with family. Before the seminar, participants will be asked by the speaker who is a psychologist or mental health professional to complete a stress scale and after the seminar, they will be ask to complete an evaluation form and sharing of learning through active participation and anonymous chat or messaging within the conference. It should be taken into account that mental health professional should be handling the seminar and evaluation since some parts may uncover and expose some sensitive topics and experience and should be process and debrief.

As for Week 3 webinar, it will be called "Thank you, But I Can Manage": A Seminar on Understanding Individuals Locus of Control into Personal Circumstances. This webinar will discuss locus of control, how it affects one's well-being and stress The seminar will tackle the concept of locus of internal and external locus of control or the degree of control a person has over a particular situation understanding individual circumstances, the things and situation they can manage and psychoeducation of acceptance of things beyond one's control that contributes to one's stress, since according to a study having a mind-set of being in control may act as buffer for stress which can help in coping on potentially stressful daily life events. Thus, the webinar may include group sharing as part of social skills training, time-management instruction, and tips for lifestyle changes from a psychologist or mental health professional. Before the seminar participants will be ask to complete locus of control scale in order to know their typology and introduce the concept then after the seminar, participants will be given tasks anchored from the training given regarding control which is also related on the next topic which will be discussed further in the next webinar.

In relation to week 3's webinar, week 4 is about "Personal Dilemma, Trabaho o Pamilya? : A Guide to

Conserving One's Resources. It aims to provide possible ways on dealing with personal dilemmas on conserving limited resources for work and family. Since locus of control was already discuss the previous week, and how it affects one's stress there is a basic assumption of knowledge of proper decision making of things within and without their control. The webinar will be checked and would try to improve creative thinking and self-monitoring in dealing dilemmas of choosing career and family through role play and Socratic discussion in this manner they will be able to think of not just their situations but also of others and be able to comment and suggest better solutions or what works for them. Which such technique, active participation and engagement may be assured. This will be done through asking the participants before the seminar to share their dilemmas through online application which then will be read by facilitator and be further discuss in the webinar. More so, the seminar may also include time management, cognitive restructuring and enhancing problem solving which will also be facilitated by a psychologist or mental health professional. After the seminar the participants will be asked to complete an evaluation form and sharing of learning through active participation and anonymous chat or messaging.

As for Week 5, it will be tackling "Managing Multiple Roles Towards Role Enhancement". Since role conflict is having many roles which may not be compatible with each other and result to negative outcomes or state, the webinar aims to move participants into the opposite of role conflict through managing multiple roles and balancing work life   by discussing role conflict from multiple roles, specifically work-family conflict, its causes and effects and how to avoid such construct. The seminar speaker, who may be a family psychologist or counselor will ask participants to list down work-family conflicts they experience and during the webinar may include self-monitoring, problem solving and relaxation training and to evaluate the learning, after the seminar, participants will be asked to complete an evaluation form and sharing of their versions of possible ways of dealing with work- family conflict.

And lastly, Week 6 will be "An Emotional and Spiritual Approach of Coping with Stress and Work-Family Conflict". Since, previous workshops focus on cognitive, behavioral and physical aspects, last webinar aims to helping not just the participants but also their families to understand and resolve conflicts that arise from both domains of work and family through emotional and spiritual perspective. Furthermore, the webinar also will help families on dealing with stress and work-family conflict by educating participant's children and partners of issues they experience, their emotions and how to manage it. The webinar may also include tips of private family sharing and family bonding ideas that may be done at home such as watching a family movie, preparing food

as a family, family projects of arts and crafts which not only promote togetherness and bond but also reduce stress of each member and may also be a way to get to know each other's strengths and weaknesses.

After the webinar series, it will be followed by Virtual Mass or church service intended for families as to close the series. This may then help on the spiritual healing or coping to stress and conflicts experience be closer to the Creator as family. Since this is a two-part webinar, this may be facilitated by Family Psychologist or Counselor and or Priest/Pastor but since, Priest and Pastors are also counselors and the seminar is intended to focus on emotional and spiritual support they can adequately meet the objectives of the webinar and guide participants accordingly. However, since participants may have different religions, this matter is to be considered by performing a survey after week 5's discussion in order to know whether to perform a virtual mass or online church service, either way participants will be given a free will to attend or refuse not to into the said event and activity.

In order to assess transfer of learning, parent educators and their family   will be asked before the workshop to list work family conflicts they experience which after the workshop, the participant will go back to and cross out some of which were talked to family member that can easily be resolved. More so, an evaluation form will also be given in order to know whether the workshop impart knowledge and help them in anyway.

Participation in the webinar series will be completely voluntary, but in order to assure participation the institution may include the above proposal as an internal policy of including training and development as part of trainings and leanings needed to be acquired by employees and for their mental health check. In some Universities, learning hours and training are required annually or quarterly per semester this is to assure continuing of learning and avoid stagnation, it would be ideal if such programs may be included as credits in to those learning hours to encourage participation and engagement of employees for their own benefit. But it should be noted that as part of ethical code, confidentiality and consent must be observed throughout and after the webinar workshop series.

CONCLUSION AND RECOMMENDATION

Majority of the respondents were female parent educators aged 30-51 years old, teaching in Pre-Elementary, Elementary, High School, Senior High School and College. Their teaching experience varies from 2-19 years, but due to the pandemic, it all their first time teaching online. Their number of children also varies from only child to four children from toddler-adult age groups. The number of people in their household varies from 3-7 people, since not all live with their spouse due to

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work constraints being OFW and Medical Frontliner. Stress among parent educators was brought by individual challenges. It is characterized by professional and personal issues. Work Family Conflict as experienced by parent educators was caused by unmet social expectations. It is determined by role contradictions. A program for stress management and work-family conflict for parent educators is proposed.

RECOMMENDATION

Participants may practice stress management in order to reduce stress levels to avoid possible physical, and psychological, social consequences brought by it. Participants may ask help and understanding from other family member to avoid work family conflict. Future researchers may be advised to include diverse profile of participant, such as but not limited to male /father, of different age groups, and public-school teacher and explore the before, during and after lockdown experience of the respondents and may also incorporate quantitative data and methodology. More so, results of the study may be incorporated in teaching professional subjects in Psychology like Industrial and Organizational Psychology and Educational psychology and Health Psychology.

A psychological intervention program may be utilized to help parent educators improve their mental health and work functioning and be a basis of internal policy of schools and universities since it is based on research. The proposed psychological intervention program may be evaluated by helping professionals like counselors and psychologists before its implementation.

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