

Parental Scaffolding in Enhancing Learners' School Academic Participation

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Abstract— It is the parents' role and responsibility to act as guides, mentors, facilitators, and supporters of their children's education; thus, understanding the interplay between parental scaffolding and students' academic participation is essential. This quantitative descriptive study examined different scaffolding techniques and strategies employed by 40 parents of Grade 10 students of Panlayaan National High School (PNHS) in Sorsogon province, Philippines and the school's initiatives or strategies in involving parents as perceived by six educator-respondents. Findings revealed that contingency management and affective scaffolding techniques are preferred for curricular and co-curricular domains, prioritizing students' evolving needs and providing a positive emotional foundation in enhancing students' academic participation. At the same time, parents employ less frequent scaffolding strategies for extracurricular activities, implying less focus on this domain. Further, PNHS's different school initiatives allow parents to scaffold their learners' performances across different academic domains. The study suggests holistic and flexible homeschool partnership programs address parents' concerns with time constraints and limited scaffolding knowledge, leverage the potential of parental scaffolding, and improve students' academic participation. The study proposed the Parent PLUS (Positive Learning through Unified Support) program, which empowers parents to support their children's educational participation. It integrates different scaffolding principles and strategies in educating, training, and empowering parents as critical partners of schools in learners' education. Recommendations for the study and scaffolding programs were also given.

Keywords— academic participation, homeschool partnerships, junior high school, parental scaffolding, public education

I. INTRODUCTION

Parents are considered as the first teachers of a child. They influence a child's life immensely, shaping their early experiences and imparting fundamental life lessons long before they enter a formal educational setting. This influence is carried over once the child enters a formal educational institution. Tus (2021) said that parental involvement greatly determines the success of a learner in academics. Parental involvement in school has been seen as a significant factor in children's academic outcomes (Lara & Saracostti, 2019).

According to Vygotsky's Zone of Proximal Development, as cited by Silalahi (2019), for the teacher to develop the following stages and meet each demand, students need several opportunities to exhibit their learning points. As students progress and achieve their objectives, scaffolding—the gradual transfer of responsibility—allows them to become more independent in their academic work. Scaffolding is crucial long before a child sets foot in a school setting.

There is no question how much parents influence their child's learning capabilities and achievements. Several studies showed parents' overwhelming positive influence on this aspect of their children's lives (Berkowitz et al., 2021; Kim et al., 2022; Boonk et al.,

2018). Assuming an active role in their children's studies creates a support system where children can find additional help during their academic journey,

However, parents' support and involvement should continue in curricular activities. Co-curricular and extracurricular activities promote intellectual and physical progress that is not part of the usual curriculum in education. These activities benefit learners' overall development, requiring students to learn and use skills not usually used inside the classroom (Siddiky, 2019; Jackson & Bridgstock, 2021). Co-curricular and extracurricular activities have been part of a student's academic life. Co-curricular and extracurricular activities and curricular activities have been found to help students obtain the skills they need to successfully transition from school to work settings (Jackson et al., 2019). Students who engage in co-curricular and extracurricular activities are more likely to better transition from school to work settings (Brown et al., 2021).

Holistic academic development includes a learner's participation in curricular, co-curricular, and extracurricular activities; however, parental support for co-curricular and extracurricular activities must be higher. Previous research by Im et al., as cited by Boonk

et al. (2018), has pointed to the need for parents' understanding of the academic benefits of extracurricular activities and their consequent lack of support as barriers to students' participation in extracurricular activities. Understanding the benefits of co-curricular and extracurricular activities is crucial for embracing them as part of the holistic development of a student.

Considering all this, this study was conducted to understand better the techniques and strategies employed by parents in scaffolding learners on curricular, co-curricular, and extracurricular activities of Grade 10 learners of Panlayaan National High School for the School Year 2022-2023. The study's results were utilized to design homeschool programs to improve the scaffolding of parents to the curricular, co-curricular, and extracurricular activities of learners.

II. OBJECTIVES

This study determined the different scaffolding techniques and strategies employed by parents in scaffolding their children to enhance their school academic participation along with the curricular, co-curricular, and extracurricular performance of Grade 10 learners of Panlayaan National High School (PNHS) for the School Year 2022-2023. The study's results were utilized to design homeschool programs to improve the parents' scaffolding and, consequently, the learners' academic participation.

