



## From Home to Campus: Unveiling Parents' Perspectives on the Resumption of In-Person Classes in Higher Education

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### ABSTRACT

**Purpose of the Study:** This study explores the challenges faced by parents during the full implementation of in-person classes at the tertiary level and examines their suggestions for improving this transition.

**Methodology:** The study employed a qualitative descriptive research design. In-depth interviews were conducted with ten parents using a guided questionnaire to gather comprehensive insights. Triangulation was used to ensure the reliability and accuracy of the findings.

**Main Findings:** The study highlights the resourcefulness and determination of parents in supporting their children's college education. It uncovers not only tangible successes—such as academic achievements and career prospects—but also narratives of resilience, creativity, and unwavering commitment in overcoming financial, emotional, and unforeseen challenges.

**Novelty/Originality of this Study:** The study presents untold stories of parents' experiences, offering unique perspectives on their struggles and triumphs. These insights can inspire educational practices and policies that better address the needs of families supporting tertiary education in a post-pandemic context.

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## 1. INTRODUCTION

Parents serve as the cornerstone of their children's academic success, acting as the first educators and mentors who lay the foundation for their educational journeys [1]. Research consistently highlights the critical role of parental involvement in fostering children's academic achievement and overall development [2]. Mikolajczak and Roskam [3].emphasize that parents who actively participate in their children's education—by attending parent-teacher conferences, monitoring academic progress, and creating a supportive learning environment—positively influence academic performance and social-emotional development. Similarly, Lambert et al. [4] identify parental involvement as a key factor in bridging achievement gaps, particularly among socioeconomically disadvantaged students. Active engagement, such as promoting study habits, reading, and exploratory learning, instills a lifelong love of education, which continues to benefit students far beyond their formal academic years [5]. The positive effects of parental involvement extend beyond academic metrics, shaping children's motivation, confidence, and resilience [6].

The COVID-19 pandemic, however, disrupted traditional roles and responsibilities, presenting unprecedented challenges for parents worldwide [7]. School closures forced many parents to adopt additional roles as educators and caregivers, creating a dual burden of managing professional obligations and facilitating home-

based learning. Nowrouzi-Kia et al. [8] highlight that these compounded responsibilities led to heightened stress, burnout, and a decline in overall well-being among parents. Financial challenges, amplified by widespread job losses and reduced working hours, added another layer of complexity to their struggles [9]. Furthermore, social distancing measures limited access to support networks, intensifying feelings of isolation and loneliness [10]. These challenges underscored the critical need for systemic support mechanisms to assist parents during crises. As the world transitions to post-pandemic norms, understanding these experiences becomes essential for shaping policies and practices that address parental challenges and enhance educational outcomes [11].

As global governments implement the full reopening of schools, the shift to complete face-to-face learning has placed new burdens on parents. Although numerous studies have investigated the broader impacts of the pandemic across various sectors, research exploring the specific concerns and challenges faced by parents regarding the full return to in-person education remains insufficient. Pattison et al. [12] examined the broader societal impacts of COVID-19, while Kahambing [13] noted objections from Filipino parents, who expressed concerns over their children's safety, security, and educational well-being amid the reopening of schools. These studies underscore the ongoing anxieties parents face in the post-pandemic educational landscape.

Despite these contributions, a notable gap exists in the literature regarding parents' in-depth concerns and experiences in fully implementing in-person classes at the tertiary education level. While prior studies have predominantly focused on the challenges faced by students, teachers, and educational institutions during the transition to face-to-face learning, parents' unique perspectives and struggles remain underexplored. Existing research often emphasizes the academic, logistical, and technological adjustments during the pandemic but rarely delves into parents' personal, financial, and emotional challenges in supporting their college children. This study addresses these gaps by providing a comprehensive analysis of parents' lived experiences, highlighting the systemic and individual obstacles they encounter, and offering suggestions for improvement in educational practices and policies.

