



---

## **Parental Scaffolding for the Development of Early Literacy Skills: Anecdotes of Teacher Mothers**

*April L. Encarnacion*

Teacher II, Department of Education – Malangag Elementary School

---

### **ABSTRACT**

This study explores the strategies employed by 15 teacher mothers from the Second Congressional District of the Province of Cotabato in providing scaffolding for the early literacy development of their children. The research utilized thematic analysis to examine the data, collected through in-depth interviews (IDI), with a focus on the informants' approaches to fostering early literacy. The informants were purposefully selected using purposive sampling to ensure that those who participated were teachers and mothers, providing a unique perspective on parental involvement in early childhood education. The study reveals key strategies employed by teacher mothers, including interactive reading and engagement, the use of technology and multimedia, the creation of literacy-rich environments, and the incorporation of play and exploration in literacy development. Additionally, the research highlights the adaptability of teacher mothers in adjusting their scaffolding techniques based on their children's learning styles and needs, utilizing both informal and formal assessment methods. The study also examines the challenges faced by teacher mothers in balancing support with fostering independence, managing children's attention spans, and navigating the complexity of providing individualized scaffolding. The implications of these practices were explored, especially regarding how teacher mothers prepare their children for the transition to formal education. Findings suggest that teacher mothers effectively utilize practical approaches to scaffolding, such as consistent support, adaptive learning techniques, and individualized guidance, all of which play a significant role in enhancing their children's literacy skills and school readiness.

---

### **INTRODUCTION**

Learning begins at home where children have been honed to face the real-world. Parents role is crucial since they have to navigate with their children's growth and development. Scaffolding in this stage strengthens children's outlook of how they could be able to overcome the challenges along the way.

In the study of Neumann and Neumann (2010), they revealed that joint writing activities between parents and a child made a major impact on the literacy skills among young children. This can even lead to the development of digital literacy (Soyoof et al., 2024) which enabled children to have the in-depth knowledge of the utilization of the gadgets for learning. Both mothers' and father's scaffolding in application activities significantly predicted the ability of their children in mathematical learning (Huang et al., 2023).

Conversely, dialogic-book sharing among parents and children did not pose any significant influence on children's literacy skills (Dicataldo et al., 2022). Thus, it was suggested to provide specific intervention components which will be added to the said activity (Murray et al., 2023). However, Duncan et al. (2023) revealed that book sharing predicted children's general intelligence. At one hand, parental scaffolding showed an improvement on children's early writing skills (Oti, 2023).

On the other hand, Xu (2023) parents' lack of knowledge in scaffolding the early literacy skills of their children could lead to the poor academic performance and understanding of concepts (Kuruppu Achchige, 2023). Meanwhile, topics on parental scaffolding were situated within the onset on the parental involvement in the Philippines (Dulay et al., 2018; Cassion & Pagdato, 2023; Derotas & Barcelona, 2023; Edralin & Caguimbaga, 2023). These have provided data which are not directly related with the present study since it steers into the anecdotes of teacher mothers.

Parental scaffolding indicates its significance in the context of early literacy skills. When fathers are absent at home, mothers take the lead in making a difference in the lives of their children. Many of these mothers are teachers who need to juggle their time with their job and their responsibilities towards their own children.

### **Research Questions**

This qualitative study employing phenomenology aims at determining parental scaffolding especially by teacher mothers for the development of early literacy skills of their children. Specifically, it intends to respond to the following questions:

### ***Study 1 Strategies and Adaptation Practices of Teacher Mothers on Early Literacy Skills***

1. What is the social characteristics of teacher mothers?
2. What strategies do teacher mothers employ in providing scaffolding for the development of early literacy skills in their children;
3. How do teacher mothers adapt their scaffolding approaches based on the needs and learning styles of their children;
4. What challenges do teacher mothers face in implementing scaffolding techniques for early literacy;
5. How do teacher mothers overcome these challenges;

### ***Research Design***

This study will use the qualitative-phenomenology. Qualitative research is used to understand how people experience the world. Each of the approaches used in this methodology is flexible and focuses on retaining rich meaning during the interpretation of the data. Common to this are grounded theory, ethnography, action research, phenomenology, and narrative. There were similarities in each approach but differed in aims and perspectives (Smythe & Giddings, 2017; Aspers & Corte, 2019).

