

Parenting Stress on Working Mothers with Online School Children

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Abstract: **Background:** This study aims to determine the parenting stress of working mothers in assisting elementary school children during school from home, based on Deater-Deckard's (2004) theory.

Method: This is qualitative research with an intrinsic case study approach. The data was conducted through semi-structured interviews involving three working mothers.

Result: The results showed that the causes of parenting stress experienced by working mothers come from parents, children, parent-child relations, and family-culture-community domain. The parent domain consists of the mother's impatience, being overwhelmed by the schoolwork and workload, and difficulty in delivering the materials. The children's domain consists of children who prefer to play, have less initiative in learning, woke up late, and have difficulty concentrating. The relation domain consists of children that become more spoiled and children's behavior that triggers the mothers' anger. The family-culture-community domain consists of the mother's role as the dominant one in assisting the children. Finally, reactions follow in the form of emotional, cognitive, and physiological. The physiological reactions expressed by hitting, screaming, and disconnecting the WiFi. Emotional reactions expressed by anger and annoyance. And the cognitive reactions experienced were believing that children would watch inappropriate content.

Conclusion: The work environment was not found to complicate the role of working mothers.

However, school from home is not an easy task for parents and children. Aside from ineffective

1 INTRODUCTION

The entire world has been hit by Covid-19 pandemic, including Indonesia. Coronavirus disease-2019 (COVID-19) is a disease that affects humans and animals caused by a virus (WHO, 2020). This disease was discovered in China in December 2019 and started to spread entirely around the world. Various efforts have been made to minimize the spread of this epidemic, one of which is by carrying out all activities from home, including school and office activities. School activities at home, which were carried out during the COVID-19 pandemic, are coined as School from Home (SFH) or online school (on the network). According to Walewangko (2020), school from home refers to learning activities at home with special learning methods and media.

learning, parents and childrens are prone to experiencing stress (Setyaningsih, 2020). Furthermore, according to Purwanto, Pramono, Asbari, Santoso, Wijayanti, Hyun dan Putri (2020) school from home can have an impact on children where they experience problems in online learning due to lack of previous experiences in remote or online learning, whereas school from home requires students to utilize technology to study. Consequently, parents have the responsibility to spend time assisting the learning, which certainly increases the amount of parents' activities or work especially in supervising children's learning, specifically for parents whose children are in primary school level. This is because children who are in primary school level still need help and parental assistance in their learning process (Purwanto et al., 2020), thus parents need to provide

support and are expected to work together to contribute to achieving children's learning success.

As it is known, the parents who play the most important part in the children's nurturing and development are the mothers (Wibowo & Saidiyah, 2013). The mother, as the main caregiver, has the responsibility to set discipline and boundaries, provide opportunities for children to become independent while still being monitored; support emotional development, set limits on what children are allowed to do and cannot do, support their independence to be mature, and respect their development of sense of self (Bornstein, 2019). Moreover, alongside the advancement of civilization, education, and technology, women's roles have shifted and the phenomenon of working women has increased in the last decade. According to data from Central Bureau of Statistics of Indonesia (BPS-Statistics Indonesia), there has been an increase in the Female Labor Force Participation rate (FLFP). In August 2019, there were 48.748.745 working women, this number then increased to 51.934.989 in February 2020 (BPS, 2020). There are several reasons for women to work, including the needs to improve the quality of life, pay debts, improve social status, increase the cost for basic necessities without being dependant on husbands, meet their need for achievements and self-actualization, as well as a space to expand their network or socialize (Putu, Nilakusmawati, & Susilawati, 2009).

