

***Silaw ken Tarabay: Exploring Parental Experiences on In-Person Instructions***

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**ABSTRACT**

Considering that the family is the social core and support towards child rearing, involvement of parents in education of the child becomes even more imperative. Parental involvement should always be considered in the instructional delivery, especially in the assessment and learner's outcome. Administrators at every level have a shared duty with parents for their students' education. This research uses Epstein's theory of parental involvement to investigate the realities faced by parents at San Vicente Elementary School during in-Person instruction. This study explores the parental involvement of parents in the face-to-face classes in the post-pandemic period. Thematic analysis was used in treating the narrative from the participants and this generated six (6) themes relative to Epstein's Parental Involvement Theory, namely: on parenting with twelve (12) identified codes, on communicating with twelve (12) codes, on volunteering with eleven (11) codes, on learning at home seven (7) identified codes, on decision making with two (2) codes, and collaborating with community with two (2) identified codes. It was found that challenges relative to parental involvement arose which can be addressed by school heads in terms of making interventions that would enhance their involvement in the academic excellence of their children.

*Keywords: Parental involvement, challenges, Epstein parental involvement framework, post-pandemic, school heads*