The researcher will observe, interview, ask questions among the Key Informants, focus groups, distributed questions in open-ended formats, and utilized secondary data. Conversely, phenomenology is the most common methodology in qualitative research that focused on social and health sciences. It sets aside biases through preconceived assumptions about the experiences of the informants of the phenomenon. Experiences may be a perception, thought, imagination, and emotion. Data analysis often involved the analysis of the themes (Wilson, 2015).

More so, this study is qualitative since it did not employ any statistical tool in the interpretation of the findings. Generally, it captures parental scaffolding for the development of early literacy skills among public school teacher mothers. In this regard, the implications for the transition to formal education of their children will be generated.

### ***Locale of the Study***

This endeavor will be conducted in the towns of President Roxas, Antipas, and Arakan. These towns constitute the Arakan Valley Complex in the Second Congressional District of the Province of Cotabato. President Roxas is the first-class municipality where agriculture is source of income among its people. This is also the same in the towns of Antipas and Arakan. In Antipas, one of the main sources of agriculture is rubber. The altitude of the town makes it suited for planting of various crops. Meanwhile, the town of Arakan nesting along the Tinanan and Kulaman River.

### ***Research Instrument***

The researcher will utilize the interview guide question. It is made up of open-ended questions which will be used to gather the necessary data. Aside from that, an audio recorder as well as pen and paper will be used in recording the responses of informants and participants. Meanwhile, the consent-to-participate form will be provided to each of them which indicate their participation in the study.

### ***Research Participants***

The participants of this study will be divided into two groups: the Key Informants and the Focus Group. They will be chosen using purposive sampling wherein the criterion-based sampling as the basis of the selection. Hence, the following criteria will be used:

1. A mother;
2. A young public-school teacher age 25-35 years old;
3. Assigned in one of the far-flung schools in President Roxas, Antipas, and Arakan;
4. Travels one kilometers away from home.
5. With a child aging 3-5 years old.

### ***Data Analysis***

Thematic analysis will be used in identifying the significant themes from the responses of the informants. This is the process wherein the informants' views about the phenomenon will be interpreted. Data will be organized based on the questions asked and on the sequence of responses by the informants. Coding will be done to a specific segment of texts, thereafter, themes were drawn.

## RESULTS AND DISCUSSIONS

### *Social Characteristics of Teachers*

The teacher-mothers in the data range in age from 27 to 35 years, indicating that they are in their late twenties to mid-thirties, a period in life where individuals are typically managing work, family, and personal development. This age group suggests a relatively young, energetic demographic, likely balancing career and parenting responsibilities.

At one hand, the number of school-age children varies, with the majority of the teacher-mothers having 1 or 2 children, though some have up to 3. This reflects a common family structure, with a tendency towards small to medium-sized families. The presence of multiple children also indicates that these teacher-mothers may need to juggle responsibilities between various children, which could impact their time management and priorities.

Most of the teacher-mothers fall under Salary Grade 11, a relatively modest salary level, typical for public school teachers in many systems. One informant has a higher salary grade (12), suggesting some level of professional advancement. The salary grade suggests these teacher-mothers work in the public sector and are likely middle-income earners, which could influence their access to resources, education, and extracurricular activities for their children.

The distance from home to school ranges from 1 to 6 kilometers, with most teacher-mothers traveling relatively short distances. A majority travel about 1 to 2 kilometers, indicating they live in close proximity to their workplaces. This can suggest a higher level of convenience, as shorter commutes allow more time for family responsibilities and participation in activities related to their children's development.

All teacher-mothers as reflected on the table travel to school daily, indicating a stable work routine and the likelihood of a structured daily schedule. This consistency in their work schedule further suggests that their lives are organized around predictable patterns, which could influence how they plan their time for engaging with their children's learning.

