



## **The impact of the COVID-19 pandemic on the stressful relationship between parents and children**

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### **ABSTRACT**

The stressful relationship between children and parents is the pain both go through when they find themselves unable to cope as a parent or a child. In order to find out the status, causes, and impacts of the COVID-19 pandemic and suggest some solutions to reduce stress between parents and children, we surveyed the impact of the COVID-19 pandemic on stressful relationships between parents and children at high school age in Da Nang city. The findings of a survey conducted on 550 randomly selected parents and 550 high school students using the Perceived Stress Scale reveal a high rate of tension between parents and their children, particularly up to 51.1% and 38.5%, respectively. In reality, many factors are affecting the stressful relationship between parents and their children at this age, in which psychological fear about health; social distancing policy; closed schools; students staying at home 24 hours a day and learning online; the disruption in children's daily routine; excessive use of electronic devices are major causes of stress in the relationship between parents and their children. From this practice, our research team has proposed such solutions as participating in creative activities and consulting the handbook instructing parents' behaviour rules toward children and vice versa, designing extra-curricular activities, and organizing training courses on life values for both parents and children to increase happiness and reduce stress in the parent-child relationship.

**Keywords:** stressful, parents, children, stress, COVID-19

### **INTRODUCTION**

COVID-19 pandemic broke out in China and became a worldwide threat. In addition to threatening physical health, COVID-19 affects people's mental health, upsetting the daily lives of most families (Çalık & Altay, 2021). According to the state policy, people have to practice social distancing; parents and children have to work and study at home and are confined in limited space, significantly affecting the relationship between parents and children. This article presents the findings of investigating the reality of perceived stressful relationships between parents and children in the context of the COVID-19 pandemic, the causes of stress and the effects of the COVID-19 pandemic on the stressful relationships between parents and children at the age of high school in Da Nang city. This is a base to propose proper solutions to improve and enhance the effective cohesion of the relationship between parents and children in the COVID-19 pandemic in Da Nang city of Vietnam.

Dao (2020) believes that "The relationship between parents and children" is mutual sympathy, listening and persuasion with reason and love. They care about each other's thoughts, aspirations and difficulties instead of the merely "command-and-obedience" relationship. McGue et al. (2005) suggest that parent-child relationships during adolescence are restructured even when stable features of the relationship are established during persistent childhood. Luu (2008) says that the "parent-child relationship" is all manners, attitudes, behaviours, and gestures towards their children in different walks of life. These behaviours affect children differently, depending on the nuances of their feelings and emotional experiences. On researching the parent-adolescence relationship, Dang (2012) says that the "parent-adolescence relationship" is an interactive relationship with each other. However, parents play a significant and important role in this relationship during children's immaturity. Mihalec-Adkins (2020), in legal terms, "parent-child relationship" is understood as the relationship between an individual and their biological child or between an individual and a child that they legally adopted. Burton et al. (2021) also argue that the "parent-child relationship" includes a combination of behaviours, feelings, and expectations for a particular parent and a particular child. The quality of the parent-child relationship is

influenced by the parent's age, experience, and confidence, the parents' marital stability and the distinctive characteristics of the child from the parents. Dang (2012) said that Vietnam had undergone many social changes due to its broader and deeper integration into the international economy. These changes significantly impacted the relationship between the parents and children.