Specifically, it identified the scaffolding techniques employed by parents of Grade 10 students at PNHS in enhancing learners' academic participation in curricular, co-curricular, and extracurricular activities; the school initiatives in involving parents in different curricular, co-curricular, and extracurricular activities; the scaffolding strategies used and challenges encountered by parents in scaffolding their children's performance along curricular, co-curricular, and extracurricular activities; and homeschool program that could be crafted to improve parental scaffolding of their learners' academic participation.

III. METHODOLOGY

This study employed a quantitative research design, precisely that of descriptive research. This study quantified parental scaffolding behavior, such as assistance with homework or assignments, financial and technical assistance, logistic support, emotional encouragement, and the like, to identify patterns of parental scaffolding and their potential influence on

students' outcomes. By gathering and quantifying numerical data and analyzing trends, the study was able to draw a clear picture of the types of scaffolding techniques and strategies parents use and school initiatives often utilized to promote parental involvement in students' academic participation and propose a program to enhance parental scaffolding.

This study was conducted in Panlayaan National High School (PNHS) from the Sorsogon Province Division of the Department of Education. The study focused only on 40 parent respondents identified through stratified random sampling to help diversify the respondents fairly and provide a more nuanced understanding of the impact of parental scaffolding on students' academic participation (Iliyasu & Itikan, 2021). The study also purposively chose the five (5) teachers assigned to the participating classes and the school head of PNHS as respondents to this study to ensure that the researcher would be able to get necessary information about homeschool partnership programs in school and their efforts in encouraging parental scaffolding. With these, the study has a sample size of forty-six (46) respondents.

This study utilized a researcher-made survey questionnaire to gather data for the research. The survey questionnaire was based on the reviewed literature and studies concerning parental scaffolding and was validated by a panel of experts before its utilization. The questionnaire used in this study was divided into two separate sets.

The first set was intended to be answered by the parent-respondents to determine the preferred scaffolding techniques and strategies, difficulties, and suggestions for scaffolding students' academic participation in curricular, co-curricular, and extracurricular activities. The other set of survey questionnaires is for the teacher-respondents and school heads involved in this study to determine schools' initiative in involving parents and suggestions for homeschool partnerships to improve parental scaffolding in learners' academic participation in curricular, co-curricular, and extracurricular activities.

For the survey questionnaires, the following descriptive statistical interpretations were applied to the quantified data sets to guide the analysis and interpretation of the data gathered.

The data below shows the quantification of data for the 5-point Likert scale as used in the survey questionnaires:

Table 1. Quantification of Data from Survey-Questionnaire

Numerical Value	Range of Mean	Description
5	4.21 – 5.00	Consistently/Extremely Effective
4	3.41 – 4.20	Frequently/Very Effective
3	2.61 – 3.40	Occasionally/Moderately Effective
2	1.81 – 2.60	Rarely/ Not Very Effective
1	1.00 – 1.80	Never/ Not Effective

The gathered data were consolidated and prepared for analysis and interpretation. The researcher utilized descriptive statistical tools. Data collected for each respondent were analyzed individually using frequency distribution, computation of percentage, and the measure of central tendency, specifically, the arithmetic mean or average, to determine the usual technique and

Table 2.1. Summary of Parental Scaffolding Techniques for Curricular Activities

Scaffolding Techniques	Mean	Verbal Interpretation
Cognitive Support	3.98	Frequently
Metacognitive support	3.58	Frequently
Transfer of responsibility	3.73	Frequently
Contingency management	4.43	Consistently
Affective scaffolding	4.23	Consistently
Technical scaffolding	3.75	Frequently
Overall Mean Score	3.95	Frequently

Parental scaffolding for curricular activities has a high overall mean score of 3.95, indicating frequent use of different identified scaffolding techniques. Specifically, contingency management (4.43) and affective scaffolding (4.23) techniques are the most frequently used techniques by parent-respondents, signifying the high-value parents place in addressing their children's current and emotional needs. Cognitive scaffolding also remains frequently used (3.98), indicating parents prioritizing children's academic needs. Shell (2019), in her study, suggested that consistent parental scaffolding in students' educational activities can lead to academic success. Employing different scaffolding techniques can help parents become more effective supporters of their children's academic success.