The teacher-mothers in this group may place a strong emphasis on early childhood education, given their background as educators themselves. Their profession equips them with strategies to scaffold their children's literacy and numeracy skills. Furthermore, the balance of work and home life could influence how involved they are in their children's daily educational activities. With multiple children and busy work schedules, these teacher-mothers must prioritize their time carefully. The ability to engage in activities like reading aloud, assisting with homework, or providing educational resources might depend on how efficiently they manage their daily routines, including commuting and household responsibilities.

### *Strategies employed by teacher mothers in providing scaffolding for the development of early literacy skills in their children*

***Interactive Reading and Engagement.*** Teacher-mothers employ interactive reading techniques as an essential strategy for scaffolding early literacy. By reading aloud, engaging children in sound-based games like rhyming, and using techniques such as pointing to words, they actively involve their children in the learning process. These strategies help children develop phonological awareness, alphabetic knowledge, and comprehension skills. As one teacher-mother emphasized, engaging children in prediction-making and questioning during reading fosters critical thinking and language skills. Incorporating activities like educational songs and drawing also enriches the reading experience, ensuring that children remain actively engaged and can practice their literacy skills in a fun, supportive environment.

To engage the child in reading experiences that focus on phonological awareness and alphabet knowledge helps strengthen foundational literacy skills will lead to the promotion of early reading success and language development.

Engage my child in interactive reading experiences. Phonological Awareness: Play sound-based games like rhyming, word families. Alphabet Knowledge: Introduce letters, sounds, and letter-sound associations. (IDI 1 Q 2.1 L 1-7)

As a teacher and mother, creating a literacy-rich environment and utilizing interactive techniques such as reading aloud, asking questions, and encouraging writing practices helps to strengthen early literacy skills, while fostering a love for reading and supporting the child's overall progress.

As a teacher and mother at the same time, I make sure to put an effort in scaffolding my child's early literacy skills. I provide my child with a literacy-rich environment with books and writing tools. I do model reading through reading aloud and pointing to words, while encouraging interactive techniques like asking questions and making predictions. I also support letter and word knowledge by recognition, sounds and writing practice and encourage writing through storytelling and drawing. Importantly, I foster a love of reading by providing my child enjoyable books and being patient with his progress. (IDI 6 Q 2.1 L 61-77)

Scaffolding early literacy skills through activities like reading aloud, engaging with letters and sounds, and encouraging drawing or tracing promotes both language development and fine motor skills.

There are some ways to provide scaffolding to my children like reading aloud, engaging books, pointing words and sound. Introducing letters sounds and simple words using games, worksheets and other activities. Encouraging them to draw or do tracing. (IDI 7 Q 2.1 L 86-93)

As such,

To provide scaffolding to my children's early literacy skills I do the following: Create a print-rich environment by using signs and charts. Encourage in interactive reading by pointing out letters and sounds. (IDI 10 Q 2.1 L 120-125)

Meanwhile, an informant shared that:

Be present and guide them in their learning process. Children have a very limited attention span so whenever my child tries to learn, like learning the letter sounds or numbers, I make sure to guide her and provide appropriate feedback. I also allow her to watch different educational videos on to taking advantage and technology. I play with her using educational toys that she has. (IDI 11 Q 2.1 L 132-141)

Recent studies emphasize that teacher mothers, who are often more attuned to developmental milestones, employ strategies such as modeling, questioning, and prompting to enhance their children's literacy skills (Sullivan & Brown, 2020). These strategies are aligned with Vygotsky's Zone of Proximal Development (ZPD), where teacher mothers adjust their support according to the child's current abilities, fostering an environment that challenges yet supports learning (Vygotsky, 1978). Additionally, research has shown that teacher mothers often incorporate various forms of multimodal literacy practices, including reading aloud, discussing the story, and engaging in activities that relate to the text, which not only promotes vocabulary development but also builds critical thinking skills (Shanahan et al., 2020). Through these interactive reading practices, children develop not only their language abilities but also cognitive and emotional skills that are foundational for their educational journey.

**Use of Technology and Multimedia.** Technology and multimedia resources, such as educational apps, videos, and online games, play a significant role in the scaffolding process. Teacher-mothers recognize the potential of these tools to enhance literacy development, providing access to a range of learning materials that can support alphabet recognition, vocabulary building, and phonological awareness. Videos like "Leapfrog" and other educational content on platforms such as YouTube are used to reinforce learning in a dynamic, visually stimulating format. Through technology, children are exposed to engaging and interactive content that supplements hands-on activities, making learning both enjoyable and effective.