Similarly, in the study of Dao et al. (2020), the results show that the events in life play a more critical role in predicting positive, negative factors and life satisfaction than the concept of personal self-assessment. Daily events also contribute to personal perception of life and easily affect relationships, including parents and children. Pham-Nguyen (2012) believes that social context also has direct effects on the relationship between parents and children, which can be either positive (a good relationship can create a favourable atmosphere for children to absorb and develop), or negative (children avoid their parents, even act against their parents). According to Pham-Nguyen (2012), diverse changes in family structure and function of industrialized countries have made many families unable to adapt and control relationships, leading to dysfunctional family functions and family crises. According to Lanier et al. (2011), a stressful parent-child relationship is the parent's or child's physiological or psychological response to internal or external factors. Sapolsky (2004) suggests that the strained relationship between parents and children is psychological pain; a small amount of stress can be beneficial as it can improve work effectiveness. Abidin and Brunner (1995) suggest that an excessively strained parent-child relationship can increase the risk of stroke, heart attack, stomach ulcer, and psychological illnesses such as depression. According to Mental Health America (n.d.), the stress in the parent-child relationship is a parent's/child's feeling of stress and mental pressure. Saddik et al. (2021) argue that parent-child stress is a highly individualized phenomenon between parents/children.

Perelli-Harris and Walzenbach (2020) suggest that manifestations of stressful parent-child relationships during the COVID-19 pandemic are intense parent-child conflicts, making both parents and their children anxious and depressed with recurring and worsening frequency. Ezpeleta et al. (2020) conducted a study on 226 parents of 117 girls and 109 boys, and the results indicated that the relationship with children during social distancing was worse, exceptionally dysfunctional parenting styles. Mental Health America (n.d.) analyzes and compares mothers' stress levels as they are primary caregivers of their children in a context of widespread social panic. Research results show that most mothers' stress levels are more than 80%, especially during social distancing, which is a very high point beyond the normal range. The COVID-19 pandemic causes stress trauma exacerbates new mental health problems for both parents and children (Galea et al. 2020). Horesh and Brown (2020) conducted a study on 204 people; the results showed that most participants had relatively high levels of stress and anxiety. By gender, the younger girl group had the highest levels of psychological stress. Research by Eyimaya and Irmak (2020) applied on 1115 parents showed that 89.6% established basic rules regarding their children's screen time. In addition, factors such as gender, age, household income, parent's employment status, family rules about screen time, and inconsistent parenting methods also create high tension between parents and children. Parents cannot accept and compromise with the disturbed activities of their children, so they react too harshly with their children, creating fierce conflicts between them and their children. Galea et al. (2020); Horesh and Brown (2020); Yeasmina et al. (2020) all believe that the COVID-19 pandemic causes psychological stress trauma, exacerbates, and creates mental health problems for parents and children, leading to conflict intense conflict between parents and children during the pandemic. Prime et al. (2020) believe that the COVID-19 pandemic seriously threatens the well-being of children and families due to related social disruptions such as financial insecurity, the burden of care and stress related to social distancing. Wissemann et al. (2021) argue that the direct threat posed by the COVID-19 pandemic has led to widespread stress and decline in mental health in communities and individuals. These stresses can affect parenting behaviour, leading to negative consequences in the child's personality development. Cooper et al. (2021) studied mental health in 894 UK adolescents during the lockdown; a month later, the results showed that locking down made these teenagers feel lonely and have more mental health symptoms. Since children stayed at home 24 hours a day due to the state's general policy to prevent the spread of COVID-19, parenting duties have increased significantly, which also creates tension between parents and children. In his book, Santrock (2000) clearly shows that conflict between parents and children, especially between mother and son during puberty, is the most intense. According to Aunola et al. (2000), the strained relationship between parents and children in the COVID-19 pandemic is influenced by the parenting style in the family. Pham-Nguyen (2012) says that the physiological changes in puberty easily create conflicts in the relationship between parents and children. According to Tran-Chi et al. (2021), Vietnamese students who live alone have higher COVID-19 stress levels than those who live with family. Clinicians should be aware of self-reflection and professional assistance seeking attitudes that may affect psychological treatment (Tran-Chi et al., 2021).

