Research on the Construction of Infant Care Support System Based on Parental Education Participation

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ABSTRACT
This study re-examines the core position of parents' educational participation in early development support in view of the structural dilemma of the elimination of family subjectivity in the current infant care system. This paper integrates social ecosystem theory and family capital theory, analyzes the relationship fracture and functional alienation caused by alternative care, and constructs a three-dimensional collaborative framework of system, specialty and community support. The research advocates that the nursery system should realize the paradigm transition from institution center to family center: the system dimension guarantees parents' right to participate with flexible policies, the professional dimension promotes experiential parenting to reflective educational practice, and the community dimension fosters the self-organized ecology of family mutual aid networks. The three-dimensional structure forms nested support, so that external resources can effectively nourish the internal educational power of the family. The role of parents needs to be reconstructed from the service receiver to the system co-builder, and the support of childcare can transcend the logic of functional substitution and return to the development philosophy of relationship-based, which lays a theoretical foundation for building a new paradigm of infant care with both cultural adaptability and institutional resilience.

Keywords: *Parental education participation, Support system for child care, Paradigm transformation, Three-dimensional coordination, Institutional logic.*

1. INTRODUCTION

With the adjustment of birth policy and the change of population structure, infant care service has gradually become a key issue related to family well-being and social sustainable development [1]. At present, the practice of child care is generally institutionalized, standardized and de-famished. The public service system simplifies parents as service buyers or passive recipients, and their initiative as the main body of education is systematically covered in the system design [2]. This mindset of equating child care with care substitution has separated the intimate ties on which infants' early development depends, and even made families fall into the dilemma of subjective elimination in the supply of public services [3]. When nursery institutions try to take over all parenting functions in the name of specialization, the time and space of parents' educational participation are compressed, and the continuity of emotional connection is interrupted, which eventually leads to the structural disconnection between the support system and the real needs of children's development.

Theoretical reflection reveals deep contradictions. Traditional human capital theory narrows early education to skill investment, ignoring the emotional cultivation and cultural transmission functions carried by parents' participation. Although the welfare state theory emphasizes government responsibility, it fails to properly handle the tension between institutional supply and family autonomy [4]. Although the social ecosystem theory points out the importance of micro-system interaction, the existing nursery system design still stays in the middle level of resource allocation, and fails to bring parents' education practice into the core dimension of

system construction [5]. This dual limitation of theory and practice makes nursery support linger in the superficial logic of expanding institutions and reducing family burdens for a long time, and fails to touch on the essential reconstruction of the support system-that is, how to activate rather than replace parents' educational subjectivity through institutional arrangements.

Parental education participation is not emotional companionship or experience inheritance in the traditional sense, but a practical wisdom with professional connotation. It includes the understanding of the law of infant development, the conscious regulation of the quality of interaction and the creative transformation of family cultural capital [6]. When the institutional environment marginalizes such practices into private affairs, it not only weakens the humanistic temperature of nursery services, but also misses the key fulcrum of building a resilient support network [7]. As a primary socialization field, the educational function of family directly determines the transformation efficiency of external support resources. Stripping the parental care system, like trying to strengthen the building while pulling away from the foundation, will eventually face the dual challenges of efficiency decline and identity crisis.

This study attempts to transcend the thinking pattern of binary opposition between family and institution, and reposition parents' educational participation as a structural element rather than a supplementary role in the nursery support system. By integrating the three dimensions of institutional support, professional empowerment and community connection, the theoretical framework of family-centered collaborative support is constructed.

2. THEORETICAL CONNOTATION AND VALUE REVALUATION OF PARENTS' EDUCATIONAL PARTICIPATION

Parental education participation refers to the practical behavior of parents' active involvement in the educational process in the early development of infants. Its essence goes beyond the traditional care category and is embodied in the compound practice of emotional interaction, cognitive stimulation and cultural transmission. This concept breaks through the narrow cognition that nurturing is caring, and positions parents as educational actors with reflective ability. The quality of their participation directly affects the construction of infant attachment relationship and social budding.