Working women or career women without marital status have more flexibility to spend their time outside the home to work. However, it is different compared to working women with marital status and having children or namely working mothers. A working mother is a mother who works outside their home for 40 hours or more in a week, and has a high working orientation (Dillaway & Paré, 2008). The mothers' participation in the workforce can maintain their personal well-being, to be a support for them to achieve their optimal life quality without necessarily deducting one of life domains for another (Haslam et al., 2014). On the other hand, the working mothers are faced with greater demands not only due to the increasing responsibilities for the workforce, but also for the husbands and the children, in which they have to take care of the household and raise children (Rahmawati & Ratnaningsih, 2018). Therefore, school from home is considered to increase the demand for mothers as they have to devote more energy, time and thoughts to all the responsibilities that are imposed, including assisting their children to

study at home. A study conducted by Retnowati, Aprianti, and Agustina (2020) on working mothers in Bandung city during the Covid-19 pandemic showed that working mothers experienced stress in a fairly high category. A research conducted by the Ministry of Women's Empowerment and Child Protection (Kemenpppa, 2020) indicated that women have the highest responsibilities during the social distancing, considering that they are demanded to spend more time in household chores, raising, and supervising the children, compared to men. There are more working women in the informal sector who must also reduce their paid work time. Furthermore, the Covid-19 pandemic has affected women's mental health and emotions, particularly caused by the increasing stress and anxiety, due to the increasing household and caregiving responsibilities, loss of jobs and income, as well as experiencing gender-based violence.

The high difficulty in managing all the responsibilities experienced by the working mothers is significantly correlated with the stress they experienced. Moreover, mothers who have multiple roles are more likely to experience stress than the mothers with a single role (Hairina & Fadhila, 2019). This is in line with the research conducted by Jiar dan Ling (2013) which showed that the mothers who are demanded to work are more likely to experience stress, especially related to parenting or namely parenting stress, where it was evidently shown from 120 research participants that there was a level of parenting stress in working mothers of 68%. This corresponds to a statement proposed by Deater-Deckard (2004) which emphasized that every working mother experiences and faces various problems, and the inability to overcome the problems would be a burden, which in turn causes and triggers stress.

Parenting is a difficult and often stressful task, and performing it well requires adaptation (Deater-Deckard, 2004). Stress experienced by the parents as the result of the parenting process is termed as parenting stress (Lestari, 2016). Parenting stress is a series of processes that lead to aversive psychological and physiological reactions arising from attempts to adapt to the demands of parenthood, which includes various parenting processes (Deater-Deckard, 2004). Deater-Deckard (2004) stated that the stress reactions in parenting include a series of physiological events and experiences that arise after the stressor, where these stress reactions can be observed from the behavior, cognition, and emotions of parents. There are various forms of stress reactions, including parenting

behaviors (such as setting strict rules, implementing disciplines, or abuse), social cognitions (such as attitudes and feelings toward the children), and emotions (such as anger and fear). Parenting stress is also defined as a difficulty that arises from the demands of parenthood, which affect the parents' behavior and well-being, as well as the children's self-adjustment (Anthony, in Deater-Deckard, 2004).

According to the causes and the effects, Deater-Deckard (2004) categorized parenting stress into four domains, including Parent, Child, Relation, and Others Domains which involves family, culture, and community. First, the Parent Domain, in which the source of parenting stress is related to parental functioning issues, including the transition to parenthood, the parents' age and sex, individual differences in parental groups (between a father and another father, between a mother and another mother, between a father and a mother, and between parents and other parents), cognition of oneself related to self-efficacy (a belief in one's ability to achieve set goals), and self-esteem (feeling valuable and useful for others). Second, the Child Domain which refers to all aspects of parenting stress that arise from child's behaviors, including premature birth and underweight, the conditions of sick child, developmental disorders or also known as impairment in skills and abilities, behavioral and emotional problems, as well as child's age and gender. Third, the Relationship Domain between parents and children that involves the emotional regulation of parents and children, the practice of raising children, and parental cognition related to the way parents respond to children's behavior and how they see their children. Fourth, the Family, Culture and Community Domain which includes partners, family types and structures, cultural communities, workplace communities, and national communities.

Parenting stress was found to have a positive effect on the tendency for abusive behaviors toward children (Deater-Deckard, 2004) which could lead to tendencies of parents' abusive behavior towards children. Moreover, a research conducted by Limbers, Mccollum, dan Greenwood (2020) revealed that feelings of guilt, constant changing schedules, responsibilities at work and for family were identified as significant obstacles for working mothers, thus emotional control in working mothers is often unmanageable and eventually impacts the children. Working mothers also experience physical fatigue as their energy is heavily consumed, thus the feeling of joy in caring for children is diminished since there are conflicts and sacrifices had to be made (Gani & Kumalasari, 2019).