Broadway et al. (2020) believe that the optimal solution for parents to reduce stress is government support in all aspects. From there, he has called for financial support for unemployed and low-income parents during and after the pandemic through the expansion of the JobSeeker (i.e., income support) program. McGue et al. (2005) affirm that steps to reduce the stress of working parents are very important, such as the parents' right to be on leave during which they have to combine their work with their children's homeschooling or caring for children

and interventions in the workplace. Yap et al. (2014) believe parents themselves should listen to and understand their children, show love to their children every day, and regularly praise and encourage their children. Pinquart (2017) suggests that children should also share the housework and show love to their parents every day. Riehm et al. (2021) advise parents to avoid mass media and seek health information directly from government sources of public health, reducing exposure to sensational or panic-inducing topics instead. Parents should spend time playing with their children, sharing a day spent, maintaining a happy atmosphere in family meals. Children also have to spend much time with their families, share with their parents a day spent, and maintain a happy atmosphere in family meals. Hays (1996) pointed out that when parents spend more time with their children, the relationship between parents and children will become better. This also promotes sound values, unites a family in the context of the COVID-19 pandemic and creates psychologically sustainable development for children in the future. Dalton et al. (2020) suggest a solution is that we should disseminate advice to families effectively through social media. Governments and health agencies need to play a role in publishing guidelines on communicating effectively with children during the COVID-19 pandemic, avoiding confusion and fear for families. Families themselves need to maintain the children's habit of helping their parents with housework, always encouraging and helping their children when they are in trouble, treating them with respect, keeping following their family schedule. Children must show gratitude toward their parents every day, never say negative, impolite words to parents and control the time they use electronic devices every day. Boldt et al. (2021) also suggest building empirical evidence for any actions or policies to support and protect families from the possible adverse effects of the pandemic to reduce stress and build good relationships between parents and children. Parents need to calm down and manage their stress, always positively communicate with their children, and solve problems when their child(s) make mistakes in a consistent, fair, and friendly way. Children need to respect their parents' opinions, maintain a habit of following the family timetable, stay calm and manage stress when problems arise with their parents. Parents need to talk to their children comfortably, control their anger with their children, learn to know their children's interests, and set an example for their children to behave. Children must always positively communicate with their parents, recognize their shortcomings, learn from their own mistakes, and pay attention to their parents' health daily. According to Donker et al. (2021), parents need to coordinate with schools in building moral qualities and lifestyles for their children. In addition, parents need to pay attention to their children's health and manage their children's time using electronic devices every day. Children should talk to their parents freely, think about their parents from real-life lessons, be honest with their parents in everything, and build a specific study plan.

The above are suggestions for the research team to develop the most appropriate and effective solution for each research subject to overcome the stressful relationship between parents and children in the context of the COVID-19 pandemic.

## **METHODS**

### **Hypothesis**

H<sub>1</sub>: From the parents, who have the relationship between factors of income, number of children, parental age, and stress levels between parents and children.

H<sub>2</sub>: From the students who have the relationship between factors such as gender, academic ability, behaviour, the order of students in the family, and the level of stress between children and parents.

H<sub>3</sub>: The causes of tension in the parent-child relationship in the context of the COVID-19 pandemic is the personal way of looking at life, family problems, work/school exercise, and health, in which objective causes (in the context of the COVID-19 pandemic) are the factors that have the most impact on the stressful parent-child relationship.

### **Participants**

550 parents and 550 high school students from 7 high schools of Danang city, Vietnam. Parents: gender (male: 53.6%; female: 46.4%); age (below 40: 34.5%; from 41 to 50: 33.1%; from 51 to 60: 32.4%). Children: gender (male: 54.9%; female: 45.1%); academic performance (below average: 8.2%; average: 23.6%; good: 31.8%; very good: 36.4%); Conduct (below average: 5.5%; average: 10.9%; good: 31.3%; very good: 52.3%).