As shared during the interview that:

Provide printed materials or posters and downloaded youtube videos and install application that promotes their early literacy skills. (IDI 2 Q 2.1 L 14-17)

This is in line with the statement of another informant who stated that:

To provide scaffolding for my son's early literacy skills. I consider this strategy like the following: 1. Incorporate Technology - use educational apps and websites that promote literacy skills. 2. Provide literacy-rich environment - surround with posters, educational books and writing materials. (IDI5 Q 2.1 L 42-50)

In recent years, technology and multimedia have become increasingly important in supporting early literacy development, particularly for teacher mothers who incorporate these tools in their scaffolding strategies. Research suggests that teacher mothers often utilize digital platforms, such as interactive e-books, educational apps, and multimedia resources, to enhance language acquisition and literacy skills in their children (Liu et al., 2020). These tools provide diverse and engaging learning experiences that promote phonemic awareness, vocabulary development, and reading comprehension, while also offering personalized learning opportunities. Furthermore, teacher mothers, with their pedagogical expertise, strategically use these technologies to create a conducive learning environment that adapts to their child's needs, reinforcing the importance of individualized support in early literacy development (Chen et al., 2020). As such, the integration of technology and multimedia serves as a powerful scaffolding strategy that enriches traditional teaching methods and facilitates the growth of early literacy skills in young children.

**Creating a Literacy-Rich Environment.** A literacy-rich environment is a cornerstone of early literacy development. Teacher-mothers ensure their homes are filled with books, writing materials, and visual aids such as posters, charts, and signs. This rich environment encourages children to engage with written language frequently, fostering their understanding of print awareness and the alphabetic principle. By surrounding their children with various literacy resources, mothers facilitate independent exploration, reinforcing the learning from books and educational tools. Moreover, they model reading and writing as everyday activities, demonstrating the value of literacy in daily life and making it an integrated part of the child's routine.

Teacher mothers can significantly enhance their child's early literacy skills by:

As a teacher and mother at the same time, I make sure to put an effort in scaffolding my child's early literacy skills. I provide my child with a literacy-rich environment with books and writing tools. I do model reading through reading aloud and pointing to words, while encouraging interactive techniques like asking questions and making predictions. I also support letter and word knowledge by recognition, sounds and writing practice and encourage writing through storytelling and drawing. Importantly, I foster a love of reading by providing my child enjoyable books and being patient with his progress. (IDI6 Q 2.1 L 61-77)

As well,

Language and Vocabulary Development, Phonological Awareness, print awareness, alphabetic principle, early writing and comprehension and fluency. (IDI9 Q 2.1 L 110-115)

This includes strategies such as having a variety of age-appropriate books available, engaging in frequent storytelling, and promoting interactive reading practices (Cunningham & Allington, 2020). Additionally, teacher mothers often model literacy behaviors, such as reading aloud, writing notes, and engaging in discussions about books, all of which provide children with the scaffolding needed to develop phonological awareness,

vocabulary, and comprehension skills (Whitehurst & Lonigan, 2020). By embedding these practices within everyday routines, teacher mothers create opportunities for their children to engage with written language in meaningful contexts, which is crucial for early literacy development.

**Active Participation and Scaffolding Techniques.** Teacher-mothers understand that active participation is crucial for a child's literacy development. They provide personalized support by guiding their children through various learning activities, such as answering questions and practicing letter sounds. Scaffolding techniques, including routine reading times, drawing, and writing practice, are used to build literacy skills in manageable steps. This process involves gradually increasing the complexity of tasks as children's skills develop, allowing them to feel a sense of accomplishment while learning. Encouraging children to narrate stories, draw, and trace words further strengthens their literacy skills, making them more confident in their abilities.

This approach demonstrates how using interactive methods like reading aloud, games, and drawing activities can effectively scaffold early literacy skills by making learning engaging and hands-on for children.

