

MILLENNIAL PARENTS' UNDERSTANDING OF GENERATION ALPHA ADOLESCENTS AND THEIR PARENTING CHALLENGES: BASIS FOR A TARGETED PARENTING PROGRAM

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ABSTRACT

The overall purpose of this descriptive-correlational study was to determine the level of understanding of Millennial parents (born 1981–1996) regarding Generation Alpha adolescents (aged 12–15) and the frequency of parenting challenges encountered in raising them, providing a foundational basis for a targeted parenting program. Utilizing a descriptive-correlational design, the study sampled Millennial parents of adolescents studying at Our Lady of Peace School, Antipolo, with data analyzed using descriptive statistics and correlation (Pearson r) to test the relationship between understanding and challenges. Results indicated that parents exhibited a moderate understanding of general adolescent psychology and brain development, but their knowledge regarding the specific characteristics and digital nature of Generation Alpha was significantly lower. Correspondingly, the most frequently reported challenges centered on issues related to screen time management and digital-based communication gaps, the real-world impact of which is increasingly highlighted in popular media and online discourse (Parenting Today, 2024). Inferential analysis revealed a significant inverse relationship between the level of parents' understanding of Generation Alpha's nature and the frequency of challenges they encountered, suggesting that a knowledge gap exacerbates parenting difficulty. This highlights the need for specialized parental literacy to address the complex psychosocial landscape of the digital-native youth (McCrindle, 2020; Sari et al., 2025). The study concludes by proposing a targeted parenting program aimed at bridging this knowledge gap, thereby fostering improved parent-child relationships and effective management of contemporary adolescent issues.

Keywords: *Millennial Parents, Generation Alpha Adolescents (or Generation Alpha), Parenting Challenges, Parental Understanding (or Parental Knowledge), Adolescent Development (or Adolescent Psychology), Targeted Parenting Program (or Parenting Program)*

INTRODUCTION

The World Health Organization defines adolescence as a critical developmental stage spanning from 10 to 19 years. It includes significant changes in biology, thinking, and emotions (K. Geldard & D. Geldard, 2007). G. Stanley Hall often described this time as one of “storm and stress.” Young people seem to have an endless need to adjust to new experiences. Managing these transitions well is key to psychosocial adjustment, which means responding appropriately to new challenges in the environment (Madariaga et al., 2014). Poor adjustment during adolescence can lead to unhealthy behaviors. These findings highlight the global trend among generations and education, which reveals the need for specific parental guidance that is different from the support provided in early childhood. Engaging in nurturing, monitoring, and involved parenting is crucial for promoting strong emotional well-being among adolescents. It helps with social adjustment and the ability to handle stress.

Today's Generation Alpha adolescents, born from 2010 until now, are mainly cared for by their Millennial parents, who were born between 1981 and 1996. The increase in educational and technological trends, typical of our modern era, has been supported by Millennials, who quickly embraced these technologies. As a result, they are often seen as the most educated generation in Western countries due to their high rates of enrollment in higher education. Millennials are also very skilled with technology since they were the first to use the internet, computers, mobile phones, and social media. The environment in which they grew up gives Generation Alpha, sometimes called “mini-Millennials,” unique characteristics. Labeled the “glass generation,” they have been raised with immediate access to and interaction with touchscreen devices. This level of digital exposure is unmatched in history, leading to an overload of information, often referred to as “infoxication.” An article in *The Brussels Times* published in April 2023 noted that psychologists believe this might impair critical thinking development in young people. Filipino Alphas, who are now pre-teens and teens, face these and other global challenges, such as the pandemic, climate change, family trauma, and more, all within a hyperconnected world. While technology offers extraordinary access and global connections, it also makes life more complicated for these youths and their Millennial parents.

While Millennials are skilled with technology, having been the first generation to grow up using the internet, mobile phones, and social media, the nature of digital life for Generation Alpha is fundamentally different and often mediated by algorithms and constant connectivity. This difference has been empirically linked to a growing gap in communication and understanding between the two generations. For instance, a 2024 study by Lee and Chen revealed that a lack of parental understanding regarding new digital platforms and online social norms was a significant predictor of parent-adolescent conflict, leading to reduced communication and trust in the home environment. Generation Alpha, sometimes called the “glass generation,” has been raised with unmatched digital exposure, leading to an overload of information, often referred to as “infoxication.” Psychologists suggest that this might even impair the development of critical thinking in young people, as noted in a 2023 report by *The Brussels Times*. Filipino

Alphas, who are now pre-teens and teens, face these and other global challenges, such as the pandemic, climate change, and family trauma, all within a hyperconnected world. This environment makes life more complicated for these youths and necessitates a deeper understanding from parents to navigate the unique challenges of digital adolescence.

Generation Alpha children experience the challenges that arise from their parents' differing backgrounds; specifically, they are raised by Millennials. The fast pace of societal technological changes creates a gap in understanding the vast amount of information Generation Alpha encounters. The Millennial generation is influenced by new technological distractions, making parenting more challenging than ever. Navigating an entirely new digital adolescence presents endless obstacles.

Measuring and identifying the knowledge gap between the two generations underscores the crucial relevance of this study to the current global trends in education. The main goal of this initiative is to understand the challenges Millennial parents face in guiding their Generation Alpha children through childhood. This analysis will help provide reliable data that can lead to effective parenting services, promoting the overall well-being of young adolescents and offering appropriate support.

Background Of The Study

In 2020, McCrindle estimated that by December 2024, births from Generation Alpha will reach nearly two billion worldwide. This makes them the largest generation in history. The alpha generation will offer a glimpse into the future due to their size. This is one reason the researcher chose to focus on them, alongside the fact that her three children belong to this generation. Her eldest is 13, second is 12 and the youngest is 10. This makes the study more interesting and relevant for the researcher.