### **Measurement**

Perceived Stress Scale (PSS) of Cohen and Williamson (1988) with ten questions on the objects' stress scale in the past four weeks, with five levels on the Likert scale from low to high (0 = not true; 1 = slightly true; 2 = true; 3 = fairly true; to 4 = very true) appeared in the relationship between parents and children at the age of high school in Da Nang city in the context of the COVID-19 pandemic. The reliability analysis results of 10 answers given by parents/ students achieved an alpha coefficient > .857. This confirms that the obtained data are meaningful and highly reliable. Specifically, the stress levels are: 0-13 points: no stress (normal); 14-27 points: moderate stress (level 1); 28-40: high stress level (level 2). We built 28 survey questions for parents/children, including such contents as cognitive status, causes, and effects, build up solutions to the stressful relationship

between parents and children in the context of the COVID-19 and questions about the personal information (parents: gender, income per month, age, number of children; Children: gender, order of children in the family, more conflict with whom, conduct, academic performance). We used SPSS 22.0 software to analyze mean score data, ratio percentage, comparisons between groups. Additionally, we used the interview method to validate the interview questions, as well as the interviewing style and strategy.

## RESULTS

Stressful relationships between children and parents in the context of the COVID-19 pandemic

The survey results of stress levels (table 1 and table 2) via PSS test for both 550 parents and 550 high school students in the area of Danang city show that 281 parents are having a stressful relationship with their children (51.1%); and 125 of whom are very stressful with their children (22.7%). Regarding students, there are 212 students really having stressful relationships with their parents (38.5%), 66 of whom are very stressed (12%).

Participant's Attitudes toward Stress	Parents			Children		
	M	SD	R	M	SD	R
I feel anxious, confused by something that is not going as expected	1.39	1.077	8	1.33	1.205	7
I feel hard to manage important issues	1.35	1.072	10	1.31	1.087	8
I feel nervous and stressed	1.41	1.045	7	1.37	1.051	6
I feel confident of my problem-solving skills	2.54	.808	2	2.11	1.164	3
I feel things are going as expected	2.53	.813	3	2.23	1.087	1
I feel that I cannot deal with all the problems I have	1.36	1.029	9	1.27	1.023	10
I can curb my anger and nervousness	2.52	.791	4	2.16	1.105	2
I think I can be a master in all situations	2.55	.831	1	2.07	1.091	4
I get angry and lose my temper when things get out of my control	1.42	1.015	6	1.29	1.016	9
I feel too many difficulties to overcome	1.47	1.292	5	1.48	1.463	5
Total	1.85			1.66		

M: Mean; SD: Standard Deviation; R: Ranking.

As can be seen, the stress levels of both parents and children are high, and the stress level of parents (M = 1.85) is higher than that of children (M = 1.66).

Stress levels	Parents		Children	
	Quantity	Percentage	Quantity	Percentage
No	269	48.9	338	61.5
Average	156	28.4	146	26.5
High	125	22.7	66	12
Total	550	100	550	100

Performing stressful relationships between children and parents in the context of the COVID-19 pandemic  
To study how gender differences, academic performance/behaviour, order of children in the family, family income, number of children, and age group of parents affect the stress relationship between parents and their children in the context of the COVID-19 pandemic, we surveyed both parents and students through a questionnaire about personal information. We collected the data presented in tables 3 and 4.

	n	%
Gender		
Father	74	26.3
Mother	207	73.7
Income/month (VND)		
Below 5 million	85	30.2



5 million – 10 million	137	48.8
10 million – 20 million	37	13.2
Over 20 million	22	7.8
<b>Age</b>		
Under 40 years old	74	26.3
41 – 50 years old	91	32.9
51 – 60 years old	116	41.3
<b>Number of children</b>		
1 – 2 children	88	31.3
More than two children	193	68.7
n: Number of participants; %: Percentage.		

The survey results show that mothers (73.7%) have more stressful relationships with their children than fathers (26.3%). The group of parents whose average age is 51-60 years old are more stressed with their children than the group of parents whose average age is under 40 years old and 41-50 years old (51-60 years old: 41.3%; 41-50 years old: 32.9%; under 40 years old: 26.3%). The low-income family group is more stressed than the high-income family group (under 10 million/month: 79%; over 10 million/month: 21%). Families with many children are more stressed than families with few children (from 3 or more children: 68.7%; under three children: 31.3%). Thus, hypothesis 1 has been proven correct.