These findings also suggest that parents consistently use these techniques in scaffolding to support their children's participation. This also indicates that parents provide support based on their perceived children's

strategies in encouraging parental scaffolding or support, activities used by the PNHS to encourage parental scaffolding, strategies for parental scaffolding based on techniques, challenges in parental scaffolding, and possible homeschool partnerships programs to enhance parental scaffolding. Using descriptive statistical tools in analyzing quantitative data allowed the researcher to identify patterns or trends in the responses to describe the phenomenon being studied, in this case, the parental scaffolding.

IV. RESULTS AND DISCUSSION

Parental Scaffolding Techniques Employed by Parents

By examining the parental scaffolding techniques, this study offers a nuanced understanding of the landscape of parental scaffolding in the context of this study. Findings about parental scaffolding techniques also pave the way for further analysis of parental scaffolding dynamics in the subsequent sections to ultimately help improve parental scaffolding in an educational context.

needs, making scaffolding efforts more relevant to the student's academic endeavors. Parents usually ask the teacher what kind of help their children need during parent-teacher conferences and focus on addressing them. Previous studies strongly emphasized the importance of providing parental scaffolding related to students' needs (Batoool & Raiz, 2019; Shell, 2019). Đurišić and Bunijevac (2017) asserted that children only often recognize their parents' support if it directly addresses their concerns. This suggests that academic support from parents should cater to the student's needs.

Other techniques, such as technical scaffolding (3.75), transfer of responsibility (3.73), and metacognitive support (3.58), are also frequently used by parents in supporting their children's curricular activities. These findings suggest an active parents' engagement in supporting their children's academic journey. The varied and holistic use of parental scaffolding techniques

shows parents' commitment to helping their children's education in any way they can.

Another domain of students' school academic participation is their participation in co-curricular activities. These activities enrich and supplement students' academic learning and participation. The table below summarizes parents' responses concerning parental scaffolding techniques they use to support their children's co-curricular engagement.

Exploring parental scaffolding techniques for co-curricular activities emphasizes parents' pivotal role in their children's academic participation outside the classroom to guide students in their educational journey.

Results presented in the following table revealed a generally frequent utilization of different parental scaffolding techniques for co-curricular activities based on the overall mean score of this domain (3.93). This is supported by the frequent 5 or 4 rating parent-respondents given to each scaffolding technique for co-curricular activities. This result highlights parents' importance on their children's engagement in co-curricular activities to support their curricular participation. This resonates with the concept that parents and other school stakeholders should be actively involved in encouraging students' involvement in co-curricular activities, as this also contributes to students' academic success and active participation in school affairs (Afzal et al., 2020).

Table 2.2. Summary of Parental Scaffolding Techniques for Co-curricular Activities

Scaffolding Techniques	Mean	Verbal Interpretation
Cognitive Support	3.90	Frequently
Metacognitive support	3.90	Frequently
Transfer of responsibility	3.75	Frequently
Contingency management	4.20	Frequently
Affective scaffolding	4.20	Frequently
Technical scaffolding	3.60	Frequently
Overall Mean Score	3.93	Frequently

Based on mean scores, contingency management, and affective scaffolding, it emerged as the most frequently used scaffolding technique (4.20), followed by cognitive and metacognitive scaffolding techniques, which both had 3.90 mean scores, suggesting frequent use. The frequent use of these techniques aligns with the initial findings for scaffolding techniques for curricular activities. Co-curricular and curricular activities are closely related activities that aim to improve student's learning outcomes and experiences through learning activities (Khan et al., 2020), so having similar techniques and perspectives in providing support for these two domains based on parents' responses appears logical.

Parents' efforts to adapt to students' contingent needs and create a positive learning environment are essential

in co-curricular participation. Adaptability and motivation are critical for success (Vygotsky et al., 1994, as cited in Silalahi, 2019). For example, during intramurals, parent-respondents often buy new shirts for their children if they need one for the parade or their team or help them practice days before the intramurals to show their support and help students with their needs. Other parents also come to school to cheer their children during the competition and encourage them to do their best no matter what happens, reflecting solid emotional support from the parents. Providing more relevant and practical support to their children is an appropriate technique for parents of junior high school students who desire to help their child improve their academic participation.