This study seeks to bridge the existing gap in the literature by delving into parents' perspectives as they support their children's transition back to face-to-face learning at the tertiary level. It aims to uncover the multifaceted challenges parents encounter—from financial constraints and emotional struggles to systemic barriers—and to gather their valuable suggestions for implementing full in-person classes. By focusing on the often-overlooked experiences of parents, this research provides a more comprehensive understanding of their role in navigating the evolving educational landscape post-pandemic. The findings from this study are vital not only for shaping policies and programs that address parental concerns but also for fostering collaborative efforts among educators, institutions, and families to create a more supportive and inclusive learning environment for college students.

This research offers a novel perspective by focusing on the untold experiences of parents navigating the full implementation of in-person classes in tertiary education. While existing studies have explored the impact of COVID-19 on education, most have centered on students and educators, leaving a critical gap in understanding parental challenges and contributions. This study is urgent and essential as it sheds light on the financial, emotional, and logistical struggles parents face, as well as their adaptive strategies and recommendations. By amplifying their voices, this research provides valuable insights for policymakers, educational institutions, and stakeholders to develop more inclusive and supportive measures, ensuring a smoother transition to face-to-face learning for both students and their families.

## **2. RESEARCH METHOD**

### **2.1. Research Design**

This study employed a qualitative research design, specifically utilizing the descriptive method. Qualitative research focuses on exploring and understanding phenomena through the in-depth interpretation of qualitative data, emphasizing meanings, experiences, and perspectives. This approach was chosen to capture the personal challenges and recommendations of parents regarding the full implementation of face-to-face classes in tertiary education, providing a deeper understanding of their lived experiences [14].

The descriptive method, a key component of qualitative research, seeks to provide a detailed account of a specific phenomenon without manipulating variables. It aims to describe situations as they occur naturally, allowing for a thorough exploration of participants' experiences, behaviors, and perceptions. This method is ideal for understanding complex, multifaceted issues, as it enables researchers to capture the nuances of participants' thoughts and feelings in a rich, detailed manner.

This design is the most appropriate for this investigation because it allows for an in-depth exploration of the challenges faced by parents in the transition to full in-person classes, an issue that cannot be fully captured through quantitative methods. Qualitative research, particularly the descriptive method, enables the gathering of diverse perspectives, helping to reveal underlying themes, emotions, and experiences that quantitative approaches might overlook. By using this design, the study can provide a comprehensive, nuanced understanding of the

difficulties and recommendations parents encounter in navigating their children's post-pandemic education, contributing valuable insights to the field of educational research.

## **2.2. Research Participants and Sampling**

The study included ten (10) parents, carefully selected based on their active involvement in supporting their children's tertiary education and their firsthand experiences with the challenges associated with the full implementation of face-to-face classes. These participants were drawn from various areas of North Cotabato Province in the Philippines, ensuring diverse perspectives. The selection process employed purposive sampling, a non-probability sampling technique, which involves deliberately choosing participants based on specific characteristics or criteria that align with the study's objectives [15].

Purposive sampling was deemed the most appropriate method for this study because it allows the researcher to focus on individuals who possess relevant, in-depth knowledge and experiences concerning the phenomenon under investigation. This approach ensures that the data collected is rich, meaningful, and directly related to the research questions. By targeting parents who have significant involvement in their children's education, the study maximized the potential to gather insightful and detailed information about the challenges they face and the strategies they employ in navigating their children's return to in-person learning.

Additionally, a set of open-ended questions, validated by experts, was used to guide the interviews, ensuring a thorough examination of the topic. Audio recorders and cameras were utilized to document the participants' responses, ensuring accuracy and facilitating an in-depth analysis of the data collected [16].

## **2.3. Research Procedures**

The research employed in-depth interviews as the primary data-gathering method to explore parents' experiences and challenges in the full implementation of in-person classes in tertiary education. Using purposive sampling, ten parents from North Cotabato, Philippines, were selected based on their active involvement in their children's education. A set of open-ended guide questions, validated by experts, was utilized to ensure comprehensive and relevant discussions. The interviews were conducted in a semi-structured format, allowing participants to share their insights freely while enabling the researchers to probe deeper into specific concerns. Each session was recorded using audio devices and transcribed for accuracy. Data were then analyzed using Colaizzi's method, ensuring a systematic approach in identifying key themes and patterns from participants' responses. Ethical considerations, including informed consent and confidentiality, were strictly observed throughout the research process.