<b>Table 4: Children as the objects having a stressful relationship with their parents</b>		
	n	%
<b>Gender</b>		
Male	145	68.4
Female	67	31.6
<b>Birth order</b>		
First-born	134	63.2
Second born	78	36.8
<b>Conflict (with)</b>		
Father	95	44.8
Mother	117	55.2
<b>Academic performance</b>		
Below average	41	19.3
Average	115	54.2
Good	32	15.1
Very good	24	11.4
<b>Conduct</b>		
Below average	27	12.7
Average	53	25
Good	78	36.8
Very good	54	25.5
n: Number of participants; %: Percentage.		

Turning to children, the proportion of males (68.4%) having stress in their relationship with their parents is higher than that of females (31.6%), the children with weak and average academic performance have more stress than those with good and very good academic performance (weak: 91%; average: 88.5%; good: 18.3%; very good: 12%), the children with below-average and average conduct are also more stressed than those having good and very good conduct (below average: 90%; average: 88.3%; good: 45.3%; very good: 18.8%). For the group of students who are the first child, the stress level with their parents is higher than those who are the second child (first-child: 63.2%; second child: 36.8%), and the percentage of children who are stressed with their mother is also higher than that with father (mother: 55.2%; father: 44.8%). Hypothesis 2 has been proven correct.

**The perception of stressful relationships between parents and children in the context of the pandemic COVID-19**

The results of a survey on the perception of 550 parents and 550 high school students in Da Nang city about the problems that may come up with their families during the COVID-19 pandemic using SPSS software are presented in table 5.

**Table 5: Parents and children's perception of possible problems with families during the COVID-19 pandemic**

	Parents		Children	
	n (Agree)	%	n (Agree)	%
The COVID-19 pandemic has increased the tension between parents and children.	306	55.6	249	45.3
The COVID-19 pandemic has helped bond parents with children.	36	6.5	109	18.9
The COVID-19 pandemic has influenced the health of the family.	478	86.9	439	79.8
The COVID-19 pandemic has influenced family's income.	425	77.3	392	71.3
The COVID-19 pandemic has influenced parents' work and children's studies.	436	79.3	543	98.7

n: Number of participants; %: Percentage.

The collected results show that up to 306/550 parents are aware that the COVID-19 pandemic has increased tension between them and their children (55.6% rate); 249/550 students perceive that the COVID-19 pandemic has increased tension between them and their parents (45.3%). This shows that both parents and children agree that the COVID-19 pandemic has dramatically affected the stressful relationship between parents and children at high school age in Da Nang city.

**The causes of stressful relationships between parents and children in the pandemic COVID-19**

Learning about the causes of stress in the parent-child relationship in the context of the COVID-19 pandemic, we obtained the results presented in Table 6.

**Table 6: The causes of stressful relationships between parents and children**

	Parents			Children		
	M	SD	R	M	SD	R
1. Children overused electronic devices and do not do exercise	1.77	1.318	2	1.27	.777	9
2. School is closed, and children's timetables are disrupted	1.62	1.171	3	1.66	1.370	3
3. There are many psychology changes at children's age	1.47	1.292	5	1.46	.745	8
4. Family living space is small	1.41	.711	7	1.62	1.113	5
5. Generation gaps	1.46	.725	6	1.51	.795	6
6. The work and income of the family members have been influenced	1.80	1.209	1	1.70	1.136	2
7. Parents have difficulty in psychology	1.22	.800	8	1.72	1.049	1
8. Parents impose their thought on children	1.01	1.037	9	1.63	1.155	4
9. Worrying about the health of yourself and your family	1.58	1.137	4	1.47	1.297	7
Mean of caused	Subjective			1.37 (1 and 3)		
	Objective			1.62		

M: Mean; SD: Standard Deviation; R: Ranking.