Table 2.3. Summary of Parental Scaffolding Techniques for Extracurricular Activities

Scaffolding Techniques	Mean	Verbal Interpretation
Cognitive Support	4.08	Frequently
Metacognitive support	3.78	Frequently
Transfer of responsibility	4.00	Frequently
Contingency management	3.98	Frequently

Affective scaffolding	4.00	Frequently
Technical scaffolding	3.60	Frequently
Overall Mean Score	3.90	Frequently

Glaring at the results of the statistical analysis of data gathered, as presented in the table above, gives the reader an idea of the commonly used parental scaffolding techniques parent-respondents provide to their children. Results showed that parents offer more cognitive support to their children's participation in extracurricular activities based on their mean score of 4.08 and frequencies for 5 and 4 ratings, which are slightly higher than other parental scaffolding techniques. This result reflects the extent of a parent's role as the more knowledgeable person students can look up to for learning, even with extracurricular activities. Studies also show that parental scaffolding in the form of cognitive support benefits students' extracurricular participation (Xu, 2019). As parents explain the importance, ask questions, and facilitate understanding of extracurricular activities, students are more likely to engage in activities outside their formal course content and pursue activities relating to their interests (Pan et al., 2022).

Additionally, —parent-respondents prefer using scaffolding techniques such as transfer of responsibility and affective based on their significantly high mean scores (4.00) verbally interpreted as frequently. This implies that parents actively promote the gradual transfer of responsibilities and experience ownership to their children in the context of extracurricular participation. Parent-respondents usually let their children know which extracurricular activities they would approve of and which their budget would allow them to do. However, ultimately, they let them decide which activity or group to join. This aligns with the principle of scaffolding wherein parents instill a sense of accountability and autonomy in students, even in non-academic endeavors, through their supportive efforts (Vygotsky et al., 1994, as cited in Silalahi, 2019).

Similarly, parents' efforts to extend emotional support outside the academic or school setting are also frequently evident. As most extracurricular activities involve competition, parent-respondents also offer emotional support by celebrating their children's efforts—win or lose. These techniques benefit students' participation in extracurricular activities, given the unpredictable and highly emotional or personal nature of these activities (Cortellazzo et al., 2021).

The collective analysis of data presented points out that parents frequently use various scaffolding techniques to support students' school academic participation across curricular, co-curricular, and extracurricular activities. The overall mean scores for each domain reflect a consistent pattern of parental scaffolding in different aspects of school academic participation. Findings revealed that contingency management takes center stage over different parental scaffolding techniques, having a total mean score (4.20). This result emphasizes parents' awareness of the importance of individualized support and their efforts in adapting their support to the needs of their children. This means that parents usually use a wide array of scaffolding strategies depending on the perceived needs of the children.

Effective scaffolding is a slightly more preferred scaffolding technique based on its mean score (4.14) and cognitive support (3.99). They were followed by transfer of responsibility (3.83), metacognitive support (3.75), and technical support (3.65). These results show the variety of parental scaffolding techniques parents employ, indicating a holistic approach to supporting their children's academic participation. Using different techniques, a holistic approach to scaffolding can help students improve motivation, knowledge, skills, and learning experiences (Bosman & Arumugam, 2019; Rotar, 2022). Results highlight the multifaceted and adaptive nature of parental scaffolding across domains of students' academic participation in school. This strengthens the idea that no one-size-fits-all technique supports children's varied needs.

B. School Strategies to Encourage Parents' Involvement in Activities Relating to Students' Academic Participation

This study also investigated the strategies schools employ to involve parents in different activities, such as curricular, co-curricular, and extracurricular activities. Exploring school initiatives to involve parents illuminates the specific parent involvement opportunities available within the surveyed school to understand the dynamics of parental scaffolding regarding homeschool partnerships. It also highlights the schools' strengths and potential gaps in cultivating positive homeschool collaboration.

Looking at the overall mean score of the school's initiatives for curricular activities (4.28, consistently), it can be inferred that the school highly values parental involvement in curricular activities. This aligns with earlier studies emphasizing the impact of parent-school

solid partnerships in improving students' learning outcomes and academic participation (Durack, 2022; Paccaud et al., 2021). Well-structured programs and consistently applied strategies contribute to parental involvement in their children's educational endeavors.