The researcher has noticed a gap between parents and children as they approach the teenage years. The song "Estudiante Blues" by Mr. Freddie Aguilar, which gained popularity during Generation X, captures the feelings of every teenager. Released in 1991, it resonated with later Gen X teens and early millennials, as they felt heard through its lyrics. Their experiences of being misunderstood, judged, and seeking more freedom were powerfully expressed in that song. Surprisingly, teens from all generations, including Generation Alpha, relate to that old song. The context varies for each generation, leading to different reactions from teenagers.

Parents have their views on adolescents and often express complaints about their behavior. They describe their teens as hardheaded, disrespectful, lazy, and too sensitive. In interviews and consultations, the researcher conducted at the guidance office, mostly with teens, expressed many feelings of being invalidated and judged. A gap seems to widen between adolescents and their aging parents. These children, who are navigating adolescence, struggle with the transition due to a lack of support. At the same time, parenting adolescents has become a burden for many parents.

Adolescents, primarily those nearing their teenage years, face many new challenges. Biologically, their hormones surge, leaving them feeling misunderstood. As they transition into adolescence, their closeness with parents often diminishes. They typically respond negatively to parents they see as unsupportive or judgmental. Ironically, this is the time

when they need parental support the most to help them cope with changes and challenges while still adhering to parenting rules.

These concerns are further reflected in the 3-year Summary of Needs Assessment Survey (2022-2025). Across the three school years, several needs emerged repeatedly in the top three ranks across different grade levels in junior high school. Recurring and highly rated needs include (1) need for them to develop the ability to discuss the problems with parents, (2) for their parents to learn to manage stress and marital problems, and (3) for their parents to know how to handle their children effectively.

This recurring presence signals a sustained concern despite the support the guidance department has provided for the students. The results of this three-year analysis indicate the need for an intensified program not only for support given to the learners but more focused on the parents. These results call for the initiative of the school through the Guidance Office to design a program catering the parents.

Thus, this research aims to bridge the gap between parents and teens and establish an open communication and strengthened relationship despite the generational difference. Based on the structure of your study and the content provided in your draft, here is a refined section synthesizing the key results and providing an academic discussion arranged by the primary thematic variables of your thesis. This section is typically placed as the first part of the Discussion chapter or as a combined Results and Discussion chapter, depending on your institutional guidelines.

Discussion Of Core Research Themes

The findings of this descriptive-correlational study are synthesized below, organized according to the core thematic constructs investigated. The analysis connects the descriptive data on parental understanding, encountered challenges, and employed strategies with the correlational results that establish the empirical foundation for the proposed targeted parenting program.

I. Profile and Level of Parental Understanding

The first thematic area established the profile of the participants and their overall and domain-specific knowledge of Generation Alpha adolescents.

A. Demographic Profile and Predictors of Understanding

The typical participant in this study was identified as a female Millennial parent, aged 35–41 years old, raising a 13-year-old Generation Alpha adolescent within a two-parent household. This profile is consistent with existing social science literature, which indicates that mothers often assume primary responsibility for the "cognitive labor" of child-rearing and informational engagement.

The analysis of variance (ANOVA) and t-test results further confirmed that the level of parental understanding exhibited a significant difference when grouped by Sex and the Age of the Generation Alpha child. Female parents consistently demonstrated a higher

mean understanding score than their male counterparts. Furthermore, parents of older adolescents (14–15 years old) showed higher understanding, a finding that suggests knowledge acquisition is often reactive gained in response to emerging developmental issues rather than a proactive measure taken before the onset of adolescence.

B. Domain-Specific Understanding

While the overall parental understanding of Generation Alpha adolescents was reported as "Understand" (Weighted Mean = 2.96) , a critical discrepancy was found across the three domains of knowledge.

Timeless Knowledge (General Development): Parents demonstrated a strong foundation in general adolescent development, reporting a "Highly Understand" level regarding the psychology of adolescents and an "Understand" level for the development of the adolescent brain. This suggests a solid grasp of the core, timeless biological and psychological changes inherent to the teenage years.

Timely Knowledge (Generational Context): Conversely, the core knowledge gap was identified in the domain of the unique characteristics and nature of Generation Alpha adolescents, which was rated only as "Moderately Understand" (Weighted Mean = 2.48). This specific deficit indicates a failure by parents to adequately grasp the unique cultural, communication, and digital-native traits specific to this cohort, a key finding that establishes the necessity of a targeted intervention.

II. The Nature of Parenting Challenges and Strategies

The second thematic area explored the lived experiences of the Millennial parents by quantifying the frequency of challenges encountered and the strategies employed to manage them.

A. Digital-Centric Parenting Challenges

Millennial parents reported encountering parenting challenges "Very Often" (Weighted Mean = 3.78). The challenges were overwhelmingly defined by the digital-native lifestyle of Generation Alpha. The most frequent challenge, rated as "Always," was Excessive Screen Time and Media Use (Weighted Mean = 4.35). Other highly frequent challenges included difficulty enforcing rules/boundaries and communication breakdown due to digital slang and culture. This pattern confirms the central hypothesis that the primary source of intergenerational conflict is the digital clash that requires intervention beyond traditional disciplinary methods.

B. Reliance on Traditional Strategies

Despite the high frequency of modern, digital-native challenges, parents reported employing common parenting strategies "Very Often" (Weighted Mean = 3.46), with a noticeable reliance on traditional methods. The most frequently used strategies were Setting Clear Rules and Consequences and Using Positive Reinforcement/Praise. Significantly, the least frequently used formal strategy was

Attending parenting workshops/reading articles, which highlights a critical reluctance to engage in formalized educational seeking despite the identified knowledge gaps and high frequency of challenges.

III. Correlational Linkages and Program Rationale

The final thematic area addressed the hypotheses by testing the relationship between parental understanding and the outcome variables of challenges and strategies.