## **2.4. Research Instruments and Data Collection Techniques**

This study utilized a set of open-ended guide questions as its primary research instrument. These questions were designed to elicit detailed and insightful responses from the participants, ensuring a comprehensive exploration of their perspectives and experiences. To ensure the reliability and validity of the instrument, the guide questions underwent expert validation by a panel of professionals with expertise in qualitative research and the study's subject matter. This process ensured that the questions were clear, unbiased, and capable of addressing the research objectives. The open-ended nature of the questions encouraged participants to share their experiences and suggestions freely, fostering an in-depth understanding of the challenges they faced and their recommendations for improving the implementation of face-to-face classes.

The primary data collection technique employed in this study was in-depth interviews. This method was chosen for its ability to capture rich, detailed accounts of participants' lived experiences. The interviews were conducted individually, allowing each parent to openly share their challenges, coping strategies, and insights regarding their role in supporting their children during the transition to full in-person classes. The interviews were recorded using audio devices, ensuring accurate documentation for subsequent analysis. Participants were assured of confidentiality and were encouraged to express their thoughts candidly, creating an environment conducive to obtaining genuine and valuable data. This technique provided a robust foundation for understanding the nuanced and diverse experiences of parents in the context of tertiary education.

## **2.5. Data Analysis**

The data collected from the in-depth interviews were analyzed using Colaizzi's method, a structured approach to qualitative data analysis designed to capture the essence of participants' lived experiences. This method involves familiarizing oneself with the data by reading and re-reading the transcripts, identifying significant statements, and formulating meanings from those statements. The researcher extracted relevant statements about the challenges and recommendations shared by the parents, then interpreted these into meaningful concepts.

Next, these formulated meanings were clustered into themes, which provided insight into the common patterns and experiences among the participants. An exhaustive description of the phenomenon was created from these themes, synthesizing the parents' experiences into a comprehensive narrative. Finally, the researcher returned the findings to the participants for validation, ensuring that the analysis accurately represented their intended perspectives, thus enhancing the credibility and reliability of the results.

### 3. RESULTS AND DISCUSSION

Table 1 presents a detailed summary of the challenges parents encounter in supporting their children during the full implementation of face-to-face classes at the tertiary level. The data highlights various financial, emotional, and logistical obstacles, offering insights into the multifaceted struggles parents face in navigating this transition. These findings provide a foundation for understanding the broader implications of these challenges and inform potential strategies for addressing them effectively.

Table 1: The Challenges Parents are Facing in the Full Implementation of Face-to-face Classes

Essential Themes	Categories	Core Ideas
Parents' Adjustment with Household Chores	Difficulty Situation	<ul style="list-style-type: none"> <li>– Parents find it challenging to adjust to the current situation.</li> <li>– Parents' difficulty with household chores</li> </ul>
Students' Comfort and Safety	Condition and transportation	<ul style="list-style-type: none"> <li>– Parents worried about the comfort and condition of the students</li> <li>– Parents struggling with the distance of transportation.</li> <li>– Parents concerned about the adjustment and safety of transportation</li> </ul>
Family Relationship Problems	Relationship Conflicts	<ul style="list-style-type: none"> <li>– Parents having difficulty in the relationship</li> </ul>

**Parents' Adjustment with Household Chores.** This theme investigates the experiences of research participants facing challenges while managing academic and household responsibilities during the transition to the reopening of face-to-face classes. In this shift, students' responsibilities are affected due to the shorter time spent at home because of face-to-face classes. However, parents also undergo changes and adjustments in their role at home. Students have less time to participate in household chores due to the shorter time spent at home caused by face-to-face classes. According to participants 1 and 2:

["It's different, and I struggled a lot with adjusting because before, it was just online classes, and I only used a cellphone, which could still help with household tasks. "] (RQ1P1)

