

INTRODUCTION

This study was of a descriptive research nature. The research specialized in describing the statistics and response levels of respondents with the topic. This study used the quantitative research method. The values are statistically analyzed based on a questionnaire set up for survey purposes. This study used the random sampling method. More specifically, the study surveyed 400 random students who have children in Ho Chi Minh City. The questions are designed using Google Forms and sent to respondents for the purpose of surveying for the research process. Primary data was accumulated mainly to accomplish the objectives set out in the research. To collect data, questionnaires via survey-forms were set up closely and specifically on the research objectives to give answers to the research questions. Information collection was taken place continuously and processed when sufficient numbers were available. Google and Excel tools were utilized for research data processing. These tools clearly described the response levels and compared the factors mentioned in the questionnaire. From there, conclusion was made based on actual results from handling the mentioned tools. While gathering information from the respondents, this research was required to uphold a strict code of behaviour at all times. Participants are provided to first get thorough explanations of the investigation's goals, significance, methodology, and anticipated applications, as well as the problems that needed their involvement in the research and any hazards they faced. Additionally, the survey was created to safeguard respondents' interests in connection to their physical, mental, and social health by maintaining the confidentiality of both personal information and survey respondents' replies. All the responses were kept confidential. This study had limitations. The research did not have finance support, so it was not able to offer benefits to

the survey subjects. Plus, during the bilingual transition in the questionnaire, many small changes in content occurred during the survey.

DATA PRESENTATION

1. General information of respondents

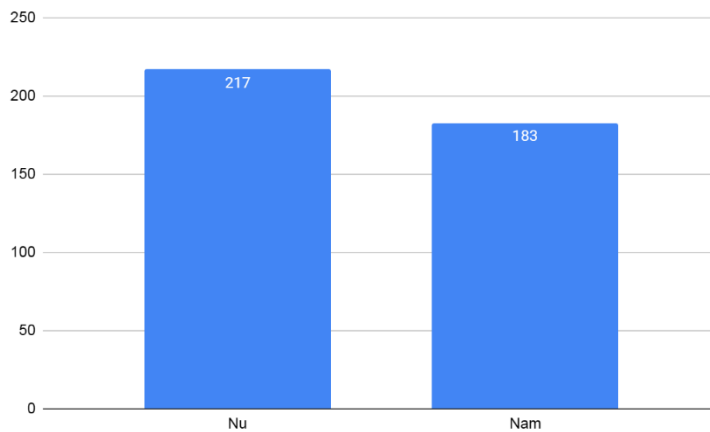


Fig1: The genders of respondents

According to fig 1, the number of female respondents is 217, accounting for 54% and the number of male respondents is 183 accounting for 46%.

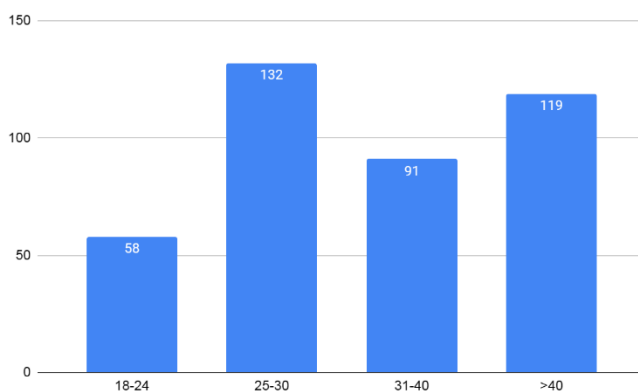


Fig 2: The age of respondents

According to fig 2, the age group from 18-24 accounts for 15% (58 people), from 25-30 accounts for 33% (132 people), from 31-40 is 23% with 91 people and over 40 is 119 people, accounting for 29% .

