

## **Analysis of Influencing Factors of Social Support in Early Parenting of Children Aged 0-3 Years**

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**Abstract:** The period from 0 to 3 years old is crucial for the physiological and psychological growth and development of children. Scientific early parenting during this stage can establish a solid foundation for their health and lifelong learning. However, early parenting of 0-3-year-old children is not solely the responsibility of an individual or organization; it requires the cooperation and participation of the entire social system. Providing necessary social support for early parenting helps improve its quality and efficiency, reduce the burden on families, and promote scientific and rational approaches to parenting. This paper, grounded in the theory of social support, examines the factors influencing social support for early parenting of children aged 0-3 years. It explores these factors from various perspectives, including national and economic domains, as well as more specific areas of social support. The analysis aims to offer suggestions for enhancing social support systems, providing a reference for the subsequent construction of a comprehensive social support system for early parenting of children aged 0-3 years.

**Keywords:** Children Aged 0-3 Years; Early Parenting; Social Support Theory; Ecosystem Theory

### **1. Introduction**

By tracking and studying the development of the infant nervous system and the connections within neural networks, brain science research highlights that the early neurodevelopment process of infants is an invisible but substantial "system engineering." The period from 0 to 3 years old is critical for brain development, language acquisition, intelligence growth, personality formation, and habit establishment in infants. It emphasizes that early parenting of infants and young children should adhere to principles of "nurturing-oriented," "emotion-first," and the "combination of

teaching and upbringing"<sup>[1]</sup>. Good early development not only provides children with positive experiences during childhood but also significantly influences their happiness later in life, affecting aspects such as obesity/physical growth, mental health, heart disease, literacy and numeracy, criminal behavior, and economic participation<sup>[2]</sup>. Therefore, providing appropriate early parenting between the ages of 0-3 years is crucial. Although there are various expressions of "early parenting" worldwide, such as "early parenting and care," "early care and development," and "early care and parenting," these terms capture the essence of early parenting. Early parenting encompasses both nurturing and upbringing, with different emphases. Nurturing focuses on the internal physiological care and health of children's nutrition, while upbringing emphasizes the development of children's intelligence, social adaptability, and emotional growth<sup>[3][4]</sup>. Chinese scholar Zhang Minsheng also noted in his research that children's early upbringing should not only involve simple knowledge and skill training but also promote emotional security and attachment development, social ability development, cognitive and language growth, and motor development<sup>[5]</sup>.

Based on Bronfenbrenner's ecosystem theory, the growth and development of children aged 0-3 are nested within a series of interacting environmental systems. These systems interact with the individual and influence their development. According to the direct impact of each level on children's development, the systems are divided into four levels: microsystem, mesosystem, exosystem, and macrosystem. The microsystem includes the activities directly related to children's interactions, such as family and peer relationships, early parenting institutions, or nurseries. The mesosystem refers to the connections or relationships between each microsystem. Bronfenbrenner posits that young children's development is optimized when there

are strong positive connections between the microsystems. In contrast, non-positive connections can lead to negative outcomes. The exosystem comprises environments that children are not directly involved in but which affect their development, such as the parents' work environment. The macrosystem encompasses the cultural, subcultural, and social environments that exist within the other three systems, dictating how parents, adults, and educators should treat children, what to teach them, and what goals they should strive for<sup>[6]</sup>. Microsystems, mesosystems, exosystems, and macrosystems together constitute a series of environmental systems for a child's growth and development, continuously influencing all aspects of the child over time. Strengthening social support for the early parenting and development of children aged 0-3 through these various systems can create a more harmonious, appropriate, and enriched environment for their growth. This, in turn, can enhance the level of social parenting and promote the early development of children aged 0-3.

