

A REVIEW

Parental care and non-parental care setting

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ABSTRACT

A child always needs care and affection from their parents and family members. Parental care does matter in child’s life. If children do not get adequate care, it will affect their future life and education. But in today scenario, it becomes hard for parents to work outside for their livelihood and also give full time to their children. Now days, parents take help from different type of day care centres and school for rearing their children. As a result children spend more time in these centres than home. In this paper we will compare between parental and non-parental care settings and its effects on developmental outcomes of children. This paper also adds awareness among parents and society regarding proper child care practices. So that our children can get proper care and develop full potential in their future life.

Key Words : Parental care, Non-parental care setting

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It is said that change is the rule of nature. Everything is constant changing on earth but from the beginning till now one thing is same and always remain same i.e. need of parental care to a innocent child. Every child needs affection, love and care from their parents regardless of their family status, income, parental education and so on. Extensive research in child care and early childhood education conducted over the past 20 years has clearly demonstrated strong, positive relationships between a variety of quality measures and various dimensions of children’s development and well-being (Lamb, 1998; Love, Schochet and Meckstroth, 1996; NICHD, 2005; Scarr and Eisenberg, 1993 and Vandell and Wolfe, 2000). Evidences suggested that good quality parental care is beneficial for development of children, for the cognitive/language/academic skills of children and for the social behaviour of children in the family and in the society. It is universally accepted in India as well as by other countries. Furthermore, all the evidence suggests that parental care during childhood years have positive impact on developmental outcomes of children. With parents’ sensitive, responsive, and predictable care, young children develop the skills they need to succeed in life. Early parent-child relationships have powerful effects on children’s emotional well-being (Dawson and Ashman, 2000), their basic coping and problem-solving abilities, and future capacity for relationships (Lerner et al., 2002). Through these interactions, children learn skills they need to engage with others and to succeed in different environments (Rogoff,

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2003).

In ancient time, women had been principally done household tasks and child rearing. Home was her battlefield where she performed the arduous task of cooking, cleaning, rearing, managing etc. But over the past few decades, due to education, economic welfare, women liberation and empowerment, urbanization, the convention has changed gradually. Women now seek out careers for livelihood, earning money as well as for identification, self-actualization and self esteem, security, self fulfilment and social affiliation. Because of their engagement with outside work, they do not have enough time for household tasks and child rearing. Now-a-days, parents take help of day care centres, crèches and nursery school for rearing of children where they provide care and stimulation to their children instead of them. Currently, two-thirds of young children regularly attend some form of child care, with the average child spending 32 hours per week in these settings (Laughlin, 2010). According to the NICHD Study of Early Child Care (1997), the typical child first enters child care at approximately three months. Within the first year of life, 80 per cent experience regular participation in non-parental arrangements and over one-third have at least three distinct caregivers. The most common child care setting for pre-school-aged children is relative care (41%), followed by centres (23%) and family-based (13%) arrangements (Laughlin, 2010). This paper examines outcome of these setting on growing children, ranging from infectious disease to psychosocial functioning. Even though outcomes from evidences are quite mix and two major things have emerge. First, participation in center-based care has opposing effects child development, producing small improvements in mental ability test scores while increasing behaviour problems. Second, higher-quality settings produce more favourable short- and long-run outcomes, especially for economically disadvantaged children (Bradley and Vandell, 2007 and Pianta *et al.*, 2009).

#### Parental care :

Parents' involvement during childhood is a predictor of developmental status and educational attainment later in life. Thus, time devoted by parents to child care is an important productive activity for society. Empirical evidences have found that parent-child relationships have powerful effects on children's emotional well-being (Dawson and Ashman, 2000), their basic coping and

problem-solving abilities and future capacity for relationships (Lerner *et al.*, 2002).

Overwhelmingly, studies have found that warm, sensitive and responsive care giving provides the foundation for healthy brain development and increases the odds for success in school (National Scientific Council on the Developing Child, 2004 and Wolff and Ijzendoorn, 1997).