The phenomenon of working mothers who undergo stress in parenting (parenting stress) and the school from home procedures during the Covid-19 pandemic are the background for the authors to conduct aresearch by formulating a grand-tour question, "How are the stress parenting experiences for working mothers while assisting children in primary school for online school during the Covid-19 pandemic?" To expand the grand tour question, the authors formulated sub-questions, including (1) what are the causes of parenting stress of working mothers who assist children in primary school for online schools? and (2) how are the reactions to the parenting stress of working mothers who assist children for online school?

2 METHOD

This study used descriptive qualitative as the method which generates a specific description of particular conditions, social conditions, and relationships (Neuman, 2014; Neuman, 2007). This type of research uses case studies as it aligns with the research objectives, namely emphasizing detailed exploration, collecting in-depth data, and citing several sources to obtain rich data (Creswell, 1998).

The case study approach chosen in this study is an intrinsic case study, by which the researchers aim to understand a specific case or phenomenon intactly without aiming to generate a new theory (Poerwandari, 2007).

2.1 Participants

Participants were chosen based on a purposive sampling technique, namely the selection of subjects of study which is carried out with certain considerations (Sugiyono, 2011). This technique is compatible for informative and unique research (Neuman, 2014). The criteria for participants in this study were working mothers, and having children in primary school who attended school from home or online school.

2.2 Research Instrument

The technique of data collection applied a semi-structured interview approach, in which the interview follows a framework while allowing to add open-ended questions (Sattler, 1992). Interviews in this study were conducted directly in person or online via Zoom application between 24th of November 2020 - 1st of December 2020. There are

provisions applied by researchers in conducting online interviews, namely by observing each participant through video conferencing and recording during the interview process (Salmons, 2015).

2.3 Analysis of Data Techniques

The technique of organizing and analyzing the data used in this study is theory-driven, where analysis is carried out by formulating the indicators and creating codes in accordance with the theory (Boyatzis, 1998). The executed stages are creating manual coding tables, testing the reliability of the code, summarizing data and identifying initial themes, applying code templates and additional coding, connecting codes and identifying additions, connecting codes and identifying themes, as well as corroborating and validating coded themes (Boyatzis, 1998; Fereday, 2006).

The technique of credibility corroboration used in this study is member checking, in which the transcribed results of the interviews are returned to the participants for correction (Raco, 2010). The rationale for applying the member checking technique is based on the chosen topic related to parenting stress as a personal experience that is more personal and understood by the participants themselves, thus this study was effectively and profoundly understood from the participant's views. Validation from the research participants aims to minimize researchers' misinterpretations of data that have been collected, analyzed, and concluded (Creswell, 1998).

3 RESULTS

Data analysis is based on parenting stress-causing domains, as well as parenting stress reaction domains according to the theory of parenting stress from Deater-Deckard (2004).

After collecting the data through interviews, the authors conducted a thorough and careful understanding of the data provided by the participants. Member checking was carried out to increase the validity of the research. After carefully comprehending the data several times, the factors of parenting stress for working mothers and several parenting stress reactions were found, in accordance with the theory of Domains in parenting stress proposed by Deater-Deckard (2004).

3.1 Parenting Stress Domains

In accordance with the domains in theory of parenting stress proposed by Deater-Deckard (2004), parenting stress can come from the Parent, Child, Relation, and Others Domain which involves family, culture and community. In the Parent Domain, parenting stress comes from the parents' personal factors. In the Child Domain, stressors arise from the child's condition and behaviors. Meanwhile, the Relation Domain (relationship) shows that parenting stress arises from the relationship between parents and children. Lastly, the Others Domain which includes family, culture, and wider community environment that may influence either directly or indirectly in supporting or inhibiting parents to perform their roles.

The results showed that in the Parent Domain or from the working mothers factor itself, the stressors include the impatience with the child's condition and urge to immediately complete the schoolworks well, feeling overwhelmed by the number of schoolworks given to the child while having other responsibilities, and a sense that it was not optimal to assist the child's learning because they do not have a background in being a teacher.

"Sometimes I deal with my children impatiently, I am basically a perfectionist. When their condition is not as we expect, we minimize our perfectionism. The important thing is everything is done."