Social ecosystem theory provides a key perspective for understanding parents' educational participation. This theory emphasizes the fundamental role of micro-system interaction in children's development. As the core variable of the innermost environment, parents' participation behavior constitutes the original structure of the infant's experience world [8]. Family capital theory further reveals that the essence of parents' educational participation is the production process of cultural capital and emotional capital, which is difficult to be completely replaced by institutionalized services.

The core of value revaluation is to reverse the institutional inertia that parents are regarded as passive recipients of nursery services. The existing nursery system overemphasizes the specialization of institutions and virtually marginalizes the role of parents as an auxiliary existence. This design ignores the essential demand of infant development for relationship continuity, and also underestimates the catalytic role of parents' participation in improving the transformation efficiency of external support resources. Parental education participation should not be understood as a supplement to professional services, but should be regarded as a structural fulcrum of the nursery support system. When the institutional arrangement can activate rather than inhibit this kind of participation, the nursery service can realize the paradigm transition from functional substitution to capacity building, and finally form a symbiotic pattern of mutual gain of family subjectivity and professional support.

3. STRUCTURAL CONTRADICTION AND PARADIGM TRANSFORMATION OF THE SUPPORT SYSTEM FOR NURSERY EDUCATION

The current support system for nursery education is deeply mired in structural contradictions, the root of which lies in the fundamental dislocation between the system logic and the law of infant development. The design of public services has long followed the paradigm of institution-centeredness, simplifying childcare into time-space substitution and care outsourcing, which leads to the systematic weakening of family functions at the institutional level [9]. When the policy resources continue to tilt towards the expansion of physical space and the standardization of personnel ratio, the practice field of parents as the main body of education is squeezed instead, and

the continuity of the relationship on which infants depend is broken in the system division. This contradiction is reflected in the superficial imbalance of supply quantity and quality, and in the deeper level, it is manifested in the suppression of family rationality by institutional rationality-the standardized service process cannot accommodate the individual parenting needs, and the specialized discourse system invisibly devalues parents' educational intuition and cultural inheritance functions. Figure 1 shows the theoretical division of the two paradigms of alternative care and empowerment support in the core dimension.

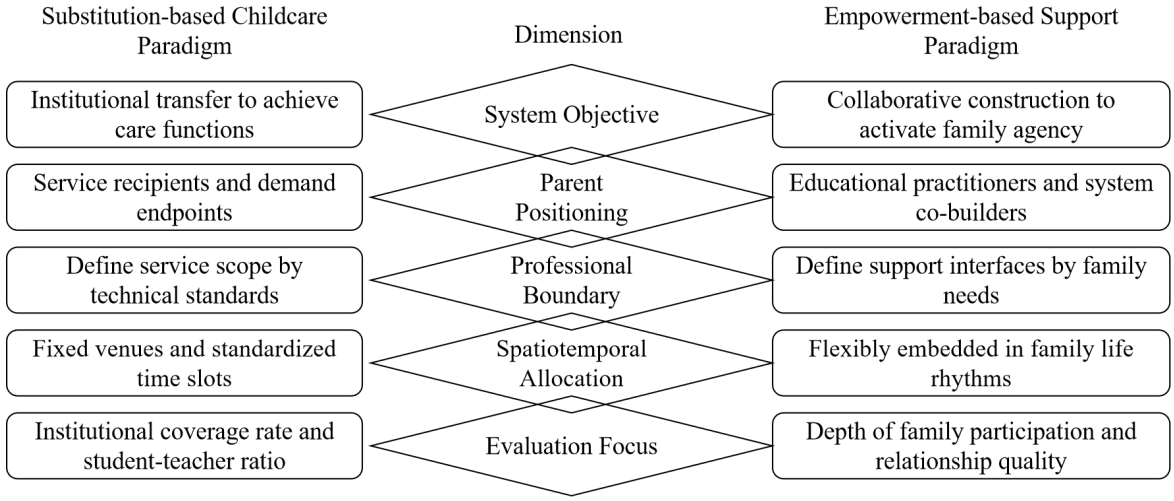


Figure 1 Comparison of Paradigm Characteristics of Childcare Support Systems.