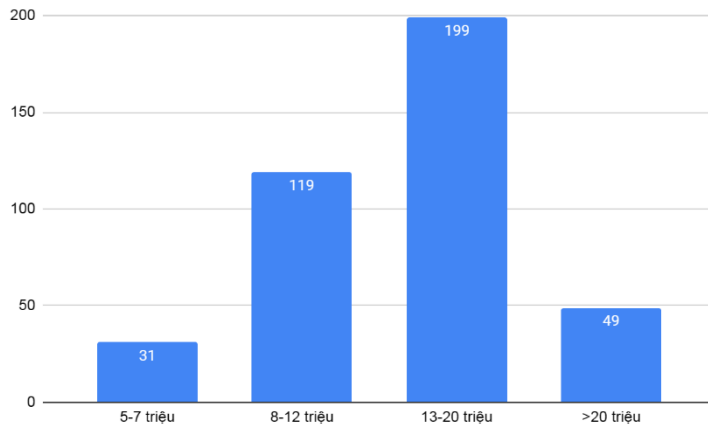


Fig 3: The average income of respondents

According to fig 3, income from 5-7 million dong is 31 people, accounting for 8%, from 8 to 12 million people is 119 people, accounting for 29%, from 13-20 million is 199 people, accounting for nearly 50%, and from 20 million or more accounts for 13%.

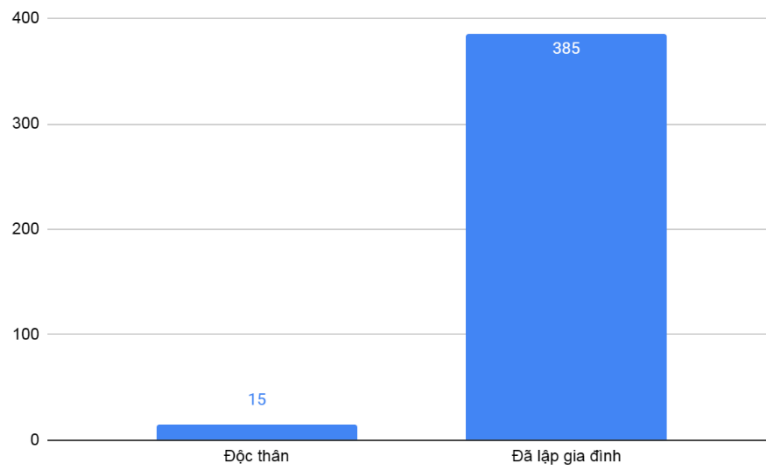


Fig 4: Marital status of respondents

According to fig 4, there are 15 people surveyed who are single, accounting for 4%, the rest are married, accounting for 385 people, accounting for 96%.

2. Parenting training programs

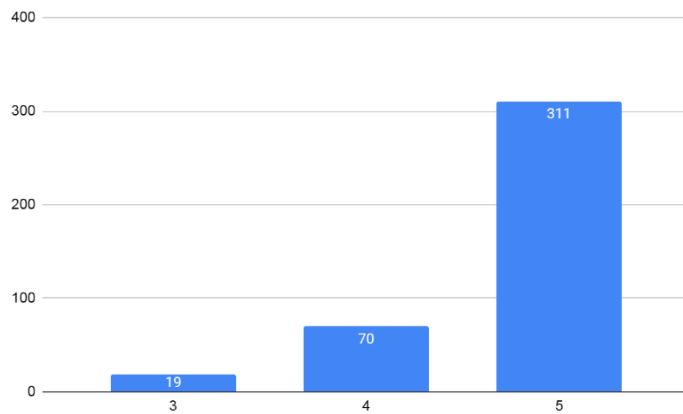


Fig 5: The score of rating the importance of parenting course

According to fig 5, there are 19 people who think that the courses are just average, it's okay to have them or not, accounting for 5%. And at the same time, there are 70 people, accounting for 18%, who think the courses are useful and necessary. Finally, 77%, or 311 people, affirmed that parenting skills improvement courses are essential.