Table 3.1. School Initiatives for Parental Scaffolding for Curricular Activities

Strategies for Parental Involvement	Mean	Verbal Interpretation
The school shares clear information...	4.67	Consistently
Regular progress reports and updates are provided...	4.83	Consistently
Parents are invited to attend parent-teacher conferences...	4.83	Consistently
The school provides parents with resources and materials...	5.00	Consistently
Workshops and training sessions are offered to parents...	3.17	Occasionally
Online platforms or resources are available for parents...	3.50	Frequently
Teachers regularly communicate with parents...	4.33	Consistently
Opportunities for open communication and collaboration...	4.17	Frequently
The school facilitates interactions between parents and other families...	4.00	Frequently
Overall Mean Score	4.28	Consistently

The results showed the consistent application of strategies to involve parents in students' curricular participation along the lines of providing resources for parents to support out-of-school learning activities (5.00), providing academic progress reports and holding parent-teacher conferences (4.83), sharing curriculum expectations (4.67); and communicating with parents about students' progress and challenges (4.33). Educator-respondents reiterated these results as they reported that PNHS usually provides modules for students to take home and have their parents help answer learners' assignments.

The result also indicates that the school's top priorities are within the areas of effective communication and adequate resources for academic support. This implies

that the school is committed to extending learning beyond the classroom by providing enough resources and information for individualized support, facilitating effective homeschool partnerships, and parental scaffolding. This result aligns with a study conducted by Parker et al. (2022) that emphasizes the effectiveness of providing adequate resources to parents to strengthen parental involvement and homeschool relationships to improve students' curricular participation and performance. Through these strategies or initiatives, teachers help parents become involved in students' curricular activities, such as preparing for role plays, creative presentations, and other group projects. Parents provide contingent support by helping plan, organize, and provide materials for their learners' academic projects and presentations.

Table 3.2. School Initiatives for Parental Scaffolding for Co-curricular Activities

Strategies for Parental Involvement	Mean	Verbal Interpretation
The school communicates the available co-curricular activities and their potential benefits for students.	4.17	Frequently
Parents are encouraged to discuss co-curricular opportunities with their children and support their participation.	4.00	Frequently
Information about registration procedures and involvement options is readily available to parents.	4.50	Consistently
Parents are welcome to volunteer their time and expertise in supporting co-curricular activities.	4.67	Consistently
Opportunities for parents to observe and participate in co-curricular events are offered.	4.33	Consistently

The school recognizes and appreciates parental contributions to co-curricular activities.	4.83	Consistently
Overall Mean Score	4.42	Consistently

The table above summarizes the frequency of school initiatives or strategies involving parents in student's co-curricular activities. The overall mean score for this domain (4.42) reflects the school's consistent efforts to involve parents in co-curricular activities using various strategies. This domain also has the highest mean score, indicating a strong focus on encouraging parents' involvement in co-curricular activities using different strategies. Most educator-respondents also reported consistent or frequent use of the identified school strategies or initiatives in supporting parents for co-curricular activities. Batool and Raiz (2019) noted that as parental involvement in co-curricular activities can be influenced by parents' demographics, such as age and educational attainment, it is essential to employ different strategies to resonate with different parents' profiles.

In connection with this, results also reveal that the school's strategies primarily focused on parents' recognition and empowerment, as shown in the high mean scores for strategy statements: "the school recognizes and appreciates parental contributions..." (4.83); "parents are welcome to volunteer their time and expertise..." (4.67); "information about registration procedures and involvement options is readily available to parents" (4.50); and "opportunities for parents to observe and participate in co-curricular events are offered" (4.33), which are all interpreted as "consistently." These results indicate that the school notices and values the parents' time and efforts, encouraging more involvement. In PNHS, parents are provided opportunities to be involved in preparation for school-initiated co-curricular activities such as subject-specific clubs or organizations, intramurals, JS prom, Christmas party, clean up drive, and team building activities (Department of Education, 2024). With most parent-respondents' utilizing contingency management and affective scaffolding techniques, school initiatives like these allow parents to provide encouragement and immediate needs of their children, such as resources,

budget, and logistics necessary for their children's participation in the co-curricular activities. Providing more options for involvement in co-curricular activities allows parents to experience learning and social environments, which could help parents understand the importance of supporting their children in such activities.

Schmid and Garrels (2021) in their study reported that when schools empower parents as home teachers for their students, school performance and students' learning improve—implementing strategies or initiatives that enable parents to help them become better scaffolders or learn at home, even in supplemental academic activities, like co-curricular activities. Innovative strategies can open flexible pathways and boost involvement in co-curricular activities from parents and students.