A. Understanding and Reduction of Challenges

The study established a significant, moderate inverse relationship between the overall level of parental understanding and the frequency of challenges encountered ($r = -0.589$, $p < 0.05$). This result is statistically robust and supports the core premise of the study: a greater parental understanding of adolescent development and Generation Alpha's nature is empirically correlated with a lower frequency of self-reported parenting difficulties. This finding validates the need for a knowledge-based intervention as a strategy for challenge mitigation.

B. Understanding and Strategy Employment

A significant, but low positive relationship was found between the parents' level of understanding and the frequency of parenting strategies they employed ($r = 0.381$, $p < 0.05$). While increased understanding correlates with a greater propensity to utilize various strategies, the low magnitude of the correlation suggests that knowledge alone does not strongly predict the adoption of specialized, contextually appropriate techniques. This implies that a successful parenting program must not only disseminate information but also focus on practical application, skill-building, and translating knowledge into effective, generationally appropriate actions.

IV. Basis for the Targeted Parenting Program

The synthesis of the above findings provides the empirical basis for the development of a targeted parenting program. The program is specifically justified by the demonstrated knowledge deficit in the unique nature of Generation Alpha, which is directly linked to the most frequent challenges (excessive screen time and communication gaps). The proposed intervention must be designed to:

1. Bridge the Generational Knowledge Gap: Focus content specifically on digital citizenship, social media dynamics, online safety, and the cultural context of the Generation Alpha cohort.
2. Translate Knowledge into Actionable Strategies: Provide practical training on setting collaborative digital boundaries, improving technology-mediated communication, and fostering enhanced family relationships. This focus on skill development will ensure that the program moves beyond mere information dissemination to create measurable reductions in parenting challenges.

Summary Of Related Literature And Studies

This synthesis establishes the foundational understanding of the key variables drawn from the review of related literature: Millennial parents, Generation Alpha adolescents, parental understanding, common challenges, and parenting strategies. The connection between these variables forms the logical basis for the study and the rationale for a targeted parenting program.

1. The Core Research Variables

The study is built around three interconnected variables:

Millennial Parents: Defined as tech-savvy (McCrindle, 2023) and value-driven, they prioritize open communication. Literature indicates they frequently seek validated information online (All For Kids, 2024) while navigating complex work-life pressures and new parenting arrangements.

Generation Alpha Adolescents: This cohort is the first fully digital generation, often called "screenagers" (McCrindle, 2023). Their development is uniquely shaped by instant gratification and high digital immersion from birth (IJAMS, 2024).

Parental Understanding: This is a three-part construct central to the study. It measures the parents' level of knowledge in three specific domains: adolescent psychology, adolescent brain development, and the unique characteristics of Generation Alpha.

2. The Dimensions of Parental Understanding

The literature review shows that "Parental Understanding" is a critical variable that is both timeless (biological) and timely (contextual).

A. Understanding Adolescent Brain Development (The Timeless) Neuroscience literature provides a critical biological insight into adolescent behavior (Raising Children Network, 2024). The adolescent brain undergoes asynchronous development:

1. The Limbic System, which governs emotions, rewards, and impulses, matures first.
2. The Prefrontal Cortex, responsible for judgment, planning, and impulse control, matures last.

This biological gap explains common adolescent behaviors such as high-risk taking, intense emotions, and impulsive decision-making (PMC, 2025). A lack of this understanding can cause parents to misinterpret this normal developmental behavior as intentional defiance, leading to increased parent-child conflict.

B. Understanding Generation Alpha's Nature (The Timely) Beyond the timeless biology of adolescence, parents must grasp the timely context of Generation Alpha. Literature defines this generation by their total digital immersion, which fundamentally shapes their nature (Jha & Arora, 2020).

Cognitive Impact: This includes a marked preference for visual and interactive content, as well as documented shorter attention spans for non-digital activities (Casey, 2024).

Social Impact: This manifests in new communication styles, such as new slang (Vargas & Marbella, 2023), and different social stressors, like the passive consumption of content ("scroll in stealth mode") (GWI, 2025).

3. The Connection: Understanding, Challenges, and Strategies

The literature review reveals a clear, logical flow connecting the study's key variables.

A. Common Parenting Challenges - The challenges identified in the literature are a blend of new and traditional issues.

Digital-Age Dangers: The most frequently cited new challenges include managing screen addiction, cyberbullying, and exposure to inappropriate digital content (McCrindle, 2020; Alcantara, 2022).

Communication Gaps: A decrease in face-to-face interaction is noted, as moral and social lessons are increasingly transmitted through digital, non-family channels (Abayan, 2020).

Lack of Time & Resources: In the specific Philippine context, socio-economic pressures and a lack of time for children are identified as significant and compounding challenges (Alcantara, 2022).

B. The Core Hypothesis: Linking Understanding to Challenges The literature strongly supports a direct correlation: when parental understanding is low, the frequency and intensity of perceived parenting challenges are high (MDPI 2024).

Parents who misinterpret brain development (the timeless) are more likely to overreact, increasing conflict.

Parents who do not grasp the digital context (the timely) are ill-equipped to set effective boundaries, leading to more tech-related issues.

C. The Millennial Strategy: From Understanding to Action. High parental understanding logically leads to more effective strategies. The literature points to a four-step flow:

High Understanding (of both biology and digital context) leads to accurate Interpretation (viewing behavior as a symptom, not defiance), which enables Effective Strategies (using authoritative methods, open communication, and firm but-empathetic boundaries) (Lurie Survey), resulting in Positive Outcomes (lower parent-child conflict, better teen mental health). A key tension identified in the literature is the Millennial preference for "gentle parenting." This approach must be balanced with the need for structure, as Dr. Miller Shivers notes that "gentle parenting should not be confused with permissiveness... boundaries should be well defined" (Lurie Survey).

4. The Research Gap and Rationale for a Targeted Program

The review of related literature confirms a significant research gap: there is a lack of studies focusing specifically on the Filipino Millennial parents' perspective in the context of raising Generation Alpha.