["However, since the face-to-face classes have been implemented, I haven't been frequently asked to do household chores."] (RQ1P2)

In this theme, participants express the complex challenges that they face due to the full implementation of face-to-face classes. The participants requested that the online class provide them with assistance from students to do different household chores. In the online class modality, students stay at home and spend more time doing household chores while multitasking and listening to their virtual class. The online class modality, very flexible from the parents' perspective because their students are at no distance from them and can be easily tapped whenever they request something from them. The participant expressed that they struggle to manage household activities at home without assistance, which could be easily done with the help of their children.

The sources of difficulty for parents or guardians of students are household chores, as they can potentially be a cause of struggles for parents, especially with the reopening of face-to-face classes, such as adjusting schedules and maintaining several things at home [17]. Parents are finding it tough to adapt as classes start again. Ratih et al. [18] found Distant learning during the Covid 19 pandemic affects all aspects of education, including parents' roles that switch to be teachers at home. This condition enables new learning patterns to offer students learning opportunities in their home.

**Financial Problem.** This theme expresses the significant importance found by research participants in prioritizing every expense, especially with the beginning of the opening classes. Also, parents have prioritized budgeting for school necessities, transportation, allowances, school requirements, and the rising cost of living. Moreover, the essential responsibility acted by effective financial management is meeting the different needs associated with the reopening of the school. As stated by research participants 8 and 9:

["The most difficult challenge I have experienced is financial, especially since everything is very expensive."] (RQ1P8)

["Firstly, finances are more challenging than transportation, school requirements, and the fact that I find it hard to budget."] (RQ1P9)

This theme denotes that, for some parents, the important role of managing finances is to address the worries and concerns of parents, especially with the start of the reopening of face-to-face classes and the rising cost of living. It has been challenging for parents due to limited income sources and difficulties in budgeting, especially for their students' needs. The participants wonder how they can overcome these challenges.

By prioritizing financial resources, both parents and schools contribute to creating an environment that is encouraging for the well-being and academic success of students [19]. Hence, giving priority to the needs of student are important to maintaining their family's livelihood [20]. The significance of supporting parents during changes like shifts in the school system and economic crises [21]. It shows how parents' careful financial decisions aim to ensure the comfort and smooth running of their family life [22].

**Students' comfort and safety.** This theme suggests that parents are gaining a deeper understanding of the various aspects of care concerning the comfort and safety of their children as they face the transition from online to face-to-face classes. The participants include concerns about the students' living arrangements, having sufficient food, and the challenges associated with adapting to a new schedule, all contributing to the wider setting of ensuring the well-being of students amidst educational changes, as suggested by participants 2 and 5:

["...and what concerns me more about the student is the time they return and their meals because, in boarding, there's no proper mealtime, and no one takes care of them."] (RQ1P2)

["The student takes a long time to wake up because they got used to online classes. They are getting used to the new schedules, going to school, and it takes a long time for them to come back home. The way is scary, especially because it's far from where we are."] (RQ1P5)

This theme denotes that parents now understand more about taking care of their children's comfort and safety during the change from online to face-to-face classes. This deeper understanding means parents care more about the challenges and adjustments of student's situations. Also, the participants share concerns about where students live, having enough food, and the problems with the new schedule, which directly affect the everyday lives of students and parents. Furthermore, parents can look for ways to improve the safety and comfort of their children by working with schools and communities to address challenges during the transition of face-to-face classes. This theme highlights the importance of looking at education, not just in terms of schoolwork, but also for the overall well-being of students.

Governments and schools have a joint responsibility for the security and well-being of students. Enforcing proper regulations is essential to guaranteeing the welfare of pupils [23]. Keeping the educational system in order promotes student health and alleviates family worries. Gill [24] asserts that rules contribute to the comfort and safety of schools. According to Wiskin et al. [25] it's critical to consider students' comfort and safety in all settings. Additionally, schools ought to get pupils ready for strange or uncomfortable circumstances, especially while they are away from home [26].