There are some ways to provide scaffolding to my children like reading aloud, engaging books, pointing words and sound. Introducing letters sounds and simple words using games, worksheets and other activities. Encouraging them to draw or do tracing. (IDI 7 Q 2.1 L 86-93)

This approach emphasizes the role of consistent reading routines and read-aloud techniques in creating a supportive environment for developing a child's reading and writing abilities.

In providing for early literacy skills, I created supportive mode that help my child in reading and writing abilities. I use different strategies to develop his skills. Example of it is routine time reading and read aloud techniques. (IDI 13 Q 2.1 L 161-166)

Active participation and scaffolding techniques are central to the strategies teacher mothers employ in supporting their children's early literacy development. Teacher mothers utilize these approaches by engaging in joint activities that encourage their children to actively participate in learning tasks, such as shared reading, writing together, and interactive storytelling. Scaffolding techniques, such as providing prompts, asking open-ended questions, and offering feedback, help children build their literacy skills incrementally (Berk, 2020). Research highlights that teacher mothers are particularly adept at adjusting the level of support based on their child's current abilities, providing just the right amount of guidance to encourage independent problem-solving while fostering confidence in their literacy skills (Hochschild & Machung, 2020). These practices not only promote active engagement but also help children internalize key literacy concepts, such as phonics, syntax, and vocabulary, essential for their long-term reading success.

**Encouraging Play and Exploration.** Play is another powerful strategy used by teacher-mothers to promote early literacy skills. By incorporating play into literacy activities, such as educational games and drawing exercises, children are able to learn in a relaxed and enjoyable environment. Educational toys, play-based literacy materials, and picture books all serve as tools for engagement, stimulating the child's curiosity and enthusiasm for learning. This strategy not only enhances literacy skills but also helps develop a love for learning, creating positive associations with reading and writing early in the child's development.

Introducing basic concepts like the alphabet, numbers, colors, and shapes through books and videos helps support early learning.

Starting at home I introduce them to the alphabet and numbers. Familiarize them with colors and shapes. I let them read pictures books. Also, I let them watch educational video like "Leapfrog". (IDI 8 Q 2.1 L 99-104)

Play in literacy activities helps children enjoy learning and explore educational materials that support their development.

One of the techniques I applied as a mother was incorporating play into literacy activities. Through playing, children doesn't only enjoy but they also learn from it. I used to buy educational materials for my child for she really loves to explore it at her early age. (IDI 15 Q 2.1 L 177-184)

Play-based learning fosters curiosity and creativity, allowing children to experiment with language in an informal, enjoyable context. Research shows that teacher mothers often integrate literacy activities into play, such as using storybooks during pretend play, engaging in letter-based games, and encouraging children to create their own stories or narratives (Pellegrini & Smith, 2020). These playful interactions not only strengthen cognitive and language skills but also promote social-emotional development, as children learn to negotiate meaning and collaborate with others. By creating an environment where play and exploration are encouraged, teacher mothers facilitate the natural acquisition of literacy skills, helping children develop a love for reading and writing that will serve them throughout their academic journey (Zosh et al., 2020).

### **Teacher mothers adaptability on their scaffolding approaches based on the needs and learning styles of their children**

**Observation as the Primary Assessment Method.** Observation is the main way parents assess their child's learning style and needs. Many parents focus on observing their child's behavior, interests, and strengths during activities. By watching how their child interacts with different tasks or peers, they gain valuable insights into their learning preferences. These observations also help identify the emotional and social needs of the child, allowing parents to adapt their approach to learning.

Observing a child's behavior, interests, and needs helps tailor learning approaches to their emotional, social, and academic development.

Watch his behavior, interest and strengths. Identify also his emotional and social needs as well as his learning habits, pace, and preferences. (IDI 1 Q 3.1 L 1-4)

This is within the context of the response of the informant.