Moreover, this study also surveyed selected teachers and the school principal of PNHS, collectively referred to as educator-respondents, to identify common school strategies or initiatives involving parents in students' extracurricular activities. The results illustrate a consistent utilization of various methods in involving parents in extracurricular activities in their school. The overall mean score of 4.19, interpreted as "frequently," indicates rigorous efforts of the PNHS in encouraging students' participation in extracurricular activities by involving their parents, although it has a lower mean score compared to strategies for co-curricular and curricular activities. Frequencies for either rating 5 or 4 are also higher in all identified school initiatives or strategies for extracurricular activities. These findings resonate with previous studies highlighting the need for parental support for student's participation in extracurricular activities to improve student's learning outcomes and experiences (Ilari et al., 2022; Patton, 2019; Xu, 2017).

Table 3.3. School Initiatives for Parental Scaffolding for Extracurricular Activities

Strategies for Parental Involvement	Mean	Verbal Interpretation
The school educates parents about extracurricular activities and their benefits	4.50	Consistently
Guidance and support are offered to parents...	3.83	Frequently

Parents are encouraged to discuss extracurricular goals and expectations with their children	4.00	Frequently
Flexible options are available for extracurricular participation...	3.67	Frequently
Schools collaborate with parents...for students' extracurricular involvement	4.50	Consistently
Parents are welcome to share their feedback and suggestions...	4.67	Consistently
Overall Mean Score	4.19	Frequently

Key findings regarding the school's strategies in involving parents in extracurricular participation of the students include consistent consideration of feedback and suggestions from parents (4.67), provision of crucial information about available extracurricular activities students can participate in (4.50), and collaboration with parents in educating students about extracurricular activities (4.50). These strategies suggest that having open parent-school cooperation and communication and access to information has a substantial impact on increasing parental involvement in extracurricular activities for their students, based on the educator-respondents' perspective.

As extracurricular activities happen outside class hours and mainly outside the campus, parents must be aware of their relationship with their learners' academic participation and needs before they can see the need to support their children in these activities (Llego, 2023). The parent-respondents prefer using cognitive and affective scaffolding techniques and transfer of responsibility for this domain of academic participation so they can let their children enjoy and connect the activities in their educational journey on their own. Parents usually ask their children why they want to participate in their chosen activities and give encouragement to them, especially since most of the activities are in the form of competitions.

Studies also suggest that openly communicating with parents and presenting the benefits of extracurricular activities in students' holistic development can improve students' participation in school activities as parents are more involved in their academic participation in this way (Coşkun & Katıtaş, 2021). Since extracurriculars usually involve additional costs to the family, involving parents and informing them about the details and options for the extracurricular participation of their children could be beneficial.

C. Strategies Parents Employ in Scaffolding Their Children's Performances

3. This study also dived deeper into the parental scaffolding techniques by identifying strategies for scaffolding students' performances in terms of

curricular, co-curricular, and extracurricular involvement that parent-respondents employ in supporting their children's academic participation. The study explored different strategies based on the identified scaffolding techniques in each domain of students' school academic participation.

For curricular activities, most (60%) of parent-respondents help students navigate online resources. A significant portion (50%) also provide cognitive assistance by explaining complex concepts and using guide questions; 47.50% help students with their homework and research activities for children to participate in.

The results showed a stronger emphasis on metacognitive strategies for co-curricular activities. Specifically, 32.50% of parent-respondents set clear expectations and rules for their children's co-curricular participation. Other methods used by a more significant portion of parent-respondents include helping in goal setting and breaking down complex tasks (30.00%), teaching study and organization skills, offering emotional support during challenging times, and arranging transportation for activities or events, which were all used by 27.50% of the parent-respondents.

A larger portion of the parent-respondents used contingency strategies for extracurricular activities, but parents also used varied strategies for the different aspects of academic participation. Specifically, promoting independence and accountability in learning (25%), encouraging self-reflection and monitoring progress, using positive reinforcement, and arranging transportation for the children's activity were all reportedly used by 20% of the respondents.

A small subset of parent-respondents also applied a cross-domain approach in scaffolding by employing a specific strategy to two or more different areas of students' academic participation. The general trend of the cross-domain approach showed that arranging for transportation and assisting in using digital platforms are the most used strategies across all domains.

D. Analysis of Difficulties/Challenges in Parental Scaffolding

This study also focused on parents' difficulties or challenges when scaffolding their children's curricular,

co-curricular, and extracurricular activities. Many factors are at play regarding a child's education. The following analysis will discuss different difficulties/challenges parents face when scaffolding.