Tabel 1: Participants Demographic Data

Initial	Age	Profession	Work Experience (in year)	Number of Children	Children's Age (in year)	Substitute Caretaker
I	35	Doctor	6	3	8	Sibling
L	38	Vocational High School Teacher	14	2	9	Father
D	44	Village Secretary	11	2	11	Father

"The high amount of schoolworks given was difficult for me because I had other activities. When there is a lot of schoolworks, I am the one who gets overwhelmed. ... I have my own tasks, and so do the children... ...Before the pandemic, the children took tutoring. During the pandemic, the tutor has been canceled"

"I have tried my best but perhaps it is not enough for children to help with the lessons. Let's say that my background is not as a teacher..."

As for stressors from the child's domain, all participants agreed that children play games more frequently during online school. One participant explained that her children played more, had less initiative in learning, and woke up late. The participant explained that their children believed their time at home was long, especially their urge to play is higher when at home, thus when they were engrossed in playing or when they became bored, they would put off doing schoolworks. Activities using gadgets were also more intense during school from home. Other participants revealed that her children lacked concentration when being taught. They complained that it is not understandable when the mother teaches and some material needed to be explained repeatedly, they were carefree and lacked initiative in learning, hence waiting for the mother to teach. Their time was majorly spent playing games. Furthermore, other participants experienced changes in children's habits during online school, such as waking up late and playing more frequently.

"They spend more time at home, so they tend to play games a lot"

"Currently they do not want to get up early. After taking a shower, they do not want to do the schoolwork yet. Then right after doing it, they tend to play a lot"

"They do not pay attention when being taught. I explained the materials multiple times, but my children lack concentration, lack focus "

"They usually wait for me to do the schoolwork"

The following is the stressor from the Relation Domain between the parents and the children. All participants revealed that they became angry when their children did not immediately do the schoolwork. A participant revealed that her children had become more spoiled as they were getting closer with the parents. Another participant explained that her children often called her when she was at work, especially regarding given learning materials, which disturbed her. When being taught, the children did

not pay attention, which furthermore triggered the mothers' anger since they were tired as well. In addition, another participant explained that her children thought her mother was fussy because she frequently reminded them to do the schoolwork.

"The closer we get, the more spoiled they are. In the past, my school was more independent and more organized. However, nowadays children demand a lot (of help)... they would be angry when being reluctant"

"I was certainly interrupted when they called me repeatedly. ...Of course I feel disturbed explaining materials through the phone. ... I often became angry towards the children when I was tired, I was in a constant bad mood when my children hardly understand the materials , when they could not concentrate"

"We always remind them, 'have you done the schoolwork?'. Perhaps since we constantly reminded them, they would say 'You are being fussy'"

Lastly, the stressors from the Family, Culture and Community Domain. From the Family Domain, all participants expressed the same thing that the mothers were the dominant ones in assisting the children to study and attend school from home. One participant revealed that there were only certain subjects children learned with their fathers. Another participant explained that the task of teaching or assisting the learning was dominant to the mother, so that the children's learning was not fully optimal when the mother was out of town for training. The husbands helped, but only took household chores, for instance, washing dishes before going to work. Another participant also revealed that she did not demand her husband to assist their children, when she needed help teaching her children, she asked her relatives to teach certain subjects, since the tutoring institute was closed as well.

On the other hand, the work environment was not found to complicate the role of working mothers in taking care of children during online school. One of the participants explained that there were not many patients during the pandemic. The workplace also allowed mothers to take the children with them as long as they are not disturbing. When the work from the office was enforced, mothers could bring their children to work. Other participants also believed that the work environment understood and supported them.

“They mostly rely on their mother to deal with the learning”

“The father indeed helped children to do the schoolworks, but it is seldom”

“I do not demand my husband to assist the children (to learn)”

“There was not any problem, they (coworkers) supported me. As long as I do not put off my work, and am able to finish the schoolworks, it is not a problem”

However, the learning system was believed to exert obstacles, that was when the mother had to re-explain the materials explained by the teachers since the children could not understand them well, and doing the schoolworks required materials that were not available at home.