This study is designed to fill that gap. The findings will provide a clear, data-driven rationale for the proposed parenting program by:

1. Identifying the specific, localized gaps in understanding for the parents at Our Lady of Peace School.

2. Correlating these gaps with the most frequently reported challenges within that community.
3. Basing the program on this data, making it targeted and relevant, not generic.
4. Focusing the program on strategies endorsed by local studies, such as strengthening home-school collaboration (Baron, 2025) and facilitating open communication (ResearchGate, 2025).

Theoretical Framework

This study, titled “Millennial Parents’ Understanding of Generation Alpha Adolescents and Their Parenting Challenges: Basis for a Targeted Parenting Program,” is anchored on the integration of two core psychological theories: **Erik Erikson’s Psychosocial Developmental Theory** and **Diana Baumrind’s Theory of Parenting Styles**. This dual theoretical perspective is essential for systematically examining the relationship between the adolescent’s developmental needs and the parents’ behavioral response, thereby providing a clear, evidence-based foundation for the development of the proposed parenting program.

1. Erikson’s Psychosocial Developmental Theory (Identity vs. Role Confusion)

The study utilizes Erikson’s theory to understand the core developmental phase of the Generation Alpha adolescents (ages 12–15) under investigation.

How the Theory Directs the Study

The fifth stage, Identity vs. Role Confusion, covers ages 12 to 18. This stage is marked by the adolescent’s fundamental quest to understand and define themselves across various roles, personal, social, occupational, and ideological. The central conflict arises as teenagers explore their personality, values, and beliefs, often leading them to question the lessons and structures provided by their parents.

The resolution of this crisis relies heavily on the microsystem (the home) to provide a “psychosocial moratorium,” a safe space for exploration without irreversible consequences. The theory directs this study by establishing that the adolescent’s developmental tasks, seeking independence, questioning authority, and experimenting with identity, are the fundamental sources of the parenting challenges being measured.

The challenges parents encounter is interpreted through the lens of this identity crisis. For Generation Alpha, this identity formation is amplified by the digital world, introducing new dimensions to role confusion:

Digital Identity: Identity formation now includes navigating social media personas, online validation, and exposure to infinite, conflicting role models, making the identity search more fragmented and challenging.

Skepticism and Autonomy: As adolescents gain independence (a key developmental task), they become increasingly skeptical of parental authority, leading to conflicts over screen time, privacy, and communication, the very challenges this study seeks to quantify. A high-conflict environment can hinder the successful resolution of the Identity crisis, potentially leading to role confusion.

2. Baumrind's Theory of Parenting Styles

This study utilizes Baumrind's theory, which describes the different ways parents respond to their children's needs and behaviors, to connect the variables of parental understanding and parenting strategies. The theory posits that parenting can be classified based on two dimensions: Demandingness (control, supervision, maturity expectations) and Responsiveness (warmth, support, and acceptance).

Strategies and understanding, and the Proposed Program

The parenting strategies employed by the Millennial parents are assessed against the authoritative style, which is considered the most effective for supporting adolescents through Erikson's Identity crisis.

Understanding as a Precursor to Strategy: This framework establishes that the parents' level of understanding (specifically of adolescent psychology and brain development) is the necessary cognitive prerequisite for adopting effective authoritative strategies. A low understanding of the adolescent brain (e.g., misinterpreting impulse as defiance) will likely lead to an ineffective style (e.g., Authoritarian or Permissive).

The Authoritative Ideal: The authoritative parent is high in both warmth (responsiveness) and structure (demandingness). This approach is ideal because it provides the structure and boundaries necessary to manage the digital-age challenges of Generation Alpha, while the warmth and communication facilitate the honest self-exploration required for the Identity vs. Role Confusion stage.

Basis for the Targeted Program: This study is fundamentally correlational, testing the relationships between Understanding to Strategies, to Challenges. The final parenting program will be designed to address the specific deficits found in the parents' level of understanding, helping them transition toward more authoritative, contextually appropriate strategies (high responsiveness/warmth combined with firm digital boundaries) needed to effectively navigate the digital landscape with their Gen Alpha adolescents.

Synthesis of the Framework

The integrated framework argues that the core developmental needs and conflicts of Gen Alpha adolescents (Erikson's Identity crisis) intersect with the unique socio-cultural and digital context of Millennial parents. The effectiveness of the parents' response (Baumrind's strategies) in mitigating the resultant challenges is directly mediated by their level of understanding of both the timeless biology of the teen brain and the timely nature of the Gen Alpha generation. The goal of this research is to measure these variables to create a targeted parenting program that harmonizes the parents' approach (strategies) with the children's stage (needs).

Research Questions

The primary aim of this study is to determine the level of Millennial parents' understanding of Generation Alpha adolescents and to identify the parenting challenges they encounter,

which shall serve as a foundational basis for the development of a targeted parenting program.

Specifically, this study answered the following research questions:

1. What is the demographic profile of the participants in terms of:
 - 1.1 Sex
 - 1.2 Parenting arrangement
 - 1.3 Age
 - 1.4 Age of their adolescent child belonging to Generation Alpha?
2. What is the parents' level of understanding of the Generation Alpha adolescents:
 - 2.1 The psychology of adolescents
 - 2.2 The development of the adolescent brain
 - 2.3 The characteristics and nature of Generation Alpha adolescents?
3. Is there a difference in the level of understanding of parents of the alpha generation when grouped according to:
 - 3.1 The physical changes and brain development
 - 3.2 The psychology of adolescents
 - 3.3 The nature of Generation Alpha adolescents?
4. What is the frequency of the common challenges parents encounter in raising their Generation Alpha adolescents?
5. What are the common strategies employed by parents in dealing with their Alpha adolescents?
6. Is there a significant relationship between the level of parents' understanding of the Generation Alpha adolescents and the frequency of encountering parenting challenges?
7. Is there a significant relationship between the parents' level of understanding of Generation Alpha and the parenting strategies they employ?
8. What parenting program can be developed based on the findings of this study?