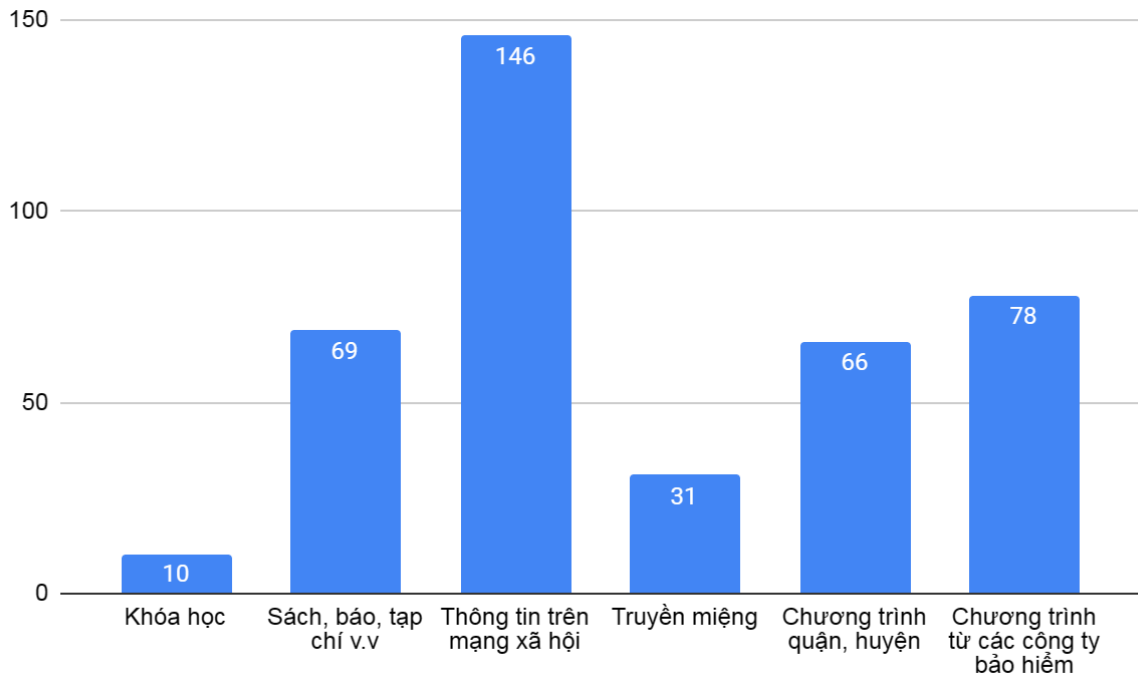


Fig 6: The communication channels that respondents know parenting courses

According to fig 6, 10 people accounting for 3% said that they know based on direct introduction of courses. In addition, there are 69 people who know through newspapers, accounting for 17%. Through social networks accounted for 146 people, 36%. By word of mouth, local, and insurance companies were 31,66, and 78 people with 7%, 16%, and 21%, respectively.