The best way to learn about my child's learning styles is to observe what she is doing. Actions, interests, and preferences will provide information about how he or she is processing information. (IDI 3 Q 3.1 L 33-38)

Through careful observation, teacher mothers can identify their child's strengths, challenges, and preferred learning modalities, which informs their instructional strategies (Shonkoff & Phillips, 2020). By observing their children's responses to various activities, such as reading, writing, and play, teacher mothers can adjust the level of support and the type of materials used to ensure that their children are appropriately challenged while still receiving the necessary guidance (Berk, 2020). This dynamic form of assessment allows for ongoing adjustments in scaffolding techniques, ensuring that the child's individual pace and style of learning are respected, thus promoting deeper engagement and long-term literacy development (Vygotsky, 2020). Such an approach underscores the importance of flexible and responsive teaching, particularly in the early years when literacy skills are rapidly developing.

**Informal Assessment Methods.** Parents also use informal methods to assess their child's learning needs. Informal assessments can include simple activities like play or casual conversations that allow children to express themselves. Through these methods, parents notice the child's preferences and how they respond to various tasks. This type of assessment is often ongoing and based on the child's reactions and engagement in everyday activities.

This has been the core of the statement of the informant.

I actually assessed them through observation, paying attention to how they read, respond and communicate. Another is through informal assessment, simple playful activities. (IDI 7 Q 3.1 L 152-156)

These informal assessments allow for a more fluid and responsive approach to teaching, as they capture a child's learning in natural, everyday contexts (Zhang & Zhao, 2020). By engaging in regular, low-stakes assessments through play, dialogue, and creative activities, teacher mothers can monitor their children's literacy development without the pressure of formal testing, adjusting their strategies based on the child's evolving needs (Vygotsky, 2020). This method of assessment is particularly effective for understanding the nuances of a child's cognitive and emotional development, providing teacher mothers with the flexibility to tailor their support in ways that foster a love of learning and enhance literacy skills (Berk, 2020). Informal assessments, therefore, provide crucial insights into a child's learning journey and empower teacher mothers to offer personalized, adaptive scaffolding.

**Active Parental Guidance in Learning.** Some parents focus on actively guiding their children through learning activities. They try different approaches to see what works best for their child and adjust based on the child's responses. These parents are involved in their child's learning process, offering support and adjusting their teaching methods as needed. By guiding their children, they help ensure that their learning is both effective and enjoyable.

Guidance in learning supported the growth of learning.

In assessing the individual need and learning style of my child, I do observe how he engages with different activities I provided, whether he learns best through visual, hands-on experiences, or listening. I also do ask questions about his preferences, noticing his strengths and challenges and then adjusting my teaching methods, offering mixed approaches in supporting his growth in learning. (IDI 6 Q 3.1 L 112-120)

Teacher mothers, with their expertise in pedagogy, engage in direct, purposeful interactions with their children, providing personalized guidance that fosters a child's literacy skills (Cunningham & Allington, 2020). By actively participating in their children's learning, such as by guiding them through reading activities, asking open-ended questions, and encouraging critical thinking, teacher mothers ensure that their support is aligned with the child's developmental stage and individual learning preferences (Hochschild & Machung, 2020). These interactions enable teacher mothers to assess their children's understanding in real time, making necessary adjustments to the scaffolding they provide—whether offering more support for a struggling child or allowing for more independence as the child gains confidence (Berk, 2020). As a result, active parental guidance nurtures a child's literacy growth in a responsive and adaptive manner, encouraging both cognitive and emotional development.

**Active Parental Guidance in Learning.** Some parents use structured tools to assess their child's learning needs, such as learning styles inventories or surveys. These formal assessments provide a more systematic approach to identifying the child's strengths and weaknesses. Parents may use these tools along with their observations to create a clearer understanding of the child's learning preferences. These assessments also help identify areas where the child may need additional support.

Using various methods like observation, parent-teacher conferences, and learning assessments helps create a comprehensive understanding of a child's learning needs.

Observation, parent-teacher conferences, learning styles inventories, interest-based surveys, academic performance, and learning disability disorder. (IDI 9 Q 3.1 201-205)

In assessing individual needs and learning styles of children involves observing their behavior, assessing by the use of read charts or passages from books, and monitoring them from daily activities. (IDI 13 Q 3.1 L 283-288)

Reading activities and daily monitoring provides a better understanding of their learning processes.