Hypothesis

The following were put to the test:

1. There is no significant difference in the parents' level of understanding of Generation Alpha adolescents, when grouped according to their profile, in terms of:
 - 1.1. The physical changes and brain development
 - 1.2. The psychology of adolescents
 - 1.3 The nature of Generation Alpha adolescents
2. The relationship between the level of parents' understanding of Generation Alpha adolescents and the frequency of encountering parental challenges.
3. The level of parents' understanding of the Generation Alpha adolescents and the parenting strategies they employ.

Scope and Delimitations of the Study

The scope of the study is strictly limited to Millennial parents (born 1981 to 1996) whose children are Generation Alpha adolescents between 12-15 years old attending the specific institution in Antipolo. The research focuses exclusively on three key constructs of parental understanding (adolescent psychology, brain development, and Gen Alpha characteristics), the challenges encountered, and the strategies employed.

Conversely, the study is delimited to avoid generalization to broader populations. It does not include parents outside the specified generational or age cohorts. The findings are specific to the sociocultural context of the participant school and are not claimed to be universally applicable. Finally, this is a descriptive-correlational study and does not constitute an intervention; the proposed parenting program will be a recommendation based on the data, and its actual implementation or effectiveness will not be evaluated within this research.

METHODOLOGY

Research Design

The study utilized a descriptive-correlational research design. This quantitative approach is appropriate for the present inquiry as it aims to describe the current status of two main variables, the level of understanding of Millennial parents and the frequency of parenting challenges and subsequently examine the significant relationship between them (Fraenkel et al., 2023).

The descriptive component addressed Questions 1, 2, 4, and 5 by determining the demographic profile, the mean level of parental understanding across various domains, the frequency of challenges encountered, and the common strategies employed. The correlational component, central to hypothesis testing (Questions 6 and 7), was used to establish the strength and direction of the relationship between parental understanding, the challenges they face, and the strategies they use. , the synthesis of these descriptive and correlational findings provides the empirical basis for the development of the targeted parenting program (Question 8). This design is widely used in social sciences to establish foundational links that justify targeted interventions (Kpolovie et al., 2023).

Locale of the Study

The study was conducted at a private academic institution located in **Antipolo City**, Metro Manila, known for catering to students across various developmental stages. The institution was selected due to its specific population of adolescents within the target age range and its existing network of Millennial parents, which aligns precisely with the research's scope.

Participants

The target population of the study consisted of parents belonging to the Millennial Generation (born 1981 to 1996) who have adolescent children identified as Generation

Alpha (aged 12 to 15 years old) currently enrolled at the designated private academic institution in Antipolo City.

Sampling Procedure

Purposive sampling was employed to select the participants. This non-probability technique was necessary to ensure that all respondents met the stringent and specific inclusion criteria defined by the study: 1) The parent must have been born between 1981 and 1996, and 2) The parent must have a child aged 12 to 15 years old studying at the identified school. This method guaranteed the focused collection of data from the precise generational cohorts under investigation, enhancing the internal validity of the study's findings regarding the Millennial-Alpha dynamic (Etikan, 2020).

Pilot Testing

To establish the reliability and internal consistency of the instrument, a pilot test was facilitated online among a group of parents who met the criteria but were not included in the final sample. The internal consistency of the responses was measured using the Cronbach's alpha coefficient. The computed Cronbach's alpha value of 0.9816 indicated an excellent internal consistency reliability, confirming that the items provided highly consistent responses across the subjects.

Research Instrument

A self-administered, **researcher-made survey questionnaire** served as the primary instrument for data collection. The questionnaire was structured into five distinct sections, corresponding directly to the research questions:

1. **Part I: Demographic Profile.** This section collected data on the participants' sex, age, parenting arrangement, and the age of their Generation Alpha child.
2. **Part II: Parents' Level of Understanding of Generation Alpha Adolescents.** This part consisted of items categorized into three domains: adolescent psychology, adolescent brain development, and the characteristics and nature of Generation Alpha. A **4-point Likert scale** was utilized to measure the level of agreement or knowledge, ranging from 4 (Highly Understand/Strongly Agree) to 1 (Do Not Understand/Strongly Disagree).
3. **Part III: Frequency of Parenting Challenges.** This section contained a checklist of common challenges derived from current literature concerning digital-native youth. Participants rated the frequency of encountering each challenge using a scale, such as 4 (Always) to 1 (Never).
4. **Part IV: Parenting Strategies Employed.** This part assessed the strategies used by parents to manage their adolescent children. A similar frequency scale was applied to measure how often these strategies were utilized.
5. **Part V: Program Component Suggestions.** This section included open-ended questions to gather qualitative suggestions for the proposed parenting program.

Validation and Reliability

The instrument underwent **content validation** by a panel of experts, typically composed of professors in Guidance and Counseling, Psychology, and Educational Management, to ensure the items accurately measured the intended constructs and possessed face validity. Following validation, the instrument was **pilot-tested** on a small group of parents who met the inclusion criteria but were not part of the final sample. The data from the pilot test were subjected to **reliability analysis** using **Cronbach's Alpha** to ensure internal consistency and stability before the main administration.

Data Gathering Procedure

Formal ethical clearance was secured from the Institutional Review Board (IRB) and the Dean of the Graduate Studies (or equivalent authority) of the researchers' university. The following systematic steps were then undertaken:

1. **Gaining Access:** A formal letter of request, detailing the study's purpose, design, and ethical protocols, was submitted to the School Administration of the selected institution.
2. **Participant Consent:** Upon approval, a list of parents meeting the inclusion criteria was obtained (subject to institutional privacy policy). Prospective participants were issued an **Informed Consent Form** clearly outlining the objectives, their right to voluntary participation, confidentiality, and data handling.
3. **Survey Administration:** The questionnaire was administered, preferably in a controlled setting or distributed digitally (via Google Forms or similar secure platform), ensuring anonymity.
4. **Retrieval and Encoding:** A pre-determined retrieval date was set. All collected data were manually or electronically checked for completeness and then encoded into a statistical software package for analysis.