## **2. The Concept and Composition of Social Support**

### **2.1 Concept of Social Support**

The concept of "social support" was first formally introduced as a technical term in the 1970s. Cassel and Cobb, among others, considered social support as a moderating variable between stress and individual physical and mental health. They proposed that social support could mitigate the negative effects of stress on individuals with compromised physical and mental health<sup>[7][8]</sup>. Since then, the term social support has frequently appeared in studies by sociologists, psychiatrists, epidemiologists, psychologists, and other researchers. These studies interpret the meaning and definition of social support from the theoretical perspectives and research purposes of their respective disciplines. As a result, there is no clear and unified consensus on the definition of social support across various disciplines, or even within the same discipline.

In 1998, Hupcey, J. E. summarized the previous definitions of social support<sup>[9]</sup>. Cobb pointed out that social support is a behavior or information that makes an individual feel cared for, respected, and valued by members of their social network, highlighting the nature of the

support provided<sup>[8]</sup>. According to Procidano and Heller, from the perspective of the recipients, social support refers to the extent to which individuals believe their needs for support, information, and feedback can be met<sup>[10]</sup>. Shumaker & Brownell's study emphasizes the intention or behavior of social support providers<sup>[11]</sup>. Antonucci's study focuses on the exchange of resources between recipients and providers, suggesting that social support involves reciprocity and its basic function lies in the giving, receiving, and exchange of actual support<sup>[12]</sup>. Lin et al. argue that social support is the potential for an individual to obtain support through other individuals, groups, and larger social networks, based on the characteristics of the social relationship network<sup>[13][14]</sup>.

Domestic scholars also have different definitions of social support. For example, Li Qiang believes that "from the perspective of the relationship between social psychological stimulation and individual mental health, social support should be defined as the influence that a person obtains through social contact, which can reduce psychological stress responses, relieve mental tension, and improve social adaptability"<sup>[15]</sup>. Zhang Wenhong and Ruan Tandan argue that "in a general sense, social support refers to the various kinds of help that people receive from society and from others"<sup>[16]</sup>. From the perspective of social networks, He Zhaiping points out that an individual's social support network refers to the social connections through which individuals can obtain various resources to support them. With the help of a social support network, people can solve problems and crises in daily life and maintain the normal operation of daily activities<sup>[17]</sup>.

In general, through the analysis of the definitions of social support by both foreign and domestic scholars, it can be seen that social support is a process of resource exchange, giving, and reciprocity between the provider and the recipient. Emphasis is placed on the provider's intention and specific supportive behaviors, the types of support provided, the recipient's perception of the support received, and its effectiveness in improving the recipient's life and production modes. This process not only encompasses the provider, recipient, and types of social support, but also focuses on the dynamic process of resource exchange and reciprocity between them.

## **2.2 The Composition of Social Support**

From the above discussion, it can be seen that the social support system is a complex and multi-dimensional construct, generally comprising three major elements: the subject, the object, and the intermediary<sup>[18]</sup>. The main body of social support is the recipient, or the audience of social support. This primarily refers to vulnerable groups, including individuals facing difficulties and obstacles in physical, psychological, and social communication.

The subject of social support is the provider or the main source of social support. Zhang Qian and Zhang Jianming categorize social support into three types: state support (provided by the state), economic support (provided by enterprises), and social support in the narrow sense (provided by social groups and individuals)<sup>[19]</sup>.

State support involves the state, from a macro level, providing necessary requirements and guarantees for the object, process, and outcome of social support through the coordination and integration of relevant policies, laws, systems, and economic measures. Economic support refers to the corresponding economic, work, and informational assistance provided by relevant enterprises based on the needs of the recipients of social support. Social support in the narrow sense involves social groups and individuals offering appropriate help to meet the needs of the recipients and providing support in various aspects.

The intermediary of social support encompasses the organizational forms, content, and methods of social support, serving as the main link between the provider and the recipient of social support. The content of social support determines the methods used. Academically, social support is commonly divided into three types: emotional support, instrumental support, and informational support. Emotional support involves providing emotional and psychological assistance to the recipient, helping them feel respected, protected, and supported. Instrumental support emphasizes tangible and practical material aid, such as providing necessary living materials, specific services, and direct assistance. Informational support entails offering advice, relevant information, and methods to help the recipient understand and analyze the difficulties they face, thereby aiding them in overcoming and solving problems<sup>[20]</sup>.

