

The effect of maternal scaffolding on problem solving skills during early childhood

ABSTRACT

During early childhood years, children's ability to solve complex and challenging problems is still limited. Therefore, they still need help and support from parents. The objective of this study was to examine the effect of maternal scaffolding on problem solving skills during early childhood. Participants (40 mother-child dyads) were randomly assigned to four experimental groups that applied various scaffolding techniques, either contingent, verbal, swing or demonstration. The data was analysed using split-plot analysis of variance (SPANOVA). There were significant differences in the mean scores of problem solving skills at pre-posttest [$F(2, 35) = 3.84, p \leq 0.05$]. Children's problem solving skills increased across the three testing times. Moreover, there were no significant interaction between time (pre-posttest) and groups [$F(6, 72) = 0.78, p > 0.05$]. There were also no significant differences in the mean scores of problem solving skills among the four groups [$F(3, 36) = 0.56, p > 0.05$]. Findings imply that children can internalize the learning processes during the scaffolding session over a longer period. Therefore, it is important for parents to give an appropriate support based on the children's ability in helping them to increase their problem solving skills.

Keyword: Total quality management; Total quality management implementation; Health care; Commitment; Systematic literature review; Critical success factors