**Family Relationship Problems.** This theme investigates the challenges encountered by research participants as family relationships become struggled, especially with the reopening of face-to-face classes, leading to misunderstandings and tensions. Moreover, the face-to-face classes might have introduced new stressors or challenges that affected the relationship within the family. These struggles reflect the difficulties parents face within their families due to the changing educational setting. As stated by participant 6:

["The relationship with my husband is not good anymore since the face-to-face classes started."] (RQ1P6)

The theme denotes how people are saying that the difficulties with schools closing and reopening are really affecting their lives as parents. Also, they're expressing that they feel tired, things are getting harder, and their families are having problems. This shows that it's not just about dealing with their students' education, but

it's causing issues within their families. As parents, it's tough for them to figure out the extra challenges that are affecting how they feel overall and, in turn, their families. The participants are showing that they need support and understanding about handling the complicated parts of their lives, so they can keep their family relationships strong despite the challenges of schools reopening.

Kearney et al. [27] found the significance of focusing on family relationships, and the importance of their impact not only on spousal relationships but also on relationships with students. To prevent worsening situations and disruptions within families, careful consideration of family dynamics is important [28]. Addressing challenges early and promoting open communication can create a supportive environment, fostering a healthy family dynamic amidst the return to face-to-face classes. Booth [29] similarly states the importance of families working together to navigate the challenges of returning to the traditional setting of classes. Open communication and mutual support can not only mitigate stress within couples but also strengthen family relationships [30].

Table 2 outlines the suggestions provided by parents to alleviate the challenges they face in supporting their children during the full implementation of face-to-face classes in college. These recommendations reflect practical strategies and actionable insights aimed at improving the educational experience for both students and their families. The table serves as a valuable resource for educators, policymakers, and institutions in developing more inclusive and supportive measures for tertiary education.

Table 2. Suggestions of Parents to Ease the Challenges that they are Facing in the Full Implementation of Face-to-Face Classes in College

Essential Themes	Categories	Core Ideas
Constant Monitoring and Amplifying Parental Support	Communication and support	<ul style="list-style-type: none"> <li>– Parents recommend open communication with students</li> <li>– Parents recommend strong support for the students</li> </ul>
Facilities and Equipment	Activity and necessity	<ul style="list-style-type: none"> <li>– Parents recommend complete facilities for conducting activities</li> <li>– Parents recommend the necessity of having well-equipped classrooms</li> </ul>
Highlight the Importance of Physical Education	Development and encouragement	<ul style="list-style-type: none"> <li>– Parents emphasizing skills development</li> <li>– Parents wanted to ensure that students could learn and provided encouragement</li> </ul>
Teachers' Awareness on Students' Needs and Situations	Efforts and understanding	<ul style="list-style-type: none"> <li>– Parents suggested to the teachers to be aware of the needs and efforts of the students</li> <li>– Parents suggested to the teachers to be understanding of the students situation</li> </ul>

**Constant Monitoring and Amplifying Parental Support.** The theme expresses to the research participants the importance of continuous monitoring and reinforcing support from parents. Hence, the participants emphasize the critical role of asking students about their concerns and strengthen the idea of enhancing support for students, especially in the setting of face-to-face learning. Research participants emphasize the value of in-person interactions for strengthening the support system that contributes to the overall well-being and academic growth of students. As expressed by participants 3 and 5:

["The significance of questioning students about their concerns is crucial to prevent anxiety or depression and to maintain their safety and ensure that every student receives a high-quality education."] (RQ2P3)

["Perhaps we can strengthen support for our students, especially through face-to-face interactions."] (RQ2P5)

The theme implies parents monitoring their students. It is considered important to avoid anxiety or depression, ensure their safety, and ensure that each student receives a high-quality education. It illustrates an active approach to caring for and responding to the emotional readiness of students, indicating the need for continuous monitoring and support. Hence, the participants want to express that regular and careful monitoring of students' well-being is important. It shows a desire to be active and show concern for their students' lives, especially

during times of changing educational circumstances. The transition to face-to-face classes may introduce different dynamics and new aspects that could cause stress, and participants express the need for higher support and understand these changes effectively.