## **3. The Concept and Composition of Social Support in Early Parenting for Children Aged 0-3 Years**

### **3.1 The Concept of Social Support in Early Parenting for Children Aged 0-3 Years**

Based on the ecosystem theory, it is evident that the early parenting of children aged 0-3 is not the responsibility of an individual or a single organization but requires the joint participation and cooperation of a multi-dimensional and multi-level social ecosystem. This ecosystem includes broader social environments such as family, educational institutions, medical care, policy-making, and more. These various social ecosystems are interdependent and work together to create favorable conditions and support for the growth and development of children aged 0-3.

The social support theory emphasizes support for vulnerable groups, the diversity of social support sources, and the richness of social support types. Children aged 0-3 are considered a vulnerable group, and their early parenting requires social support and assistance. Therefore, based on these two theories, it can be seen that social support for the early parenting of children aged 0-3 should be provided by various main body such as the state, society, enterprises, and communities. This support should be abundant, convenient, and effective, tailored to children aged 0-3 years specific needs and the needs of their caregivers.

### **3.2 The Composition of Social Support for Early Parenting of Children Aged 0-3 Years**

First of all, in Chinese society, the primary caregivers for children aged 0-3 years are mainly parents, grandparents, and nannies. Although there are some early parenting professionals, they are a recent development and still in the early stages, unable to fully meet the significant demand for early parenting in Chinese society. Therefore, this study regards families with children aged 0-3 years as vulnerable groups in need of social support. This is because, in these families, parents, grandparents, and nannies generally have not received systematic training in early parenting knowledge and lack professional skills in early parenting. Additionally, they face numerous emotional, skill-related, and social communication challenges during early parenting. As a result, they require professional knowledge and

theoretical guidance to regulate their early parenting behaviors and provide a more appropriate and supportive environment for the early development of children aged 0-3 years.

Secondly, the main body of early parenting social support for children aged 0-3 years should encompass narrow social support, economic support, and national support, ranging from the microsystem to the exosystem. This support should address policy, economic, theoretical, material, and service aspects of early parenting. Narrow social support includes the community and the family itself. The family is the primary environment for the growth and development of children aged 0-3 years, and the awareness and attitudes of primary caregivers towards early parenting directly affect the psychological and physiological development of the children. Additionally, the community environment also influences early development. Regular activities for children aged 0-3 years often occur within the home, community, or nearby parks. The creation and safety of these environments impact the children. Moreover, the degree of early parenting support within the community can also affect family parenting practices. Economic support primarily includes assistance provided by industry institutions related to early parenting and by the enterprises of early parenting providers for their early parenting activities. National support involves the formulation of macro-policies and the early parenting services and support provided by local governments, which combine macro-policies with local characteristics.

In addition, social support for early parenting is provided to recipients through various forms, including emotional support, instrumental support, and informational support. Emotional support refers to the psychological and emotional assistance provided by the community and institutions to the main members of the parenting family. This includes encouragement, care, listening, and communication, helping family members feel respected, understood, and supported, thereby gaining emotional value. Instrumental support involves practical and specific assistance provided by the government, community, medical institutions, and other relevant departments or enterprises. This includes financial and material help, childcare services, and special group services, emphasizing the practical and applicable nature of social support. Informational support is

provided by experts, scholars, parenting departments, and other professionals who continuously enrich theories related to early parenting. In collaboration with enterprises or relevant departments, they disseminate knowledge related to early parenting through various channels and forms. This aims to improve people's understanding of early parenting and provide abundant information, methods, and suggestions to families, ultimately enhancing the quality of early parenting for children aged 0-3 years.