Table 4.1. Analysis of Difficulties/Challenges in Parental Scaffolding in Curricular Activities

Difficulties in Parental Scaffolding	Mean	Verbal Interpretation
Difficulty in understanding and explaining academic content	3.53	Frequently
Difficulty in establishing a consistent study routine	3.35	Occasionally
Challenges in helping the child stay focused during home study sessions	3.25	Occasionally
Limited availability of relevant textbooks and materials	3.40	Occasionally
Conflicts between work commitments and supporting academic needs	3.53	Frequently
Limited proficiency in using educational technology tools	3.40	Occasionally
Overall Mean Score	3.41	Frequently

Based on the table, parents encounter difficulties and challenges more frequently when scaffolding during curricular activities, as reflected by the overall mean score of 3.41. Both "difficulty in understanding and explaining academic content" and "conflicts between work commitments and supporting academic needs" received a 3.53 mean score, underscoring parents' responsibilities. Limited expertise in guiding children in skill-based activities (3.28), difficulty in ensuring regular attendance in co-curricular activities (3.03), and coordinating transportation for off-site events (3.03) are

also significant challenges parent-respondents faced in scaffolding their children's curricular participation. According to a study by Garbe et al. (2020), understanding their children's lessons to help them learn and balancing responsibilities are two of the biggest challenges parents face. Parents also need help understanding new concepts taught in schools today. Parents may be willing to provide both temporal and academic needs, but external pressures limit their ability to allocate the necessary time and assistance.

Table 4.2. Analysis of Challenges and Difficulties in Parental Scaffolding During Co-Curricular Activities

Difficulties in Parental Scaffolding	Mean	Verbal Interpretation
Difficulty in ensuring regular attendance	3.03	Occasionally
Limited expertise in guiding the child in skill-based activities	3.28	Occasionally
Difficulty in organizing materials or equipment needed for activities	2.93	Occasionally
Challenges in coordinating transportation for off-site events	3.03	Occasionally
Struggles in managing schedules and planning	3.30	Occasionally
Struggles in providing effective feedback on the child's progress	2.75	Occasionally
Financial challenges in supporting the child's active involvement	2.95	Occasionally
Overall Mean Score	3.04	Occasionally

The table above shows parents' challenges and difficulties when scaffolding during Co-Curricular activities. The overall mean score of 3.04 and high frequencies for ratings 3 and 2 reflect parents' occasional difficulties when assisting their children during co-curricular activities. This may be because parents are more involved in curricular activities than in co-curricular activities. Most schools hold only 5-7 co-curricular activities yearly (De Vera & Queroda, 2020). Most significant challenges include managing schedules and planning for co-curricular activities (3.30), limited expertise in guiding children in skill-based activities

(3.28), difficulty in ensuring regular attendance in co-curricular activities (3.03) and coordinating transportation for off-site events (3.03).

In contrast, the factor "struggles in providing effective feedback on the child's progress" (2.75) received the lowest mean score. This reflects how parents are used to providing feedback regarding their children's performances in and out of school. A study by Garcia and de Guzman (2020) showed that Filipino parents are involved in almost all aspects of their children's studies. Most parents provide feedback and motivation,

especially in academic matters. Although parents struggle to manage their time and resources to support their children's participation in extracurricular activities,

they go to extra lengths to help them and give verbal and emotional support along the way.

Table 4.3. Analysis of Challenges in Parental Scaffolding During Extracurricular Activities

Difficulties in Parental Scaffolding	Mean	Verbal Interpretation
Challenges in helping the child choose suitable extracurricular activities	3.00	Occasionally
Difficulty in understanding the nature of EC activities	2.98	Occasionally
Struggles in helping the child prioritize activities based on interest and importance	2.70	Occasionally
Limited opportunities for direct involvement	3.25	Occasionally
Struggles in fostering a balance between autonomy and parental support	3.1	Occasionally
Struggles in supporting child's active participation due to financial requirements	2.9	Occasionally
Overall Mean Score	2.99	Occasionally

This table presents survey data on the challenges that parents face when supporting their children's involvement in extracurricular activities. The overall mean score of 2.99 and higher frequencies for numerical ratings 3 and 2 mean that parents occasionally encounter challenges related to their children's extracurricular activities. The challenge "struggles in helping the child prioritize activities based on interest and importance" received the lowest mean score of 2.7. The most prevalent challenges included limited opportunities to participate in extracurricular activities (3.25), struggles to balance autonomy and parental support (3.10), and challenges in helping a child choose suitable extracurricular activities (3.00). Children are naturally hyperactive and love to explore new and exciting things (Sääkslahti, 2021). Due to multiple factors, they also have short attention spans (Bates et al., 2020). These and other factors, like internal and external pressures, can contribute to the difficulty of prioritizing essential activities.