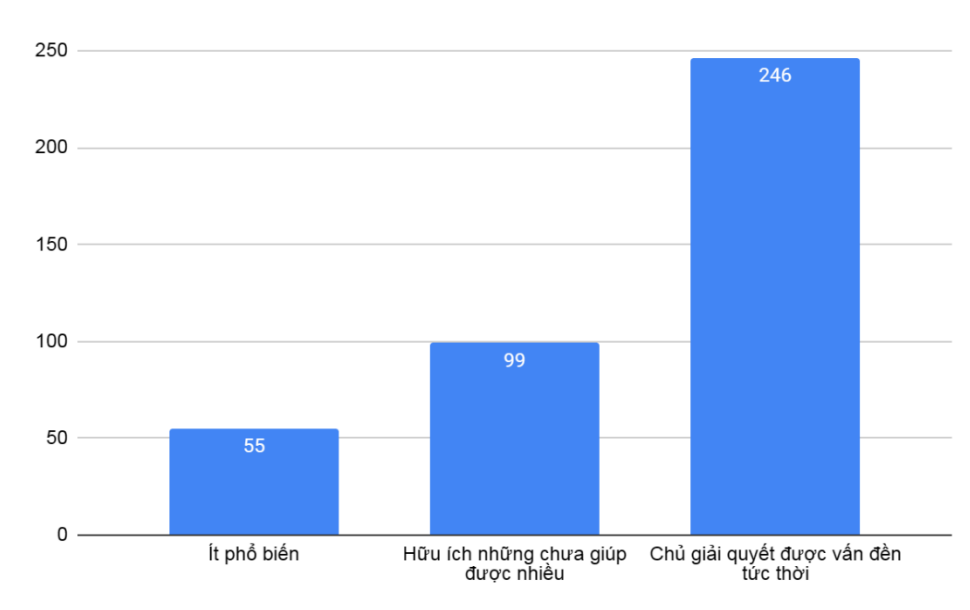


Fig 7: The opinions of respondents about parenting course

According to fig 7, 55 people or 14% think the courses are less popular. In addition, there are 99 people who think the courses are helpful but not really help them, accounting for 25%. And finally, 246 people said that the courses were only solving immediate problems, accounting for 61%.

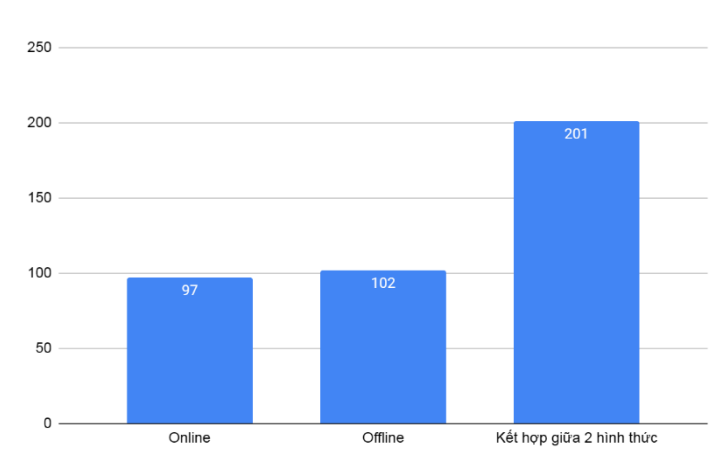


Fig 8: The opinions of respondents about the course forms

According to fig 8, to get the best results, there are 97 people who think that courses need to take place online, accounting for 24%. There are 102 people

who think that offline will be most effective, accounting for 25%. And finally, the combination of 2 forms was selected by 201, accounting for 51%.