#### **4. Analysis of Influencing Factors of Social Support in Early Parenting of Children Aged 0-3 Years**

The early parenting of children aged 0-3 years requires coordination from the state, enterprises, communities, and other systems to provide social support to parenting families. This support helps families conduct early parenting in a more scientific and reasonable manner, ensuring the healthy, harmonious, and comprehensive development of children. In this process, the providers of social support should start from the actual needs of the recipients—the parenting families. They should consider different perspectives and provide practical needs and support strategies that can effectively promote early parenting, thereby fostering the early development of children aged 0-3 years. Therefore, this study analyzes the factors influencing social support for early parenting, focusing on the providers of social support. It examines and discusses the social support and its influence on early parenting from the perspectives of the state, the public, community institutions, enterprises, health care and parenting sectors, and families as follows.

##### **4.1 Formulation and Implementation of National Policies**

Support from the national field plays a guiding and normative role in the development of early parenting. Relevant departments of the national government formulate policies and systems related to early parenting at the macro level, providing a basic framework for the development of early parenting activities. These policies serve as the basis for local governments at all levels to vigorously promote and carry out early parenting initiatives. By clarifying the goals and standards of early parenting, standardizing its content and methods, and

adjusting the distribution of resources, national policy can enhance the scientific and effective execution of early parenting activities, ensuring they fully meet the physical and mental development needs of children aged 0-3 years. Moreover, through the guidance of national policy, relevant industries can be effectively mobilized to increase their focus on early parenting, creating a joint effort to promote its development. Under national policy guidance, local governments at various levels can make appropriate adjustments and innovations according to local conditions, optimizing and integrating early parenting resources. By coordinating across parenting, health, civil affairs, and other departments, they can form a cohesive force to advance early parenting activities. This ensures that policies could have a practical impact on practice and guidance. Therefore, it is essential to strengthen the improvement of relevant policies and legal systems related to early parenting to ensure the institutionalization and standardization of early parenting activities.

#### **4.2 Society's Concept of Early Parenting**

The extent to which the public understands and values early parenting directly affects the breadth and depth of social support provided by various entities. When the public recognizes that the ages 0-3 years are a critical period for children's growth and development, and understands that early parenting can guide and promote development during this time, it is more likely to result in a shift of social resources toward early parenting. When society as a whole begins to prioritize early parenting, a butterfly effect is triggered, leading to a series of social supports that can effectively improve the quality and accessibility of early parenting. Policymakers will pay greater attention and formulate policies conducive to the development of early parenting. Departments related to parenting, health, and social welfare will invest more resources in early parenting. Parents will become more attentive to the early development of their children, actively participating in early parenting and creating a richer learning and growth environment for them. Communities and non-governmental organizations will be more inclined to carry out charitable activities and volunteer services related to early parenting, thereby creating a more favorable social environment for the healthy growth of children

aged 0-3 years.

#### **4.3 Publicity and Support for Early Parenting by Community Organizations**

As grassroots social organizations, community institutions can strengthen the bond among community members and provide a platform for resource sharing and experience exchange for child-rearing families. On the one hand, community organizations can organize parent-child activities and early parenting workshops in collaboration with community kindergartens or early parenting institutions. These events can offer scientific guidance and consultation services for parents, helping them obtain timely information, master effective parenting methods, and promote the early development of their children. On the other hand, community institutions can help parents alleviate the pressures of early parenting and gain emotional support by organizing various parent activities and social gatherings. Additionally, through these activities, community organizations can provide timely support and resources for families from diverse backgrounds and children with special educational needs, ensuring that all children in the community have access to participate early parenting activities. Furthermore, the creation of a supportive community environment is a crucial factor influencing social support for early parenting. Communities should provide ample activity spaces for children aged 0-3 years, including children's activity centers, childcare centers, and educational institutions. The planning of buildings and roads should consider the needs of children and early educators, creating more convenient conditions for the activities of children and their caregivers in the community<sup>[21]</sup>.