“The materials delivered by the teachers were not enough. ...children in primary school have high mobility. They have to move a lot”

“I have to re-explain. I have to help them explain the materials repeatedly”

“We do not do the homeworks on time if they require tools that we have to buy first. If it requires us to make videos, we would put it off since we do not have much time”

3.2 Parenting Stress Reactions

The cause of stress raises a reaction that follows the stressor, the emotional, cognitive and physiological reactions. The results found that physiological, emotional and cognitive reactions were shown in the parenting process while assisting children for online school. The physiological reactions include hitting the child with paper, talking in a high tone, and disconnecting the WiFi network when the children did not want to stop playing games.

“They tend to scream... they also hit me, but not hardly, they hit me with the papers while saying ‘come on!’”

“I disconnected the WiFi, so that their friends would go home...”

The following is the emotional reaction. Emotional reactions expressed by the mothers included anger and annoyance. All the participants revealed that they had anger as the emotional reactions. One participant revealed they felt annoyed caused by the behavioral changes in the children.

“I became angry when my children were reluctant and became bored”

“Mungkin akhirnya marahnya ‘ayo kan mas udah janji tadi’”

“My anger sounds more as ‘come on, you promised me to do the schoolworks”

“I felt annoyed because I had to go to work”

Lastly, another participant unveiled that the cognitive reaction she experienced was believing that children would watch unwanted inappropriate sites or contents when using gadgets.

“I am afraid there are inappropriate contents on YouTube, I am worried of it”

4 DISCUSSIONS

The parenting process is a series of activities that are difficult and often stressful, thus adaptation is required to successfully carry it out. The process of parenting can lead to aversive psychological and physiological conditions and arise in attempts to adapt to the demands of parenthood (parenting stress) (Deater-Deckard, 2004). Individuals in families who experience the greatest stress are mothers, because they are regularly involved in taking care and assisting children, hence a tendency to participate more actively in the parenting process (Benson et al., 2008 in Detary & Hartini, 2011).

During the parenting process, especially during the implementation of the school from home (SFH) method, the mothers as the children’s main companions strived to carry out their role. While carrying out her role, the mother experienced obstacles several times, as in being impatient to immediately finish the schoolworks, the high amount of schoolworks given by the school which caused the mother to be overwhelmed, and a sense of not being optimal in assisting children to learn. These obstacles experienced by mothers lead to a tendency for parenting stress, where one of the causes of parenting stress is related to parental factors (Deater-Deckard, 2004). A mother’s sense of responsibility for her child during parenting can be one of the causes of stress (Deater-Deckard, 2004). Based on the findings, it can be indicated that mothers feel fully responsible for their children despite having other responsibilities, namely responsibilities at work. With the mothers’ sense of responsibility, the mothers tend to apply forms of discipline to their children, such as limiting the time

the children use gadgets and reminding them to complete their schoolworks on time.

This present study also found that parents believed there should be no behavioral changes in children during the school from home period and that children must become more independent following their age. Deater-Deckard (2004) stated that parents' expectations in shaping children's behavior can actually affect parenting stress. This is also supported by the statement of Nomaguchi and Brown (in Nomaguchi & Johnson, 2016) which underlined that the level of parenting stress experienced by parents is influenced by the children's well-being, health or behavioral problems. On the other hand, this appeared to be not a fixed standard, in this study the authors found that parents felt they need to minimize their perfectionism when the children did not meet their expectations, in this case the mothers believed they had tried as much as possible in assisting the children as well, yet from the children's side, the mothers believed that there are possibly some things that are not fully optimal, especially for mothers who do not have a background in teaching.

The following factor that causes parenting stress is the children factor (Deater-Deckard, 2004). The findings in this study indicate that children played with their friends and with their gadgets more frequently since the school from home method had been applied. This is in accordance with research conducted by Maria and Novianti (2020), which showed that the most dominant effect of using gadgets during the COVID-19 pandemic on children's behavior was the urge to do it more frequently. This had an impact on children's mobility which was higher than before and ultimately caused children to find it difficult to focus and pay less attention when studying, thus at certain times children became bored and reluctant to learn to the extent of crying. Furthermore, children felt that learning at home takes longer than it does at school. This is in accordance with the statement (Purwanto et al., 2020) that one of the obstacles faced by students during the school from home period is the lack of previous experiences in remote learning since the learning system had always been carried out face-to-face, thus it is possible that some students have not been able to make adjustments yet.