These findings show how valuable extracurricular activities are for a child's development, skill-building, and overall development (Kravchenko & Nygård, 2023). A study by Alnaeem (2021) showed that extracurricular activities help improve a child's communication skills better than classroom activities. These findings also show there is room for parents to continue making these activities a positive experience for their children.

E. The Parent PLUS Program: A Proposed Homeschool Partnership Program

Different home school programs in four different domains were also surveyed for this study. The results of the analysis of the data gathered from this section of survey questionnaires administered to parent- and educator respondents served as the framework for creating a proposed homeschool partnership program to increase or encourage parental scaffolding in students' academic participation. Recommendations highlight the effectiveness of various tools and homeschool partnership programs in supporting children during curricular, co-curricular, and extracurricular activities, as perceived by both parent- and educator-respondents. Workshops, tutorials, and curriculum support for parents in their efforts to assist their learners' academic participation are considered very effective. Strengthening communication and collaboration with parents through regular and open dialogues and parent-teacher conferences were also identified as highly effective in enhancing parental support. Respondents also suggested that providing personalized learning and continuous enhancement of educational programs through assessment and monitoring, including reporting students' progress and individual learning plans, could help parents become more confident in assisting their learners' academic needs. By focusing on these key findings from the survey, the proposed homeschool partnership program can create a more collaborative and conducive learning culture that addresses the unique needs of learners in and out of the classroom setting.

This study proposed a robust and targeted homeschool partnership program called the Parent PLUS program to

integrate the research key findings and improve parental scaffolding among parents of PNHS learners. The Parent PLUS program stands for Positive Learning through Unified Support, which focuses on the collaborative efforts of parents and educators to empower and provide a comprehensive support system to parents in their children's education. The program treats affective scaffolding as the key and emphasizes cognitive and metacognitive scaffolding strategies to enhance long-term learners' success across academic domains. It also integrates technology and technical strategies as necessary and communication as essential program features.

The Parent PLUS program consisted of different components to address challenges in scaffolding and integrate training and knowledge enhancement. Its components would include: (1) parent education workshops; (2) communication and collaboration activities; (3) support tools and resources; (4) program development and participation culture. Each component would be monitored and assessed periodically to measure parents' confidence in scaffolding, application of scaffolding techniques, and students' engagement as perceived by parents and educators. This program taps different school stakeholders and integrates varied scaffolding techniques to help parents scaffold their children's academic performances in curricular, co-curricular, and extracurricular activities. This proposed program integrates research findings and blends knowledge-building with concrete tools and channels to bridge the homeschool gap.

V. CONCLUSIONS AND RECOMMENDATIONS

This study investigated how parents support their children's academic participation in school. Parents employed a variety of techniques, with a focus on tailoring their assistance to their child's specific needs. A common technique across domains of academic participation was contingency management, where parents adjust their support based on the child's performance. Parents also employed a holistic and multifaceted approach in scaffolding students' performances using varied scaffolding strategies along curricular, co-curricular, and extracurricular activities. Generally, prevalent strategies suggest that parents prioritize students' current and emotional needs before children's academic tasks, reflecting parents' perception of their role in students' academic participation.

About scaffolding, parents are usually challenged in managing time and conflicting responsibilities that limit

their involvement in their children's academic participation in curricular, co-curricular, and extracurricular activities. The study also concludes that different school initiatives or programs allow parents to apply their scaffolding knowledge, techniques, and strategies in practical settings to enhance their learners' academic participation. Also, the proposed Parent PLUS program is a comprehensive program for homeschool partnerships that has the potential to address challenges encountered by parents in scaffolding their learners' performances and empower parents as the more knowledgeable others in the scaffolding process.

The researchers recommend that parents be given more information about different techniques and strategies to improve parental scaffolding. The school can also play a role by involving parents in various activities and structuring parent-teacher conferences as collaborative learning opportunities.

Finally, the study recommends implementing the Parent PLUS program as an enhanced parent-home school partnership program to address parents' challenges and empower them to support their children's learning better.

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