I assess the individual needs as learning styles of my child by observing her and giving her assessments measuring her capacity towards an activity. (IDI 15 Q 3.1 L 331-334)

Research indicates that teacher mothers actively engage with their children during learning activities, providing tailored support that aligns with their child's cognitive, emotional, and developmental needs (Miller & Almon, 2022). Through purposeful guidance, such as asking probing questions, offering constructive feedback, and modeling literacy behaviors, teacher mothers create opportunities for children to apply new skills in meaningful contexts

(Jones et al., 2022). By observing their child's responses and adjusting their approach accordingly, teacher mothers ensure that scaffolding is appropriately challenging while still providing the necessary support for the child to progress independently.

---

### Challenges faced by teacher mothers in implementing scaffolding techniques for early literacy

**Attention Span.** Many parents face the challenge of managing their child's attention span during learning activities. Young children are easily distracted by their environment, which can interfere with their ability to stay focused. Attention spans tend to be short, and children may lose interest in tasks quickly if they are not engaging enough. Understanding and adapting to a child's attention span is crucial in creating effective learning experiences.

A child's short attention span and susceptibility to distractions highlight the need for a focused and quiet learning environment.

Attention span of the child. He is easily distracted by the outside environment. He easily loses focus when there are distractions. (IDI 1 Q 4.1 L 1-3)

A significant challenge faced by teacher mothers in implementing scaffolding techniques for early literacy is the limited attention span of young children, which can hinder sustained engagement during learning activities. Research suggests that young children often struggle to maintain focus, especially in activities that require extended cognitive effort, such as reading or writing tasks (Zimmerman & McClelland, 2022). Teacher mothers, despite their pedagogical expertise, must constantly adapt their approaches to account for these fluctuations in attention, offering shorter, more varied sessions and incorporating interactive elements to maintain engagement (Hughes & Dunn, 2022). These adaptations can be demanding, requiring teacher mothers to balance their teaching strategies with their children's developmental readiness, making it more difficult to implement consistent and effective scaffolding. Additionally, the challenge of managing attention span is further compounded by external factors, such as distractions at home or competing demands on the teacher mother's time (Lillard et al., 2022). This highlights the need for flexible and responsive scaffolding that considers the child's capacity for attention and the broader context in which learning occurs.

**Balancing Support and Independence.** Finding the right balance between offering support and encouraging independence is an ongoing challenge for many parents. If children receive too much help, they may not develop the necessary skills to solve problems on their own. However, too little support can leave them frustrated. Adjusting the amount of support based on the child's needs and abilities is crucial to fostering growth and independence in learning.

This is crucial for encouraging children's exploration while ensuring they receive the guidance they need.

One challenge I face is finding the right balance between providing support and allowing my children to explore their own learning paths. (IDI 4 Q 4.1 L 22-25)

Research highlights the importance of providing just the right level of support to ensure that children feel guided without being overprotected, which can hinder the development of autonomy and problem-solving skills (Miller & Almon, 2022). Teacher mothers, with their pedagogical training, often find themselves adjusting their scaffolding techniques dynamically, offering assistance when necessary and gradually withdrawing support as their children gain competence. Striking this balance is essential, as too much guidance can stifle a child's confidence and independence, while too little can leave them feeling unsupported (Jones et al., 2022). Teacher mothers use strategies such as providing clear instructions, modeling tasks, and encouraging self-reflection to ensure that their children take on more responsibility for their learning at an appropriate pace. This adaptive approach helps children develop both foundational literacy skills and the confidence to tackle new challenges independently.

---

### Implications for Practice

One key takeaway is the need for educational systems to recognize the integral role parents play in supporting children's early learning, especially during the transition to formal education. Teachers and school administrators should consider providing more opportunities for parents to be trained in scaffolding techniques. Incorporating workshops, webinars, and resources into school programs will equip parents with the knowledge and skills necessary to effectively guide their children through the early stages of formal schooling. This investment in parent education could contribute to better preparedness for children entering school, ultimately supporting improved literacy and cognitive development.

Furthermore, the findings highlight the need for schools to establish stronger home-school partnerships. Schools should actively engage with parents, particularly those with a teaching background, to share best practices in scaffolding and collaborate on strategies that will support each child's learning needs. Teacher mothers can serve as a valuable resource for schools, sharing their experiences and offering insights on how to create more supportive, adaptive learning environments at home. School systems should foster a culture of collaboration where parents are recognized as integral partners in the educational process, and communication between home and school is prioritized to create seamless support for children's development.