The following are the factors that cause parenting stress related to the children's character and the extent to which the children are able to exercise self-control, including how they adapt to doing tasks, managing attention, and planning thoughts and actions (Deater-Deckard, 2004). The

mothers' role in assisting children's learning was to frequently remind them of their schoolworks.

Another finding is that children complain that they do not understand some learning materials, thus mothers provide assistance and teach materials that children could not understand yet. This is what caused children to become more dependent on the role of the mother during the school from home learning process. Their dependence on the mother also made them less in line with the parents' expectations, whereas as the children grow up, parents hope that they would be more independent and able to control their own behavior. In addition, during the school from home period, there were several behavioral changes in children, in which children become less independent and less disciplined. This is considered to be the cause of parenting stress, where parenting stress occurs when the children's response appears as a behavior that is not adaptive or not as expected (Deater-Deckard, 2004).

In addition to parental and child factors, there are parent-child relationship factors, which refer to how parents view themselves and their children, and how parents deal with things which can be seen from the way parents treat their children (Deater-Deckard, 2004). If the mother is unable to control her emotions, it can cause parenting stress and have an impact on the relationship with the children. According to the Circular Letter number 36962/MPK.A/HK/2020, the Minister of Education and Culture created a policy regarding school from home during the pandemic, which means that children's learning, especially in primary grades, need to be assisted by parents. Several studies on school from home indicate that it is not easy for parents to assist their children to study, especially since parents have responsibilities at work. Ultimately, parents often feel annoyed, impatient, and even weary in assisting their children to study (Tabi'in, 2020). Therefore, it is important for mothers and children to maintain positive emotions for adaptive parenting. Parents need to understand when children need help and choose the appropriate response, because children basically still depend a lot on their parents, especially younger children. One form of maintaining positive emotions and maintaining good relations with children is the mothers' attempt to minimize their perfectionism towards children's schoolworks, which can lead to stronger bond between mother and child. There are times when mothers release negative emotions such as anger when they are feeling physically tired, and if this happens often, it will affect the bond between

parents and children (Deater-Deckard, 2004). In addition, the mothers' perception that children are considered more obedient with their teachers is also a form of stress.

Other factors related to parenting stress are family, cultural, and community factors. One of the keys to adaptive parenting is a good relationship with the partner (Deater-Deckard, 2004). In a marriage, the husband has a strategic position to provide support to his partner in carrying out their role as parents (Coleman & Karraker, 2004), such as sharing household chores or participating in children's learning assistance in certain subjects. Not only husbands, relatives or older siblings can also help mothers assist their children during the school from home period. In addition to spouses, relatives or older siblings, the work environment plays a big role as well, as in taking children to the mothers' workplace, allowing them to simultaneously work and assist the children in learning at the same time.

With regard to online learning systems, Putria, Maula, and Uswatun (2020) conducted a research which found that online learning required the existing system to be rearranged. For example, giving scheduled materials, using video call applications, and monitoring schoolworks via parents' WhatsApp. Giving material online over time makes students feel bored, coupled with lots of schoolworks (Putria et al., 2020). With regard to schoolworks, some children, especially in primary grades, do not fully have a sense of responsibility to do it by themselves, they eventually need to be assisted and reminded by their parents. This becomes an additional task for mothers who frequently assist their children in learning. The teaching process is also not always facile, sometimes children still want to play, while mothers have to do the other chores immediately. This makes mothers feel overwhelmed, added with physical fatigue after work and this situation can be a stressor that impacts parenting stress and child development (Deater-Deckard, 2004).

The physiological stress reactions found in this study are physical fatigue from the additional task of assisting children during school from home and unpleasant behavior towards children. This is in accordance with the statement proposed by Cooklin, Giallo, & Rose, (2012) which stated that physical fatigue is frequently experienced by mothers, especially working mothers due to multiple roles that can drain their energy and mind. This is further strengthened by the statement (Limbers et al., 2020) which emphasized that physical fatigue also affects psychological conditions, especially in the emotional

aspects with anger reactions, irritability which will impact on the peaceful family atmosphere. This is in line with other findings in this study, namely the existence of psychological stress reactions which comprise feelings of anger, worry, and annoyance. This psychological stress reaction causes emotional control to be often unmanageable and ultimately has an impact on children (Limbers et al., 2020), causes disruption in the family (Burack et al, 2012; in Hairina & Fadhila, 2019), and causes children to lose the ability to confront and manage emotions (Paschall et al., 2015).