#### **4.4 The Attitude of Enterprises Towards the Early Parenting of Employees**

With the improvement in parenting knowledge among the younger generation of parents and their increased emphasis on children's upbringing, more and more parents are inclined to choose early parenting themselves or to hire specialized babysitters and caregivers. In this process, they will face various parenting pressures. When parents decide to care for children aged 0-3 on their own, they need to invest a significant amount of time and energy, which inevitably impacts the work of both

parents or one of them. The attitude of enterprises towards employees with childcare responsibilities has a significant effect on these parents. When enterprises have a positive attitude towards employees who are parents, and offer benefits such as flexible working hours, remote work opportunities, or parental leave, parents experience less work-family conflict. This allows them to focus more on early parenting activities at home without worrying about their jobs. Conversely, when parents face intense work-family conflict, it not only affects their work performance and efficiency, potentially leading to job burnout or withdrawal, but this emotional exhaustion can also negatively impact their early parenting, affecting their emotions and overall well-being.

#### **4.5 Integration of Medical and Health Care with Educational Institutions**

The integration of medical and educational institutions provides a robust social support system for high-quality early parenting. The period from 0 to 3 years old is critical for children's growth and development. Through the integration of medical, health, and educational institutions, more comprehensive support can be provided for children's early development. On one hand, medical and health institutions can identify potential health issues and hidden dangers in children early through regular health examinations and developmental assessments. They can then provide professional advice to parents and educators to enhance early parenting practices. By integrating medical, health, and parenting resources, children's needs in health, parenting, and social development are met, thereby improving the quality of early parenting. On the other hand, the integration of medical, health, and educational institutions helps establish an information system that captures more accurate growth and development data for children aged 0-3 years and feedback from parents on early parenting. This data helps policymakers better understand the needs of early parenting in society, allowing them to formulate more effective early parenting policies and build a comprehensive and coordinated social support system for early parenting.

#### **4.6 Family's Cognition and Attitude Towards Early Parenting**

The family is the starting point of a child's contact with the world. As the first place for the

growth and development of children aged 0-3 years, the family and its members' understanding of early parenting have a constant and ubiquitous impact on their growth and development. This influence extends far into the child's future growth and learning. The concepts and methods of early parenting adopted by parents directly determine the quality of early parenting that children receive, and a family environment that actively supports early parenting can promote the healthy growth of children. Families' cognition and attitude towards early parenting affect their acceptance and utilization of government policies and community services. These attitudes are mainly influenced by objective factors such as family members' parenting knowledge and economic status. Parents with varying levels of parenting knowledge and different occupations show significant differences in the dimensions of children's development, early parenting, and perspectives on talent. Families with a positive attitude towards early parenting are more inclined to seek support and help from communities and institutions. Conversely, when families hold negative attitudes towards early parenting, it can diminish the level of social support and attention given to early parenting.

### **5. Suggestions for Building a Social Support System for Early Parenting of Children Aged 0-3 Years**

#### **5.1 Improve Laws and Regulations Related to Early Parenting and Standardize the Social Support System**

Comprehensive laws and regulations can provide necessary protection and support for children's early development. Firstly, these laws and regulations ensure that children's basic rights are protected. This includes providing children from diverse backgrounds and those with special needs access to appropriate early parenting opportunities, thereby addressing imbalances in early parenting. Mandatory laws and regulations also help prevent abuse or neglect, ensuring a healthy and safe environment for children aged 0-3 years during their early childhood. Secondly, the formulation and implementation of early parenting standards, along with corresponding evaluation and supervision standards, offer clear guidance and norms for early parenting institutions and practitioners. This improves the professionalism

and consistency of early parenting services, ensuring their quality and effectiveness, so that children receive high-quality early care. Finally, adjusting and increasing financial investment in early parenting provides an economic foundation for the stability of the social support system for early parenting. This includes increasing public financial investment to conduct inclusive early parenting publicity activities or establish nursery centers in remote and rural areas. Additionally, evaluating and supervising existing early parenting institutions and further standardizing the fees of private early parenting institutions are necessary steps<sup>[22]</sup>. Improving laws and regulations creates a more standardized and supportive legal environment for early parenting institutions, thereby promoting the all-round development of children. Through the formulation and implementation of relevant laws and regulations on early parenting, the government can effectively guide social resources to support early parenting initiatives.