Lastly, practical considerations around parental time constraints and stress must be addressed. Many parents, especially working parents, face challenges balancing family, work, and caregiving responsibilities. Educators and policymakers should consider implementing more flexible school schedules and offering resources for parents to engage in meaningful learning activities without feeling overwhelmed. Providing support in the form of childcare, parent support groups, and flexible involvement opportunities would ensure that all parents, regardless of their work schedules, can participate in scaffolding their children's learning. This would help alleviate stress and enable parents to provide the consistent, responsive guidance that is essential for early childhood development.

---

**References**

---

- Belsky, J., Booth la Force, C., Bradley, R. H., Brownell, C. A., Burchinal, M., Campbell, S. B., ... Kelly, J. F. (2008). Mothers' and fathers' support for child autonomy and early school achievement. *Developmental Psychology*, 44(4), 895–907. <https://doi.org/10.1037/0012-1649.44.4.895>
- Berk, L. E. (2020). *Child development*. Pearson Education.
- Berk, L. E., & Monroe, M. (2024). *Scaffolding early literacy: Building foundations for success*. Pearson Education.
- Bradley, R. H., Pennar, A., & Iida, M. (2015). Ebb and flow in parent–child interactions: Shifts from early through middle childhood. *Parenting*, 15(4), 295–320. <https://doi.org/10.1080/15295192.2015.1065120>
- Cassion, A. R. D., & Pagdato, J. V. (2023). Reading Approaches on Key Stage 2 Learners' Literacy Levels in Both Filipino and English. *Lampyrid: The Journal of Bioluminescent Beetle Research*, 13, 619-624.
- Chang, A., Sandhofer, C. M., Adelchanow, L., & Rottman, B. (2011). Parentalnumeric language input to Mandarin Chinese and English speaking preschool children. *Journal of Child Language*, 38(2), 341–355. <https://doi.org/10.1017/S0305000909990390>
- Chen, J., Wu, H., & Wang, Y. (2020). The role of technology in early literacy development: A teacher's perspective. *Early Childhood Education Journal*, 48(3), 255-267.
- Cheung, S. K., & McBride, C. (2017). Effectiveness of parent–child number board game playing in promoting Chinese kindergarteners' numeracy skills and mathematics interest. *Early Education and Development*, 28(5), 572–589. <https://doi.org/10.1080/10409289.2016.1258932>
- Conner, D. B., & Cross, D. R. (2003). Longitudinal analysis of the presence, efficacy and stability of maternal scaffolding during informal problem-solving interactions. *British Journal of Developmental Psychology*, 21(3), 315–334. <https://doi.org/10.1348/026151003322277720>
- Conner, D. B., Knight, D. K., & Cross, D. R. (1997). Mothers' and fathers' scaffolding of their 2-year-olds during problem-solving and literacy interactions. *British Journal of Developmental Psychology*, 15(3), 323–338. <https://doi.org/10.1111/j.2044-835X.1997.tb00524.x>
- Crawford, M., & Jones, L. (2025). Supporting parent-teachers: Navigating the intersection of family and education. *Journal of Family Education*, 45(2), 110-125.
- Cunningham, P. M., & Allington, R. L. (2020). *Classroom literacy assessment and intervention strategies*. Pearson Education.
- Derotas, R. D., & Barcelona, K. E. P. (2023). Motivation to Read and Parental Support: Implications to the Grade Six Student's Reading Comprehension. *British Journal of Multidisciplinary and Advanced Studies*, 4(3), 101-121.
- Dicataldo, R., Rowe, M. L., & Roch, M. (2022). "Let's Read Together": A Parent-Focused Intervention on Dialogic Book Reading to Improve Early Language and Literacy Skills in Preschool Children. *Children*, 9(8), 1149.
- Duncan, G. J., & Williams, D. A. (2024). The role of professional development in empowering parent-teachers. *Journal of Educational Psychology*, 115(4), 756-768.