The cause of stress in the parent-child relationship is the most chosen by parents because the work and family's income are affected (M = 1.8); the second factor is that children use too many electronic devices (M = 1.77); followed by school closures and the disruption in children's timetables (M = 1.62). In terms of students, the most chosen reason is that their parents have difficulty in psychology (M = 1.72). The students also chose the second factor is that their parents' work and income have been influenced (M = 1.70). The next factor chosen is that school is closed and children's timetables are disrupted (M = 1.66).

Among the groups of causes of stress (parents/children; living space; generation gap; work/study; health and ourselves) in the relationship between parents and children, we pay more attention to family and find that, in

terms of parents, the group of factors related to work causes the most stress for parents ( $M = 1.8$ ). The factors related to health ranked second ( $M = 1.58$ ). Interviewing several high school students, T. T. T. N. shared: "The pandemic has lasted for a long time, my mother is too worried about the health of her family members, so she keeps reminding me about a problem of hygiene ion all day and control my schedule, making me stressed all the time." The third group of causes comes from the family ( $M = 1.55$ ). The last group of causes is the self ( $M = 1.12$ ).

Turning to children, the group of learning factors that cause the most stress for students ( $M = 1.66$ ). The group of factors related to family ranked second ( $M = 1.64$ ). The causes related to health ranked in third place ( $M = 1.47$ ). The final group of causes is the self ( $M = 1.37$ ). Thus, it can be seen that, for parents, the group of factors causing the most stress is work, followed by the group of health factors, then the family and finally self-factors. At the same time, the children's side is the group of factors related to studying that cause the most stress for students, followed by family factors, health, and finally self-factors. This shows that objective causes (due to the context of the COVID-19 pandemic) are the factors that have the most impact on the relationship between parents and children (In parents' side, the average mean of objective causes is 1.59; whereas on the children's side, the average mean is 1.62). Thus, hypothesis 3 has been proven correct.

The influence of the COVID-19 pandemic on the stressful parent-child relationship

Learning about the influence of the COVID-19 pandemic on the stressful relationship between parents and children at the age of high school in Da Nang city, we have obtained the results presented in table 7.

**Table 7: The influence of the COVID-19 pandemic on the stressful parent-child relationship**

	Parents			Children		
	M	SD	R	M	SD	R
<b>Positive effects</b>						
Parents have more free time to teach their children to improve their knowledge and skills to deal with the COVID-19 pandemic.	1.71	1.341	6	1.70	1.070	6
Family traditions are further cultivated and promoted.	1.31	1.021	8	1.44	1.173	8
Family members care for, share things with, love and appreciate each other more.	1.33	1.271	7	1.48	1.276	7
<b>Total</b>	<b>1.45</b>			<b>1.54</b>		
<b>Negative effects</b>						
Having a severe impact on the parents' work and children's study.	2.42	.889	1	2.19	1.253	2
Living space is small, which makes family members feel breathless on staying home too long	1.72	1.039	5	1.74	1.060	5
Family's daily routine is disrupted	2.16	1.040	3	2.15	1.171	3
Having a heavy influence on psychology quickly causes conflict between parents and children.	2.19	1.031	2	2.40	.979	1
Influencing physical and mental development.	1.74	1.095	4	1.84	1.405	4
<b>Total</b>	<b>2.05</b>			<b>2.06</b>		
M: Mean; SD: Standard Deviation; R: Ranking.						