### **5.2 Promote the Concept of Scientific Early Parenting and Enhance Social Awareness**

In addition to mandatory laws and regulations, the public's scientific understanding of early parenting needs to be further popularized through extensive social activities. Early parenting of children aged 0-3 years should be a comprehensive activity involving both "teaching" and "raising." Relevant experts and scholars in the field of early parenting can disseminate scientific knowledge through public lectures, seminars, and online courses. Utilizing digital channels such as WeChat public accounts, social platforms, and short videos, they can educate the public, including parenting families and early parenting practitioners, and correct past misconceptions about early parenting. This effort aims to make the general public realize the importance of early parenting and understand how to carry it out scientifically and effectively. Moreover, early parenting institutions can proactively collaborate with communities and medical and health institutions to organize offline parent-child activities, such as workshops, festival celebrations, and interactive sessions. These activities help parents gain a deeper understanding of early parenting through practical communication and interaction. Additionally, to address the rising anxiety about childbirth and parenting both online and offline, researchers can conduct large-scale surveys and

questionnaires among young people of childbearing age to understand the specific causes of their anxiety. By considering the real needs and desires of families, practical actions can be taken to improve the supporting facilities for early parenting. This targeted approach aims to enhance the sense of fulfillment and happiness among the younger generation, especially young people of childbearing age<sup>[23]</sup>. Through targeted and widespread publicity activities, the public can be helped to establish a scientific concept of early education, creating a positive social atmosphere for early parenting.

### **5.3 Strengthen the Construction of Early Education Services in the Community and Provide Multiple Supports**

In the process of disseminating the scientific concept of early education, the community, as a grassroots organization, plays a crucial role. To strengthen the construction of community early education services, we can learn from international experiences by relying on community resources and integrating those of education, health, women's federations, and finance departments. Establishing a "one-stop" family early education guidance service center, supported by special funds, site planning, and staffing, can provide parents of children aged 0-3 years with comprehensive parenting guidance from pregnancy until the child enters kindergarten. This guidance covers areas such as pregnancy preparation, prenatal healthcare, infant care and education for ages 0-3, parental personal growth, and postpartum family relationship management<sup>[24]</sup>. Additionally, community services can include household guidance for needy parenting families. The concept of "household guidance" was first introduced by the Shanghai Health and Family Planning Commission in 2011 through the "Standardized Process of Early Initiation Guidance Services for Infants and Toddlers Aged 0-3 Years in Shanghai Communities (Trial)." It refers to professional guidance services provided by qualified infant teachers or family planning instructors to eligible families with infants, especially those with children under the age of 1. Through five key interactions—talking, playing games, solving doubts, giving gifts, and listening to feedback—professional guidance personnel can gradually understand the parenting needs of families, build closer connections with children

aged 0-3 and their caregivers, and offer suggestions and appropriate support subtly during interactions and play. Timely feedback collection helps continuously improve the caregivers' concept and ability of scientific parenting, reducing the burden on families caused by a lack of early parenting methods and resources<sup>[25]</sup>.