Jalos Jr. [31] found the importance of effective communication and aware monitoring of students to ease parental concerns, particularly regarding issues such as depression amidst the return to in-person classes. Parental involvement provides important support and enhances the well-being of students during face-to-face learning. Watts & Pattnaik [32] further state the benefits of face-to-face learning, allowing teachers to closely observe students' academic progress and mental health. This monitoring helps prevent mental health issues, while the supportive environment fosters stronger parental involvement in education [33]. Engaging in discussions about the advantages and challenges of in-person classes enables parents to contribute to strategies that enhance the overall educational experience for students [34].

**Facilities and Equipment.** This theme is defined by the expressed concerns and desires of research participants regarding the availability and completeness of school facilities and equipment. Hence, the participants specifically focus on the importance of having complete equipment for Physical Education (PE) activities, especially in sports, and overall learning reflects a desire for an environment that raises the development and well-being of students at the USM school. As stated by participants 4 and 6:

["I hope that the school has complete equipment necessary for PE activities, especially in sports contribute to the development of USM school."] (RQ2P4)

["There really needs to be good classrooms in the school, and the equipment must be complete so that the children won't have a hard time."] (RQ2P6)

The theme implies the importance of complete facilities, particularly for Physical Education (PE) activities and sports and implies a collective vision for an enriched educational experience. The participants believe that well-equipped facilities contribute to a more holistic learning atmosphere, fostering the development of various skills beyond traditional classroom settings. Moreover, participants' emphasis on school development, suggests that adequate resources not only benefit students but also contribute to the growth and progress of the educational institution. Furthermore, the participants wish to say that parental satisfaction is closely tied to the school's ability to meet their expectations regarding providing quality education through adequate facilities. They view the school's commitment to providing a well-rounded education as essential in shaping their perceptions and supporting their children's educational journey.

According to Kirui Kipng'Etich et al. [35] schools play a critical role in developing students' talents by providing appropriate guidance and access to resources. The study emphasizes the importance of having enough school supplies and how they help pupils build their complete skill set. Furthermore, Tagare [9] found how important it is to have the right tools and facilities while teaching physical education. These resources improve the entire learning process and promote the full development of students' physical education skills by guaranteeing efficient instruction and adequate of opportunity for skill building.

**Highlight the Importance of Physical Education.** The theme investigates the importance of physical education, ensuring the strengthening of skills and knowledge assurance among students, and encouraging and enhancing motivation to develop skills in sports, music, dances, and other activities in line with PE. As stated by participants 5 and 7:

["Perhaps, consistently enhance or strengthen skills in sports, music, dances, and other activities that can help hone the abilities of students."] (RQ2P5)

["I hope that e-learning ensures that children not only understand but also encourages them, especially in Physical Education, as it is beneficial to motivate them."] (RQ2P7)

This theme expresses the participants' desire for a complete and comprehensive education for students. Participants need students to keep improving their skills in sports, music, dance, and other activities, showing their dream for education that goes beyond traditional academic subjects. This indicates their belief in taking care of various abilities to help in the overall development of their children. Also, the participants show a careful understanding of education, recognizing the importance of both cognitive and emotional growth. Furthermore, the

participants exhibit a thoughtful understanding of education, acknowledging the significance of both cognitive and emotional growth. They hope for their concerns to be addressed in school, aiming to have their needs for students understood and recognized. Additionally, they aim to further emphasize and strengthen the importance of physical education for everyone.

Physical education encompasses the impact of sports, dance, fitness, and leisure on our collective culture and national health [36]. That these elements not only contribute to individual well-being but also shape the broader societal foundation [37]. Prioritizing physical education acknowledges its role in fostering personal growth and enhancing community health and vitality [38]. The goal of physical education is to promote students' health and activity levels through engagement in physical exercises, skill development in sports, and understanding the importance of regular exercise [39].