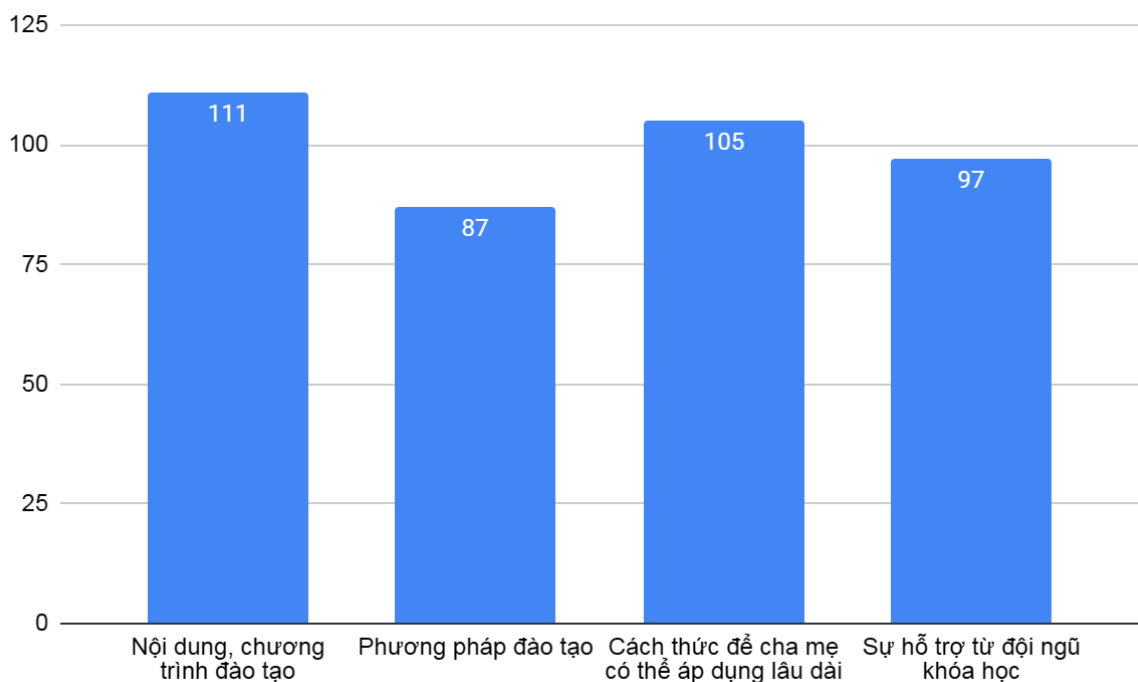


Fig 9: The need of improving parenting course

According to fig 9, there are 111 people who think that training content needs to be improved in courses and 87 people think that training methods need improvement, accounting for 27% and 22% respectively. In addition, improvements in parental adoption accounted for 105 responses, 26%. Support from teams should be more appreciated, accounting for 97 answers, 25%.

3. Parenting journals and family games

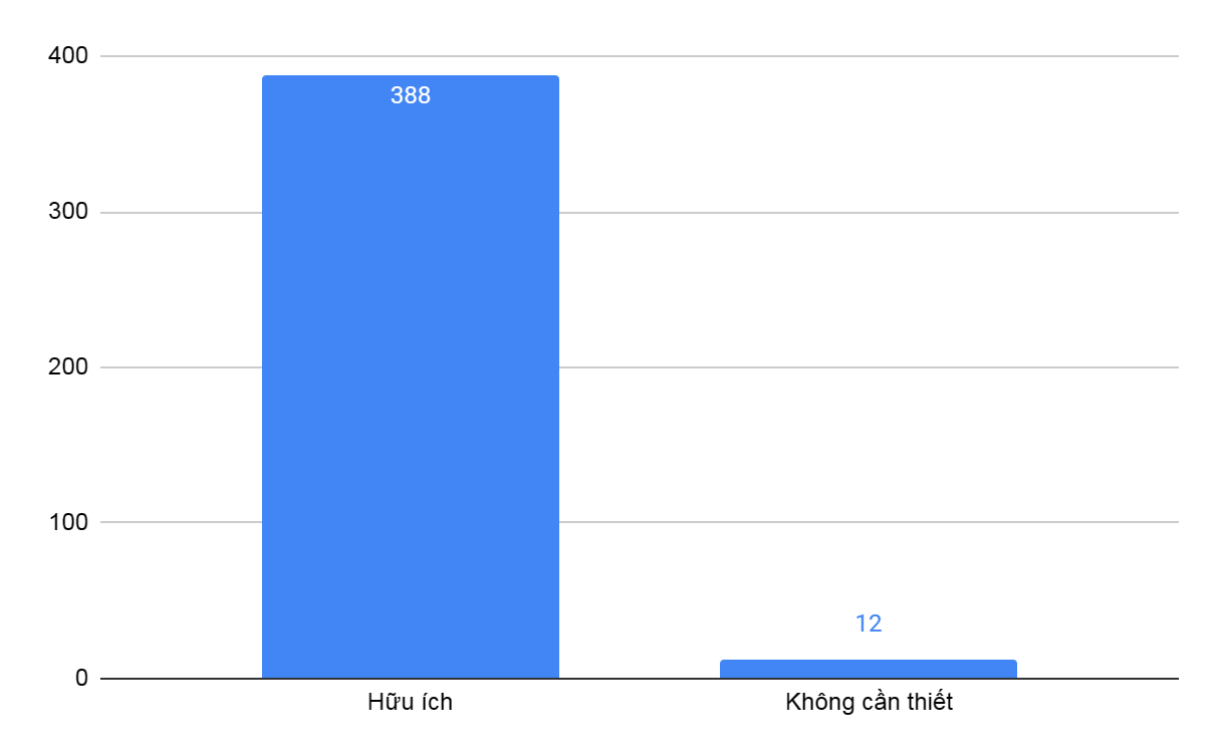


Fig 10: The opinions of respondents about parenting journals

According to fig 10, there are 388 people who think parent journals are necessary, and 12 people who consider it unnecessary, accounting for 97% and 3% respectively.