Concerning parents, the content chosen the most is that the COVID-19 pandemic has a severe impact on parents' work and students' study ( $M = 2.42$ ); followed by Having badly influence on psychology which easily causes conflict between parents and children ( $M = 2.19$ ); next is Family daily routine is disrupted ( $M = 2.16$ ). Whereas, in children's view, the content chosen the most is Having badly influence on psychology, which quickly causes conflict between parents and children ( $M = 2.40$ ), followed by the COVID-19 pandemic, which has a severe impact on parents' work and students' study ( $M = 2.19$ ). Next is also Family daily routine is disrupted ( $M = 2.15$ ). Thus, both parents and children reckon the COVID-19 seriously impacts parents' work and students' study, disrupting the family's daily routine.

Studying the two groups, Positive and Negative effects of the COVID-19 pandemic on the parent-child relationship, we find that both parents and children reckon the COVID-19 pandemic has more negative effects than positive effects on the parent-child relationship. Mainly, In parents' view, the average mean of the negative-effect group is 2.05, the average mean of the positive-effect group is 1.43; whereas, in students' view, the average mean of the negative-effect group is 2.06, the average mean of the positive-effect group is 1.54.

Solutions to reduce stress in the relationship between children and parents in the context of the COVID-19 pandemic

To learn about measures to reduce stress in the relationship between parents and children of high school age in Da Nang city in the context of the COVID-19 pandemic, the results presented in Table 8 show that the solution chosen the most by parents is that the state needs to have income support to economically affected families ( $M =$



3.12); the next solution is to control the time of children using electronic devices every day ( $M = 3.03$ ); The third solution is the need to maintain quality of online teaching and learning ( $M = 2.87$ ). On the students' side, the solution chosen the most by students is to share their happy/sad feelings happening during the day with each other ( $M = 2.91$ ); The next solution is to maintain the quality of online teaching and learning ( $M = 2.86$ ); The third solution is to maintain the family routine and rules ( $M = 2.67$ ). Thus, such solutions as the state's having income support to economically affected families, managing the time children use electronic devices every day, maintaining the quality of online teaching and learning, sharing their happy/sad feelings happening during the day, and maintaining the family routine and rules are the solutions that are the most preferred by parents and students.

**Table 8: Solutions to reduce stress in the relationship between children and parents**

	Parents			Children		
	M	SD	R	M	SD	R
<b>Society</b>						
The state needs to have income support for economically affected families.	3.12	1.185	1	2.10	1.231	10
The Ministry of Health needs to provide information about the pandemic and health services.	2.65	1.114	4	2.15	1.248	9
State agencies, companies, factories,... should let parents stay at home to take care of their children.	2.43	1.143	5	1.93	.808	14
<b>School</b>						
Needs to maintain the quality of online teaching and studying.	2.87	.952	3	2.86	1.173	2
Has teacher kept in touch with students' parents.	2.36	1.148	8	2.50	1.088	4
Educates students about gratitude toward their parents in many different forms.	2.16	1.237	12	2.17	1.220	7
Has its clubs organized online activities?	2.03	1.096	13	2.09	1.215	11
<b>Family</b>						
Manages the time children use electronic devices every day.	3.03	1.243	2	2.31	1.417	5
Maintains the family routine and rules.	2.42	1.166	6	2.67	1.008	3
Shares the household chores among family members	2.39	1.260	7	2.19	.988	6
Shows love to each other every day.	2.35	.947	9	2.16	1.604	8
Shares happy or sad feelings happening during the day.	2.20	.892	11	2.91	1.267	1
<b>Self</b>						
Stays calm and control your actions and words when stress arises.	2.30	1.144	10	1.94	1.277	13
Visits a psychiatrist when necessary.	1.96	.768	14	2.06	1.033	12
M: Mean; SD: Standard Deviation; R: Ranking.						

Further research on four groups of solutions to reduce stress in the relationship between parents and children, namely the group of society solutions, school, family and themselves, we find that the group of society solutions is preferred the most by parents ( $M = 2.73$ ), the second group of solutions chosen by parents is family ( $M = 2.48$ ). The next is schools ( $M =$ ), and the final is self ( $M = 2.13$ ). On the children's side, the group family solutions are chosen the most ( $M = 2.45$ ), the second group of solutions chosen is school ( $M = 2.41$ ). The next is society ( $M = 2.06$ ) and the last is self ( $M = 2.0$ ).