**Teachers' Awareness on Students' Needs and Situations.** The theme investigates research participants regarding teachers, emphasizing the need for teachers to recognize the value of their work or efforts and to strengthen their understanding of students' conditions, especially in physical activity. as stated by participants 8 and 9:

["For me, teachers must be aware of the needs and efforts of the students, so they can see good results based on the performance of the students."] (RQ2P8)

["Hope that other teachers understand, especially in physical activities, not to put too much pressure on the students."] (RQ2P9)

This theme implies that some parents have profound expectations among the participants for teachers to possess a deep understanding of the needs and circumstances of their students. Also, it reflects a belief that teacher awareness is important in fostering positive educational outcomes for students. Participants expressed a desire for teachers to recognize and appreciate the efforts students put into their learning, emphasizing that this awareness is essential for achieving favorable results based on student performance. Parents wish for their students to be in learning environments where teachers are not only knowledgeable about academic needs but also empathetic and considerate of the various aspects of their students' lives. It signifies hope for a supportive and understanding educational setting that prioritizes the overall well-being of students, contributing to their positive academic and personal development.

Karimi and Ziaabadi [40] found the importance of teachers being aware of and understanding the needs of their students. Paying attention to these aspects can lead to better performance and a more positive learning experience for students. Teachers need to implement supportive measures, including open communication channels and flexible teaching methods, to strengthen the teacher-student relationship and establish a foundation for successful and enjoyable learning. Padmanabhan et al. [41] found that teachers should extend their awareness beyond environmental issues to the individual needs and situations of their students [42]. Creating an educational environment that considers both environmental consciousness and the unique requirements of students can lead to more effective teaching and a positive impact on students' overall development [43].

The findings of this study underscore the critical role parents play in supporting their children's return to face-to-face learning in tertiary education. The challenges identified, such as financial constraints, emotional stress, and logistical difficulties, highlight the need for educational institutions and policymakers to develop targeted support systems that address these barriers. By incorporating parents' suggestions, such as enhanced communication channels, flexible payment schemes, and holistic student support programs, the educational system can create a more inclusive and effective learning environment. These insights also emphasize the importance of fostering partnerships between parents and schools to better navigate the evolving educational landscape post-pandemic.

However, the study has certain limitations that should be acknowledged. The research focused on a small, purposively selected sample of parents from North Cotabato Province, which may not fully represent the experiences of parents in other regions or contexts. Additionally, the qualitative design limits the generalizability of the findings to larger populations. Future research could address these limitations by employing a mixed-methods approach, incorporating a larger and more diverse sample size, and exploring the perspectives of other stakeholders, such as students and educators. Expanding the scope to include comparative analyses across different regions or socioeconomic groups could also provide a broader understanding of the issues and inform more comprehensive policy interventions.



#### 4. CONCLUSION

Based on the findings, the study concludes that parents face considerable challenges during the reopening of full face-to-face classes in college. The research emphasizes the difficulties encountered by parents as their children transition back to regular classes, causing heightened anxieties. From logistical concerns to deeper fears about safety and mental well-being, the shift disrupts established routines, necessitating adjustments to new schedules. Transition to face-to-face classes further complicates the situation, increasing worries about students' overall well-being. Economic uncertainties weaken challenges, particularly in managing finances for meals and allowances amid the return to in-person learning.

Further, this study concludes that the essential role of parental support is highlighted, recommending the cultivation of strong parent-child relationships. Regular engagement to address concerns and the development of positive relationships with teachers who understand students' exclusive needs are crucial foundations. The research emphasizes the importance of creating classrooms that encourage openness and communication. Additionally, it suggests practical measures such as promoting healthy habits, limiting late-night activities, and ensuring adequate school facilities, especially in the setting of physical education activities.

Furthermore, this study concludes that by gaining valuable insights into the difficult challenges faced by parents, practical recommendations can be implemented to enhance the overall well-being of students and their families. The findings provide a comprehensive understanding of the complexities involved in the return to full face-to-face classes in college, offering solutions to mitigate the concerns and improve the overall educational experience.

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