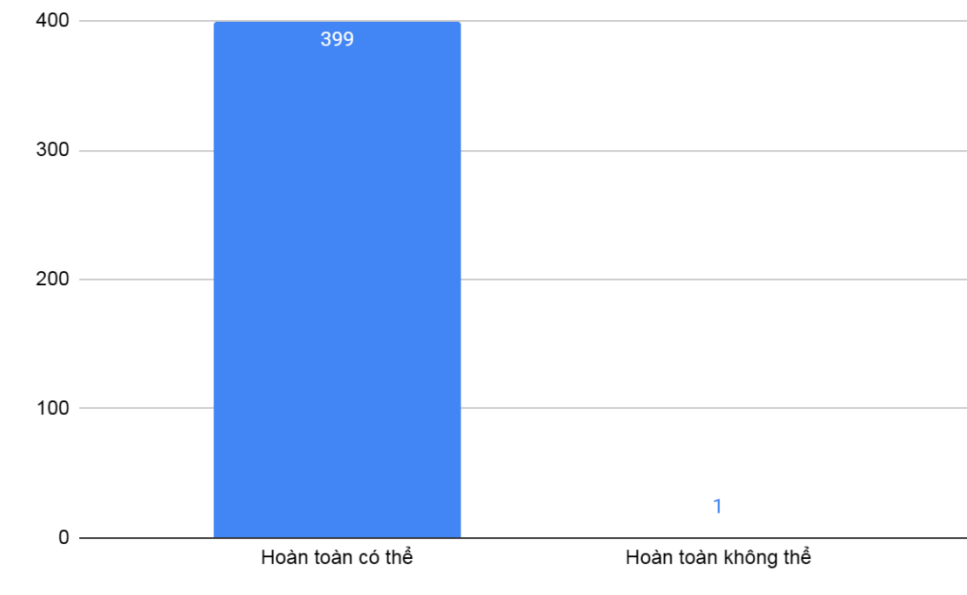


Fig 11: The opinions of respondents about family games

According to fig 11, there are 399 people who think that family games can completely support family connection, accounting for nearly 100%, only 1 person thinks this is not possible.

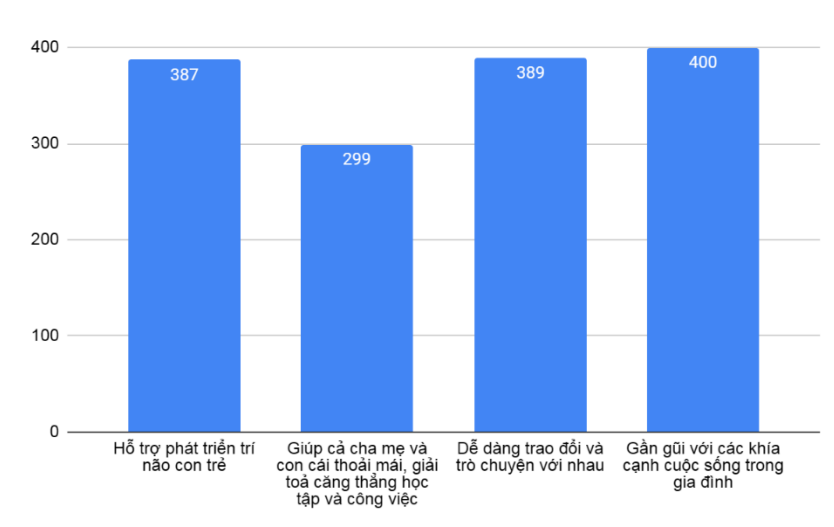


Fig 12: The opinions of respondents about the effects of family games

According to fig 12, there are 387 respondents saying that they need family games that can support their children's brain development, 299 respondents want to create comfort in the family, 389 people want this to be their work. family support tool to talk together, and 400 people want to rely on this, members will have closeness in life.