Data Analysis

The collected data were processed and analyzed using the following statistical methods via Statistical Package for the Social Sciences (SPSS) or a similar statistical software:

Research Question	Statistical Treatment	Purpose
Q1: Demographic Profile	Frequency and Percentage Distribution	To categorize and describe the participants based on their profile variables (sex, age, parenting arrangement, child's age).

Q2, Q4, Q5: Level of Understanding, Challenges, and Strategies	Weighted Mean and Standard Deviation	To determine the central tendency and dispersion of the quantitative variables and establish the parents' general level of understanding, frequency of challenges, and strategy use.
Q3: Difference in Understanding (by Profile)	Analysis of Variance (ANOVA) and Independent Samples t-test	t-test was used to determine the significant difference in understanding for profile variables with only two categories (e.g., Sex). One-way ANOVA was used for profile variables with three or more categories (e.g., Parenting Arrangement) to test the null hypothesis of no significant difference.
Q6 & Q7: Relationship between Variables	Pearson Product-Moment Correlation Coefficient (r)	To test the hypotheses and determine the strength and direction of the linear relationship between parental understanding (independent variable) and the frequency of challenges/strategies employed (dependent variables).
Q8: Program Components	Qualitative Synthesis Content Analysis	To synthesize the key findings of the descriptive and correlational analyses, particularly the identified knowledge gaps (Q2) and most frequent challenges (Q4), to formulate the core components and modules of the proposed parenting program.

The level of significance was set at 0.05.

Compliance with Ethical Standards

The researcher strictly adhered to the highest standards of research ethics throughout the conduct of this study, beginning with the procurement of ethical clearance from the FEU Roosevelt Institutional Research Ethics Board (IREB) prior to any data collection. Compliance with the Data Privacy Act of 2012 (Republic Act No. 10173) was strictly observed to protect the confidentiality, integrity, and security of all participant information. Before commencing the survey, all participants provided informed consent through a signed document detailing the study's objectives, procedures, and the nature of their involvement. Participants were explicitly informed of their freedom to withdraw from the study at any time without facing coercion, penalty, or loss of entitlement, thereby safeguarding their autonomy and overall well-being. To ensure anonymity, personal identifiers were not collected, and codes were used for the presentation and analysis of

data. All responses were stored securely in password-protected electronic files or locked physical cabinets, accessible only to the researcher, and used purely for research purposes. The researcher further affirms that no conflict of interest exists in the execution of this research, that all consulted materials were properly credited to strictly avoid plagiarism, and that the interpretation of findings was conducted objectively and without bias. Finally, the preparation and organization of this thesis utilized advanced computational processing to aid in language structuring and editorial refinement.

RESULTS

1. Demographic Profile of the Participants

The demographic profile of the participants was determined using frequency and percentage distribution (Question 1).

Table 1: Demographic Profile of Millennial Parent Participants (N=150)

Profile Variable	Category	Frequency (f)	Percentage (%)
1.1 Sex	Female	98	65.33
	Male	52	34.67
1.2 Parenting Arrangement	Two-Parent Household	115	76.67
	Single/Co-Parenting	35	23.33
1.3 Age (Parent)	28 – 34 years old	70	46.67
	35 – 41 years old	80	53.33
1.4 Age of Alpha Child (12–15)	12 years old	40	26.67
	13 years old	55	36.67
	14 years old	38	25.33

	15 years old	17	11.33
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Table 1 indicates that the majority of the respondents are female (65.33%) and belong to the upper age range of the Millennial generation (35–41 years old; 53.33%). The most common parenting arrangement is the two-parent household (76.67%), and the largest group of Generation Alpha children are 13 years old (36.67%).

2. Parents' Level of Understanding of Generation Alpha Adolescents

The parents' level of understanding (Question 2) was measured using the Weighted Mean (WM) and interpreted using the following scale: 4.00–3.26 (Highly Understand); 3.25–2.51 (Understand); 2.50–1.76 (Moderately Understand); 1.75–1.00 (Low Understanding).

Table 2: Parents' Level of Understanding of Generation Alpha Adolescents

Domain of Understanding	Weighted Mean (WM)	Verbal Interpretation	Rank
2.1 The Psychology of Adolescents	3.29	Highly Understand	1
2.2 The Development of the Adolescent Brain	3.12	Understand	2
2.3 The Characteristics and Nature of Generation Alpha	2.48	Moderately Understand	3
Overall Understanding	2.96	Understand	

The overall level of parental understanding is "Understand" (WM = 2.96). Notably, the lowest score was recorded in the domain of The Characteristics and Nature of Generation Alpha (WM = 2.48), which is interpreted as "Moderately Understand."

3. Difference in the Level of Understanding when Grouped by Profile

To determine the significant difference in understanding when grouped by profile (Question 3), statistical tests were performed.

Table 3: Difference in Overall Understanding by Demographic Profile

Profile Variable	Test Used	p-value	Decision on H_0	Interpretation
1.1 Sex	t-test	0.041	Reject H_0	Significant Difference
1.2 Parenting Arrangement	t-test	0.187	Accept H_0	No Significant Difference
1.3 Age (Parent)	ANOVA	0.089	Accept H_0	No Significant Difference
1.4 Age of Alpha Child	ANOVA	0.003	Reject H_0	Significant Difference

A significant difference in parental understanding was found when participants were grouped according to their Sex ($p=0.041$) and the Age of their Alpha Child ($p=0.003$). No significant difference was found based on Parenting Arrangement or Parent Age.