Furthermore, physiological and psychological stress reactions comprise three types of stress reactions, namely cognitive stress reactions, emotional stress reactions, and behavioral stress reactions. One form of stress reaction experienced by working mothers is the worry of mothers when their children use gadgets for inappropriate content during the school from home period. This is related to cognitive reactions according to Deater-Deckard (2004) in which cognitive reactions include behaviors and feelings of parents towards children. This worry will particularly arise when mothers cannot directly supervise their children's activities when using gadgets in an enough amount of time, as the mothers have other responsibilities to work. Excessive worries will trigger feelings of tension which also affect the thoughts of the mother towards the child (Hardi & Sari, 2019). Furthermore, Adler (2001, in Hardi & Sari, 2019) stated that stress occurs within individuals which are impacted by external influences and life events. This is later followed by discrepancy between mothers' expectations of their children by the fact that their children often cause worries for the mothers

Moreover, within emotional reactions or things related to encouragement and fear (Deater-Deckard, 2004), several things can be found, namely the mothers' feelings of anger when the children were reluctant to do schoolworks, did not fulfill the agreed playing time during the study break, even when they had not finished their schoolwork after the mothers came home from work. With the condition of working mothers, this is in accordance with the results of research (Limbers et al., 2020) which stated that physical fatigue affects psychological conditions, resulting in emotional control that is often unmanageable and ultimately impacts on children. Another reaction is that the mothers felt annoyed with the children's behavioral changes during the school from home period, such as the changes in their sleeping cycle to wake up later in the day and play more frequently, even a

worry that the mother felt when the children used gadgets and accessed unwanted inappropriate contents. To set discipline, the mother would disconnect the WiFi network when children were still attached to playing with gadgets when it was time to study, thus the children would stop playing with their gadgets. Furthermore, when the mother was unable to control her emotions, the mother would become angry and gently hit her children with papers while talking in a high tone. This is in accordance with the statement of Deater-Deckard (2004) which stated that stress reactions in parenting behavior include strict rules from parents, discipline applied by parents, and even abuses and harassments. This corresponds with a research conducted by Hardi and Sari (2019) which indicated that the behavioral response in mothers who experience parenting stress is shown by crying, hitting, and pinching the children.

5 CONCLUSIONS

Based on the result of the research it can be concluded that the description of parenting stress of working mothers who assisted their children in primary school during the school from home period includes several influencing factors, such as impatience, feeling overwhelmed and tired, feeling not optimal in assisting, behavioral changes in children as in using gadgets and playing games more frequently, decreasing enthusiasm in learning and doing schoolworks, children's needs to be taught regarding the materials for multiple times, the parents' unmanageable emotional regulation as in being angry when the children could not focus when being taught and could not finish their schoolworks, the condition of working mothers which required them to go out of town or to do additional workloads, the school from home policy implemented by the government, and the various learning systems of school from home enforced by different schools, as some of which are merely conducted through WhatsApp group chats.

These various influential factors generated several different parenting stress reactions which comprise psychological reactions including feelings of anger, worry, and annoyance, as well as physiological reactions including physical fatigue caused by additional workloads and the unpleasant behavior from the mothers. Furthermore, these stress reactions were shown in their behaviors such as hitting children with paper while talking in a high tone, disconnecting WiFi networks, feeling worried

when children watch inappropriate contents, getting angry when children are reluctant or have not finished schoolworks, getting angry when children violate the given study breaks time, and feeling annoyed by children's behavioral changes during the school from home period.

6 LIMITATIONS

Study data were retrieved by online which resulted in network disruption on interviews. Moreover, participants were limited to working mothers who have primary school children who attended online school in East Java with small numbers, so this limits the generalization to the other regions' populations and with children at different levels of education.

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