Several studies demonstrate that the quality of child-parent attachment in infancy and early childhood predicts relationship quality with peers concurrently and longitudinally (Cassidy *et al.*, 1996; Moss *et al.*, 1998 and Sroufe *et al.*, 1999). In general, they show that, compared to children who were judged to have an insecure attachment with their parents, children with a secure attachment are more likely to be rated as popular by their peers and as having more prosocial skills (Lieberman *et al.*, 1999)

A related approach proposes that social-cognitive capacities, such as emotional understanding, perspective taking and emotional regulation, are developed in the context of the early parent-child relationship and carried forward to later social relationships, including those with peers (Dekovic and Janssens, 1992; Dunn, 1992 and Carson and Parke, 1996).

Evidences of different researches showed that children who experience warm, supportive, non-conflicted, authoritative relationships have more positive self-concept in the areas of academics, social relationships, romantic relationships, athletics and other areas or domains (Steinberg *et al.*, 1994; Hetherington *et al.*, 1999 and Reiss *et al.*, 2000).

#### Non-parental care :

Because of growing use of child care setting by parents, effects of these setting on child's development become an interesting area of research. Research has shown that non-parental care can influence children's developmental outcomes (McCartney, 2004; Shonkoff and Phillips, 2000 and NICHD ECCRN, 2005). Enormous evidence revealed the pro and con of child care setting. These are :

No doubt, it is very helpful for working mothers, with them parents can share their responsibility only through payment of some amount of money.

Culture of joint family have broken down due to many reasons like family conflict, migration, earning and so on and now-a-days nuclear and extended families are

existed in our society. As result no one is in home who can take care of children, while both parent are employed. At this condition day care settings are very helpful.

Findings revealed that infants who spent time in center-based and to a lesser extent family-based, settings is associated with a greater risk of contracting respiratory and ear infections but not with incurring serious injuries (Gordon *et al.*, 2007 and NICHD ECCRN 2001 and 2003).

Prolonged separation limits mothers' ability respond sensitively to the child, while reducing the child's confidence in the availability and consistency of maternal responsiveness. Empirical evidence indicated that routine non-parental care, particularly in the first year of life, is associated with elevated rates of attachment insecurity (NICHD ECCRN, 1997 and 2001) and reduced maternal sensitivity (NICHD ECCRN, 1999).

Results from the NICHD ECCRN (2005) disclosed that non-parental care is associated with poorer peer interactions and increased behaviour problems, with earlier entry and more intense exposure magnifying the negative effects and higher-quality settings mollifying them. Greater exposure to child care center in particular increases early disruptive behaviour that persists throughout childhood (Belsky *et al.*, 2007 and Bernal and Keane, 2011).

Cluster of research focuses on the implications of early non-parental care for children's mental development. Overall, results from this work tend to find beneficial effects of child care exposure (NICHD ECCRN, 2005), although some uncover neutral (Blau, 1999) or negative effects (Bernal and Keane, 2011 and NICHD ECCRN, 2005). There is a growing consensus, however, that high-quality child care settings produce favourable results (Hill *et al.*, 2002; NICHD ECCRN and Duncan, 2003 and Peisner-Feinberg *et al.*, 2001), especially when child care teachers engage in cognitively stimulating interactions with children (NICHD ECCRN, 2005). The positive effects of early center-based care tend to be larger for economically disadvantaged children (Loeb *et al.*, 2004). In particular, there is consistent evidence that children attending non-parental care are more advantaged than their peers in parent care. Academic skills were higher for children, living in urban areas, in centre based care (compared to parental care), whose parents engaged them in activities, from families with an annual income higher than \$30,000 and who spend fewer hours per week in non-parental care.

## Conclusion :

Parental involvement during infancy and childhood supports to build up of human capital later in life; in turn, human capital accumulation promotes economic growth and development, therefore, child care is an important productive activity for society. Overwhelmingly, researches have provided clear evidence that the quality of early child care matters to children's development. Children who attend higher quality child care settings have greater language and cognitive competence and greater social competence than children who receive lower-quality child care. Therefore, parents should be aware and should select right kind of child care setting for their children as well as they should also spend quality time with their children while working outside.

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