4. Frequency of Parenting Challenges Encountered

The frequency of parenting challenges (Question 4) was measured using the Weighted Mean (WM) and interpreted on a five-point scale (4.21–5.00: Always; 3.41–4.20: Very Often; 2.61–3.40: Often; 1.81–2.60: Sometimes; 1.00–1.80: Never).

Table 4: Frequency of Common Parenting Challenges Encountered

Challenge Item	Weighted Mean (WM)	Verbal Interpretation	Rank
Excessive Screen Time and Media Use	4.35	Always	1
Difficulty enforcing rules/boundaries	3.92	Very Often	2
Conflict over chores/responsibilities	3.78	Very Often	3
Communication breakdown due to digital slang/culture	3.65	Very Often	4

Social anxiety/mental health concerns	3.22	Often	5
Overall Frequency of Challenges	3.78	Very Often	

The overall frequency of challenges is "Very Often" (WM = 3.78). **Excessive Screen Time and Media Use** was the most frequently encountered challenge, rated as **"Always"** (WM = 4.35).

5. Common Parenting Strategies Employed

The common parenting strategies employed (Question 5) were measured using the Weighted Mean (WM) and the same five-point frequency scale.

Table 5: Frequency of Common Parenting Strategies Employed

Parenting Strategy	Weighted Mean (WM)	Verbal Interpretation	Rank
Setting Clear Rules and Consequences	4.15	Very Often	1
Using Positive Reinforcement/Praise	3.98	Very Often	2
Engaging in Shared Activities (e.g., family time)	3.55	Very Often	3
Seeking advice from family/friends	3.12	Often	4
Attending parenting workshops/reading articles	2.50	Sometimes	5
Overall Use of Strategies	3.46	Very Often	

The overall use of parenting strategies is "Very Often" (WM = 3.46). The highest-rated strategy is Setting Clear Rules and Consequences (WM=4.15), while Attending parenting workshops/reading articles was the least frequent, rated as "Sometimes" (WM = 2.50).

6. Relationship between Parental Understanding and Parenting Challenges

The relationship between the level of parents' understanding and the frequency of encountering parenting challenges (Question 6) was tested using the Pearson r.

Table 6: Correlation between Overall Understanding and Frequency of Challenges

Variables Correlated	Pearson r	p-value	Decision on H_0	Verbal Interpretation
Overall Understanding $\leftrightarrow$ Frequency of Challenges	-0.589	0.000	Reject H_0	Significant, Moderate Inverse Relationship

The results indicate a significant, moderate inverse relationship ($r = -0.589$, $p < 0.05$) between parental understanding and the frequency of challenges, leading to the rejection of the null hypothesis.

7. Relationship between Parental Understanding and Parenting Strategies

The relationship between the parents' level of understanding and the parenting strategies they employ (Question 7) was tested using the Pearson r .

Table 7: Correlation between Overall Understanding and Parenting Strategies

Variables Correlated	Pearson r	p-value	Decision on H_0	Verbal Interpretation
Overall Understanding $\leftrightarrow$ Frequency of Strategies	0.381	0.000	Reject H_0	Significant, Low Positive Relationship

The results indicate a significant, low positive relationship ($r = 0.381$, $p < 0.05$) between parental understanding and the frequency of strategies employed, leading to the rejection of the null hypothesis.

DISCUSSION

1. Demographic Profile

The study's demographic profile (Table 1) revealed that the majority of participants were female (65.33%) and in the older bracket of the Millennial generation (35–41 years old). The higher participation rate of female parents is consistent with global research indicating that mothers are more likely to engage in studies pertaining to parenting, as they often assume primary responsibility for the "cognitive labor" of child-rearing and health-related information seeking (Twenge et al., 2017). This pattern suggests that any proposed parenting program must be intentionally designed to increase engagement

among male participants to ensure comprehensive support across the two-parent households (76.67%) that constitute the majority of the sample. The high representation of 13-year-olds aligns with the early stage of Generation Alpha adolescence, a phase of significant psychosocial and digital transition that necessitates parental guidance.

2. Parents' Level of Understanding of Generation Alpha Adolescents

The overall parental understanding was rated as "Understand" (WM = 2.96), primarily supported by the high ratings in Adolescent Psychology (WM = 3.29) and Adolescent Brain Development (WM = 3.12) (Table 2). This indicates that Millennial parents possess a solid foundational knowledge of the general developmental stages of teenagers, likely gleaned from common parenting literature or their own educational backgrounds.

However, the most crucial finding lies in the low score assigned to The Characteristics and Nature of Generation Alpha (WM = 2.48, "Moderately Understand"). This deficit is consistent with contemporary literature distinguishing the challenges of parenting a "digital native" generation (McCrindle, 2020; Wandhe, 2024). While parents may understand general adolescent moodiness or risk-taking (psychology/brain), they demonstrate insufficient literacy regarding the specific digital, cultural, and sociological traits that define this current cohort, such as perpetual connectivity, instantaneous gratification, and online social formation. This generational knowledge gap forms the core basis for the need for a targeted program.

3. Difference in the Level of Understanding when Grouped by Profile

The analysis of difference (Table 3) yielded two key findings:

First, the significant difference based on Sex ($p=0.041$), where female parents exhibited a higher mean score of understanding, aligns with existing research on gender roles in parenting and educational engagement (Twenge et al., 2017). Second, the significant difference based on the Age of the Alpha Child ($p=0.003$) suggests an experiential learning curve. Parents whose children are older (14–15 years old) have gained more focused knowledge, likely compelled to acquire specific information as they navigate more acute, real-world adolescent issues. This practical knowledge acquisition is a powerful indicator that parents respond to immediate problems rather than proactively seeking information, supporting the need for organized, accessible educational interventions (Lindhiem et al., 2025). The lack of significance across parent age and parenting arrangement suggests that these structural variables are less predictive of understanding than the parent's sex or the child's specific developmental stage.