The theoretical necessity of paradigm shift stems from the essential attribute of infant development. Early development is not a linear process of skill acquisition, but an emotional construction and cultural internalization embedded in intimate relationships. When the care system separates the development task from the family field and transfers it to the institutional space, it actually splits the relationship matrix on which development depends. This kind of separation weakens the emotional temperature of parenting behavior, making it difficult for external support resources to be effectively transformed due to the lack of family situation [10]. The transformation direction should point to the family-centered system reconstruction, the system design needs to reserve structural space for parents' educational participation, and professional support should be devoted to promoting rather than replacing parents' practical wisdom, thus eventually forming a symbiotic pattern in which institutional professionalism and family subjectivity nourish each other. This paradigm shift is not to deny the value of institutional care, but to re-anchor the core position of the family in the support network, so that external resources can truly serve the relationship-based development philosophy.

4. THREE-DIMENSIONAL COLLABORATIVE SUPPORT SYSTEM THEORY FRAMEWORK CONSTRUCTION

The theoretical construction of three-dimensional collaborative support system aims to break through the one-way supply logic of traditional nursery services and integrate institutional support, professional support and community support into an organic whole nested with each other. This framework takes the family as the center, reverses the squeeze of rigid standards on the family rhythm through flexible policies and rights protection, and sets the quota of differentiated participation at different ages to ensure parents' deep participation in the critical period without career interruption. In the professional dimension, a circular empowerment mechanism of diagnosis-intervention-reflection is constructed, which promotes professionals to turn from skill imparting to practical collaborators and helps parents sublimate daily parenting into developmental educational practice. The community dimension focuses on cultivating the self-organizing ecology of the mutual help network among families, which is not a collective activity forced by the system, but a loose connection based on geographical proximity, similarity in parenting

stage or resonance of values. Its function is to provide emotional resonance, experience mutual learning and temporary care replacement, thus alleviating the isolation and parenting anxiety of individual families.

The system in Table 1 presents the functional configuration and implementation carrier of the three-dimensional support system. The three are not parallel and parallel, but form a progressive support structure with system foundation, professional empowerment and community nourishment.

Table 1. Functional Configuration and Implementation Carriers of the Three-Dimensional Collaborative Support System

Support Dimension	Core Function	Typical Implementation Carriers	Mechanism of Action
Institutional Support	Rights Protection and Spatio-temporal Flexibility	Parental Leave for Childcare Participation, Certification of Family Childcare Centers, Community Shared Spaces	Reduce participation opportunity costs and expand practical fields
Professional Support	Guided by Capability Diagnosis and Practical Collaboration	Development Observation Workshops, Parent-Child Interaction Quality Assessment Toolkit	Transform experiential parenting into reflective practice
Community Support	Emotional Connection and Resource Exchange	Phased Parent Mutual Aid Groups, Neighborhood Childcare Time Bank	Build informal support networks and alleviate feelings of isolation

5. INSTITUTIONAL LOGIC OF SYSTEM OPERATION AND SUSTAINABLE DEVELOPMENT PATH

The institutional logic of system operation is rooted in the functional complementarity and contractual cooperation among multiple subjects, and the government, market and social organizations undertake the differentiated functions of rulemaking, service supply and relationship bonding respectively. The government should transform itself into a builder of institutional environment, legislate to clarify parents' rights and institutional obligations, build a demand-responsive subsidy mechanism, and break the inertia of quantity-oriented assessment. Market players provide specialized support tools and flexible service products within clear institutional boundaries, and their innovation power comes from accurate identification of family differentiated needs rather than administrative instructions. Social organizations play a buffering and connecting role, transforming institutional rigidity into flexible practice in community situations, and cultivating parents' cultural identity and collective action ability. The contractual basis of the coordination of the three is not the administrative subordination, but the agreement of rights and responsibilities based on the common development goal. This governance structure ensures that the support system not only maintains institutional stability but also has situational adaptability.

The path of sustainable development depends on the dual-wheel drive of institutional incentives and cultural identity, relies on policy tools to reduce the opportunity cost of parents' participation in the short term. In the medium term, the social visibility and value recognition of family rearing behavior will be enhanced through professional certification system. In the long run, it is necessary to reconstruct the social parenting culture and sublimate parents' educational participation from private responsibility to public value. This evolutionary logic makes the support system get rid of the single dependence on financial input and gradually form an endogenous dynamic mechanism, as shown in Figure 2.