Thus, it can be seen that parents give priority to the society solution group, followed by the family solution group, then the school solution group, and finally the self-solution group. In contrast, children prioritize the family solution group the most, followed by the school solution group, the social solution group, and finally, the self-solution group. On having in-depth interviews with parents about solutions to reduce stress in the relationship between parents and children, they all said that the most effective and essential solution comes from the family, which is showing love to each other, sharing happy/sad feelings every day, maintaining the family routine and rules and sharing the household chores among family members.

## DISCUSSION

From the above research bases, our research team find that the stressful relationship between parents and children in the context of the COVID-19 pandemic results from the following reasons. The COVID-19 pandemic has made many parents face difficult choices in the economy, education and mental health. The COVID-19 pandemic has increased stress, anxiety, depression and laziness in doing exercises among children. They use electronic appliances too much, and their daily lives are severely disrupted. The time of social

distancing has made teens feel lonely and have more mental health symptoms. The COVID-19 pandemic seriously threatens the well-being of adolescents and their families. Since children stayed at home 24 hours a day due to the general government policy to prevent the spread of COVID-19, parenting duties have increased significantly, creating tension between parents and children. The authoritarian parenting style of each family has made the parent-child relationship more strained. The physiological changes in puberty easily create conflicts between parents and children.

"In terms of stress in the parent-child relationship by gender, mothers and male students have higher levels of stress than fathers and female students. Families with high incomes and fewer children also have lower stress levels than low-income and large families. In addition, families with young parents and children with good academic performance and good conduct have less stress than those with elderly parents and children with average or weak academic performance and an average of weak conduct. If you are the first child, the stress level is also higher than that of the second child." Interviewing N. V. T., a parent, he said that mothers often closely follow their child(ren), so the collision with the child(ren) is also more than that of fathers. At the age of high school, male students, especially those with poor or average academic performance and conduct, tend to rebel in character or are opposed to their parents' views and make their parents more unhappy with their learning and training results than female students whose academic performance and conduct are good or very good. Moreover, the older the parents are, the less psychological and understanding they are with their children compared to the younger ones; Families with low incomes and many children are under more pressure of economic burden than those with high incomes and fewer children. Finally, due to the generation gap, little parenting experience with their first child, and parents' high expectations for their child compared to their child's actual ability, unnecessary conflicts often arise, increasing the tension between parents and children.

## CONCLUSION

Research into the impact of the COVID-19 pandemic on the stressful relationship between parents and children at the age of high school in Danang city is an urgent issue today in the world in general and Vietnam in particular. The article focuses on studying the current status of awareness, causes and effects of the COVID-19 pandemic on the stressful relationship between parents and children at the age of high school in Da Nang city. We develop recommendations and measures to reduce stress in the parent-child relationship from this base. The research team uses theoretical research methods to build theoretical foundations, scientific hypotheses, impact measures and methods of investigation using the Perceived Stress Scale, questionnaire, interview, experimental methods to test the validity and effectiveness of the above proposals. Through research and experimental testing, the research team came to the following conclusions: the COVID-19 pandemic affects the stressful parent-child relationship; the leading cause of stress in the strained parent-child relationship comes from factors of self, family, school and society in the context of the COVID-19 pandemic; The COVID-19 pandemic has negatively affected the tense relationship between parents and their children of high school age in Da Nang city; Both male and female students have stressful relationships with their parents. However, male students have more stress with their parents than female ones; Students with weak and average academic performance or conduct have more stress than those with good and very good academic performance or conduct. From the above research results, the research team proposes specific solutions for each subject to increase happiness and reduce stress in the relationship between parents and children of high school age in Da Nang city in the context of the COVID-19 pandemic.

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