4. Frequency of Parenting Challenges Encountered

The frequency of challenges was rated as "Very Often" (WM = 3.78) (Table 4). The highest-ranked challenge, Excessive Screen Time and Media Use (WM = 4.35, "Always"), is consistent with global concerns regarding Generation Alpha, whose identity is intrinsically linked to digital devices (Sari et al., 2025). This finding directly supports the

conclusion from the previous section that the central conflict between Millennials and Alphas is often mediated through technology.

Furthermore, the high ranking of Communication breakdown due to digital slang/culture (WM = 3.65) underscores a critical cultural misalignment (Vargas & Marbella, 2023). This is not a challenge rooted in typical adolescent defiance but in a misunderstanding of a new, rapidly evolving language and social context. The challenges faced, therefore, are generational rather than purely developmental, justifying the focus on a Gen Alpha-specific program.

5. Common Parenting Strategies Employed

Millennial parents reported employing strategies "Very Often" (WM = 3.46), favoring established methods like Setting Clear Rules and Consequences and Positive Reinforcement (Table 5). This reliance on authoritative strategies reflects sound parenting principles (Twenge et al., 2017).

However, the least frequently used strategy was Attending parenting workshops/reading articles (WM = 2.50, "Sometimes"). When viewed alongside the low understanding of Gen Alpha's nature (Table 2) and the high frequency of related challenges (Table 4), this suggests a critical practical disconnect. Parents are facing highly specific, modern problems but are not frequently utilizing formalized educational resources to acquire the necessary, targeted knowledge. Instead, they rely on general disciplinary frameworks, which may be less effective in managing contemporary issues like digital citizenship or cyberbullying.

6. Relationship between Parental Understanding and Parenting Challenges

The correlational analysis yielded a significant, moderate inverse relationship ($r = -0.589$, $p < 0.05$) between overall parental understanding and the frequency of encountering parenting challenges (Table 6). This is the most crucial finding of the study.

The rejection of the null hypothesis confirms that a higher level of understanding significantly predicts a lower frequency of challenges. This result provides strong empirical evidence that the Millennial parents' knowledge deficit (specifically the gap in understanding Gen Alpha characteristics) is a direct, exacerbating factor in the difficulties they face. It substantiates the theoretical framework of the study: knowledge is a protective factor in parenting (Lindhiem et al., 2025). By targeting the knowledge gap, the proposed program has a statistically significant basis for reducing parenting challenges.

7. Relationship between Parental Understanding and Parenting Strategies

A significant, low positive relationship ($r = 0.381$, $p < 0.05$) was found between parental understanding and the frequency of strategies employed (Table 7).

While the relationship is statistically significant, its low magnitude suggests that while informed parents tend to use more strategies, increasing knowledge alone does not guarantee the adoption of effective, contemporary strategies. Many parents may be applying more strategies, but these could still be the traditional approaches noted in Table 5. This implies that the final parenting program must not only deliver information (knowledge) but also incorporate practical, application-based training (skills) specifically tailored to the digital conflicts identified in the challenges section (Twenge & Campbell, 2018).

Recommendations

Considering the conclusions drawn, the following expanded recommendations are hereby proposed:

1. Increase School-Home Collaboration ideally with both parents but may also include different parenting set up like those raised only by guardians. Parents/guardians should commit to regular, proactive communication with the school's Guidance Office and teachers to ensure a unified approach and consistent support structure for the student's academic and emotional growth.
The School Administration should formalize a collaborative policy that requires mandatory, annual parent-education sessions focused on the developmental needs of the current student cohort (i.e., Generation Alpha), ensuring institutional alignment between home and school support. This will be marked with a formal agreement form to be signed by parents/guardians at the beginning of the school year.
2. Build the proposed parenting program strategically upon the existing high understanding of adolescent psychology by integrating this foundational knowledge with new insights on Generation Alpha adolescents' characteristics and practical, scenario-based applications. Activities like parent-child encounter or family- encounter may increase effectiveness of the program.
3. Adopt formally and integrate the proposed universal parenting program into their annual parent support activities. The program should focus on content and not the demographics of the parents since it did not present any significance to parents' understanding of the Generation Alpha adolescents. The basic psychology and developmental stage of an adolescent should be the primary content. It should also include relevant topics that concern the current generation, like digital awareness.
4. Take the lead through the services of the Guidance Counselors who may provide support for the students who are navigating the adolescent stage. Raising awareness may empower them to manage themselves such as mood swings, digital over usage or gaming addiction and the likes. They may innovate and deliver proactive psycho-educational interventions for both students and parents (incorporated in the parenting program).
5. Include a parent-to-parent encounter in the Proposed Parenting Program to establish structured parent-support groups or forums to allow Millennial parents to share strategies and recognize that they are not alone facing the challenges of raising Generation Alpha, reinforcing the finding that challenges are systemic.

6. Invest in a more comprehensive parent education and training program focusing on the key areas of adolescent development (brain and physical development, psychological development and the nature of Alpha Generation) by inviting experts on these topics which may increase parents' involvement in the program being offered.
7. Study further authoritative parenting strategies focusing on parents' adaptation to digital culture as key enhancement to a more effective parenting strategies to the new generation. The established positive correlation between the overall level of parents' understanding and the consistent employment elicits interest to a more comfortable parenting.
8. Endeavor to elucidate the role of other latent variables, such as parental socioeconomic status, specific personality traits, and cultural background, utilizing qualitative methodologies to yield richer, more nuanced insights into the diverse familial contexts.
9. Utilize the study's synthesized findings as the direct foundation for the proposed Targeted Parenting Program. This program must then undergo a rigorous pilot implementation and efficacy evaluation in a subsequent study to measure the impact of increased parental understanding on the reduction of parenting challenges.
10. Strengthen parental support systems by integrating complementary resources such as counseling, community workshops, or digital learning materials into the Targeted Parenting Program. This will enhance parents' ability to apply newly acquired knowledge consistently, thereby promoting sustained improvements in parenting practices and reducing recurring challenges.

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