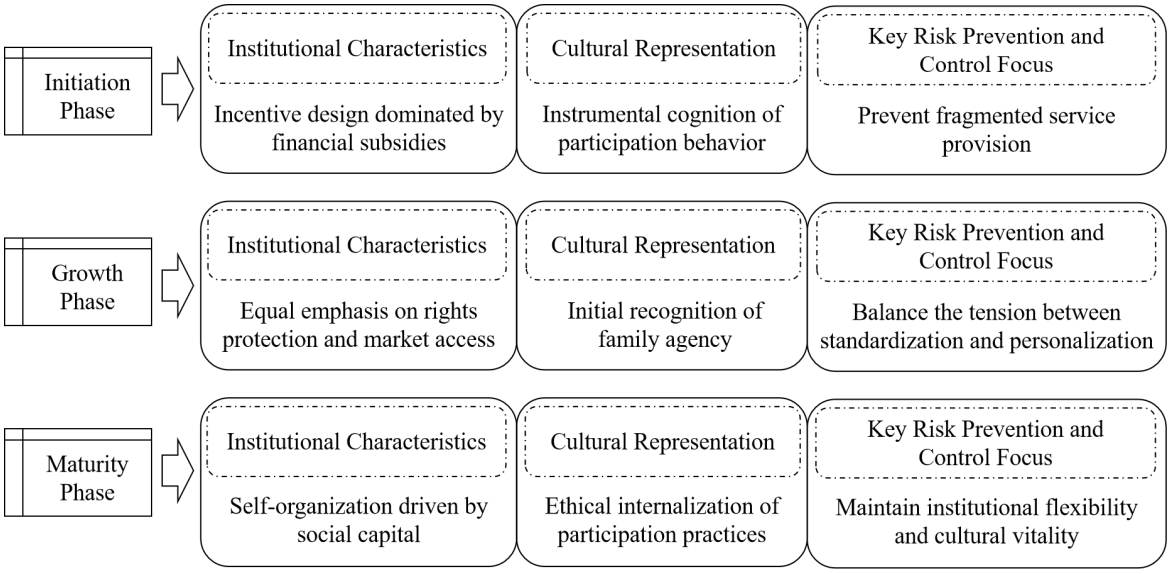


Figure 2 Three-Stage Evolution Path for the Sustainable Development of Support Systems.

When the institutional arrangement can continuously activate the internal educational power of the family, and the social culture regards the participation of parents as a necessary condition for the development of infants rather than an optional additional item, the nursery system can complete the internal and external transformation and form a sustainable ecology.

6. CONCLUSION

Through theoretical deduction, this study establishes the legitimacy basis of parents' educational participation as a structural element of the nursery support system, and the proposal of three-dimensional collaborative framework marks the fundamental shift of nursery theory from service supply thinking to ability construction thinking. Institutional support, professional support and community support are not simply superimposed, but form a progressive nested structure of rights protection, ability improvement and emotional maintenance. This design enables external resources to be deeply embedded in the rhythm of family life rather than forcibly replacing family functions. The core value of paradigm transformation lies in re-anchoring the irreplaceable role of family in infant development, and thus institutional specialization and parental subjectivity move from opposition to symbiosis. The path of sustainable development depends on the two-wheel drive of institutional incentives and cultural identity. In the short term, it depends on policy tools to reduce the cost of participation. In the medium term, it enhances the social visibility of parenting behavior through professional certification. In the long term, it is necessary to sublimate parental participation from private responsibility to public ethics. This evolutionary logic makes the support system gradually get rid of the single dependence on financial input and form an endogenous dynamic mechanism. The theoretical contribution is concentrated in breaking the false opposition between specialization and familyization, revealing that the real professionalism lies not in taking over the parenting function, but in empowering family practice. The policy enlightenment points out that the system design needs to reserve flexible space for parents' participation, the professional system should be devoted to improving rather than replacing parents' educational consciousness, and the social network should undertake the emotional function of maintaining the sustainability of participation. When child care supports the development philosophy of returning to the relationship standard, infant care can achieve the triple goals of improving individual development quality, strengthening family function and optimizing social support efficiency at the same time, and provide a theoretical scheme with both humanistic temperature and institutional rationality to deal with the challenge of declining birthrate.

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