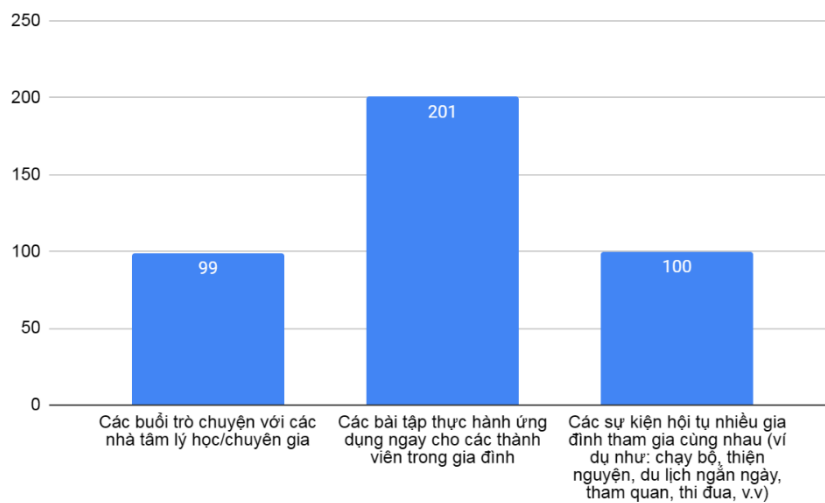


Fig 13: The demands of respondents when they use parenting programs

According to fig 13, there are 99 people who want to have conversations with psychologists, accounting for 25%, 201 people want to have practical exercises, accounting for 50%, and the remaining 25% want There will be community events that bring together families, and the participation of professionals.

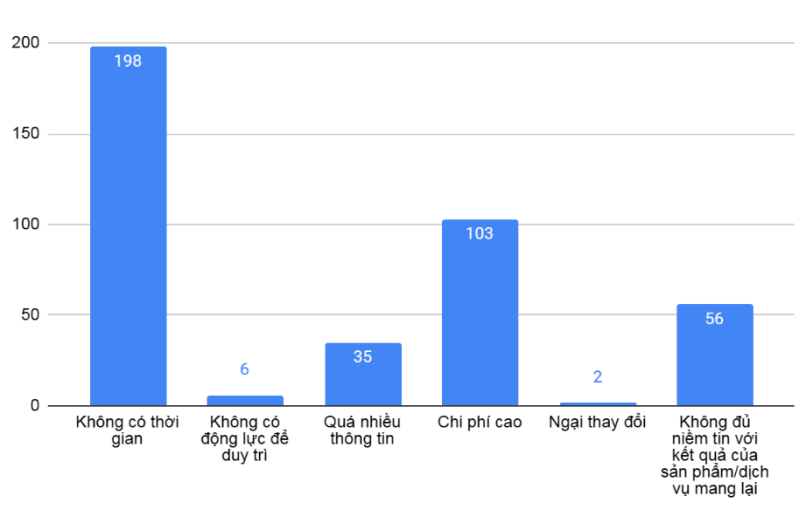


Fig 14: The barriers when respondents access parenting programs

According to fig 14, there are 198 respondents who said that their difficulty in using a parental support solution is due to lack of time, accounting for 49%. In addition, 103 people said that courses are often expensive, accounting for about 26%. And the trust for those services for them is not high, accounting for 56.14 %. Too much information also confuses them, with 35 people accounting for 9%. Finally, they are unmotivated and afraid to change, accounting for a total of 8 people with about 2%.

CONCLUSION

The majority of parents have admitted that they realize the importance of methods to support parents in educating and accompanying their children's development. For the course, parents have said that this will contribute to direct support and bring certain results, but there will be some changes from previous methods that have failed. In addition, journals or games are innovation points that interest them, can be developed to create certain success, and are indirect tools to support direct results.