#### **5.4 Optimize the Security System for Early Education Recipients and Enhance Family Welfare**

In addition to parents' own parenting concepts and abilities, another important factor affecting the burden of early parenting is the work-family conflict parents face in the workplace. Strong work-family conflict can lead to emotional exhaustion, which extends from work to the family domain, affecting parents' emotional state during early parenting and thus the quality of early parenting<sup>[26]</sup>. To address this issue, enterprises should develop proactive strategies, offering remote working options, flexible working hours, parental leave, and other supportive measures for employees with early parenting needs. They should adjust work tasks and intensity to ensure that employees can balance work and family responsibilities, especially in families expecting a child or with a pregnant partner, providing humane care for employees. Additionally, enterprises can reduce employees' economic pressure by offering childcare subsidies or distributing infant products, allowing employees to focus more on early parenting and enhancing their sense of belonging to the enterprise. Furthermore, enterprises with the resources are encouraged to establish affiliated early education and childcare institutions. These institutions can provide convenience for employees while also accepting children from outside the company. This approach helps to prevent difficulties in early childhood education for children aged 0-3 years due to both parents working, thus reducing the burden on families<sup>[27]</sup>.

#### **5.5 Promote the Integration of Medical and Health Care with Early Parenting to Ensure Its Scientific and Rational Nature**

The integration of medical care and early education involves combining medical care, education, and childcare services for children aged 0-3 years. This integration provides more professional and scientific parenting services to

meet the diverse needs of children and their families. During the developmental stages of children aged 0-3 years, they face various potential dangers. The integration of medical health and early education offers parents information and support in health promotion, disease prevention, early treatment intervention, rehabilitation support, family guidance, mental health services, and nutritional guidance. Additionally, regular health checks and health education for children in their early parenting stages can effectively reduce the risk of diseases. Through the data-sharing mechanism between medical health care and early education, early education institutions can provide personalized services based on each child's health status and developmental needs. This data sharing also aids relevant experts in studying the current situation and development of early education, providing data and theoretical support for further optimizing social support for early education. For practical implementation, reference can be made to the "Shuxin Care" platform in Hangzhou. This platform includes data for pregnant mothers, infants, children, and nurseries. It features three functional modules for doctors, institutions, and families, forming a closed-loop management mechanism that promotes the healthy growth of fetuses and children aged 0-3 years. This ensures the rationality and accuracy of early parenting<sup>[28]</sup>.

#### **5.6 Improve the Knowledge and Ability of Early Family Parenting to Enhance Parenting Efficiency**

The early parenting of children aged 0-3 years cannot be accomplished without the active participation of both parents. Parents should provide not only the basic necessities such as clothing, food, housing, and transportation but also help children cultivate good living habits and establish correct beliefs. Parents should lead by example to promote early parenting effectively. The younger generation of parents, due to their lack of experience and limited access to resources, may easily fall into cognitive biases during the early parenting stage. Therefore, parents should actively seek professional early education information and guidance. They can consult experts and professional early education institutions offline and read and accumulate knowledge and skills related to early parenting through various social platforms, early education apps, and short video



platforms online. In this process, when faced with various sources of information, parents should rationally combine their own family situations and their children's characteristics to filter the information they receive. They should choose a complete, systematic, and scientific parenting method suitable for their children. It is also necessary to constantly observe the children's development, making timely adjustments and planning so that the parenting method can adapt to and promote the growth and development of the children. Furthermore, in the family environment, conflicts and problems are inevitable during the early parenting process. The younger generation of parents should be able to analyze and judge the scientific parenting methods suitable for their children rationally. They should actively communicate and cooperate with other family members, resolving conflicts with the child's development as the focal point. This approach will help create a harmonious, warm, and appropriate family environment for early parenting.

## 6. Conclusion

The early parenting of children aged 0-3 years is not the responsibility of one person, one family, or one organization alone. A child's growth and development are influenced by various systems in their ecological environment. Therefore, society should recognize the importance of early parenting and provide appropriate support. In this process, the state should fully utilize the guiding role of policies, and all sectors of society should prioritize and strengthen research on early parenting. Additionally, families should receive social support in the form of tools, emotional support, and information, extending from the macro system to the micro system. This collective effort will help create a harmonious, nurturing, and healthy social atmosphere for the early development of children aged 0-3 years, thereby promoting the healthy growth of the next generation.

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