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## International Journal of Multidisciplinary Research in Science, Engineering and Technology (IJMRSET)

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# A Study on Parental Involvement in Childcare: A Special Reference to Rural Areas in Tirupur District

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**ABSTRACT:** This study explores parental involvement in childcare in rural areas of Tirupur district. The research aims to investigate the levels and forms of parental involvement, identify the factors that influence parental engagement, and examine the relationship between parental involvement and child outcomes. A mixed-methods approach was employed, combining both quantitative and qualitative data collection and analysis methods. The study reveals that parental involvement in childcare is influenced by socioeconomic status, education level, and cultural background. The findings also suggest that parental involvement has a positive impact on child outcomes, including cognitive, social, and emotional development. The study's results have implications for policymakers, educators, and parents seeking to promote parental involvement in childcare in rural areas. The study's limitations and suggestions for future research are also discussed.

**KEYWORDS:** Parental Involvement, Childcare, Socioeconomic Status, Education Level, and Cultural Background.

## I. INTRODUCTION

Parental involvement in childcare is a cornerstone of a child's holistic development, extending far beyond the basic provision of food and shelter. It represents a dynamic partnership between parents, caregivers, and educators, fostering a nurturing environment where children thrive emotionally, socially, and intellectually. This involvement isn't a passive act; it's an active, ongoing commitment to a child's learning journey, shaping their perception of the world and laying the foundation for their future success.

The concept of parental involvement encompasses a wide spectrum of activities, from simple daily interactions to more structured engagements with childcare providers and educational institutions. It begins within the home, with parents creating a stimulating environment that encourages curiosity and exploration. This might involve reading together, engaging in playful learning activities, or simply having open and honest conversations. As children transition into formal childcare settings, parental involvement takes on new dimensions. It includes active participation in parent-teacher conferences, volunteering in the classroom, and contributing to the development of childcare policies.

The significance of parental involvement cannot be overstated. Research consistently demonstrates a strong correlation between active parental participation and positive child outcomes. Children whose parents are actively involved tend to exhibit higher levels of academic achievement, improved social skills, and greater emotional well-being. They are more likely to develop a positive attitude towards learning, demonstrate better behaviour, and have higher self-esteem. Moreover, parental involvement fosters a sense of belonging and community, strengthening the bond between home and childcare settings.

### 1.1 SCOPE OF THE STUDY

- **Examine levels and forms of parental involvement:** This study will investigate the extent and types of parental involvement in childcare in rural areas of Tirupur district, including parenting styles, communication, and participation in childcare activities.





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- **Identify influencing factors:** The study will explore the factors that influence parental involvement, including socioeconomic status, education level, cultural background, and access to resources, to understand the complexities of parental engagement.
- **Investigate relationship with child outcomes:** This study will examine the relationship between parental involvement and child outcomes, including cognitive development, social skills, and emotional well-being, to understand the impact of parental engagement on children's development.

### 1.2 STATEMENT OF PROBLEM:

Parental involvement in childcare is a crucial factor in promoting children's cognitive, social, and emotional development, yet many parents in rural areas of Tirupur district face significant barriers to involvement. Despite the importance of parental engagement, research suggests that parental involvement in childcare is often limited in rural areas due to factors such as socioeconomic constraints, lack of education, and cultural norms. As a result, children in these areas may miss out on the benefits of parental involvement, including improved academic achievement, social skills, and emotional well-being. Therefore, it is essential to investigate the levels and forms of parental involvement in childcare in rural areas of Tirupur district, identify the factors that influence parental involvement, and explore strategies to promote and support parental engagement.

### 1.3 OBJECTIVES OF THE STUDY:

1. To examine the current forms and levels of parental involvement in childcare.
2. To identify the barriers and challenges that affect parental involvement in childcare.

## II. REVIEW OF LITERATURE:

1. **Epstein, J. L. (2018); School, family, and community partnerships- Preparing educators and improving schools. Routledge** Epstein's work provides a comprehensive overview of the multifaceted nature of parental involvement. It explores various forms of engagement, including parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. The author emphasizes the importance of overlapping spheres of influence between home, school, and community, and advocates for a collaborative approach to enhance student success. This framework highlights the interconnectedness of different aspects of parental involvement and provides a valuable lens for understanding its impact on child outcomes.
2. **Duncan, G. J., & Magnuson, K. A. (2013); Investing in preschool programs- A Journal of Economic Perspectives, 27(2), 109-32** This article discusses the economic benefits of investing in preschool programs, highlighting the importance of early childhood education in promoting human capital development and reducing inequality. The authors argue that early childhood interventions, particularly those that involve parents, can have significant long-term benefits for individuals and society.
3. **Christenson, S. L., & Reschly, A. L. (2010); Handbook of school-family partnerships. Routledge** This handbook offers a rich collection of research and practical guidance on building effective school-family partnerships. It delves into various aspects of collaboration, including communication strategies, cultural considerations, and interventions to promote parental involvement. The authors emphasize the importance of creating a welcoming school climate, building trust between families and educators, and providing opportunities for meaningful engagement. This resource offers valuable insights for researchers and practitioners seeking to enhance parental involvement in educational settings.
4. **Cooper, C. R., Crosnoe, R., Suizzo, M. A., & Pituch, K. A. (2010); Bridges or barriers: Perspectives on parental involvement in preschool- Early Education and Development, 21(2), 260-283** This study explores parental perspectives on involvement in preschool, highlighting the importance of understanding parents' needs and experiences. The authors identify both facilitators and barriers to parental engagement, emphasizing the need for flexible and culturally sensitive approaches. They suggest that childcare providers should strive to create a welcoming environment and build strong relationships with families.



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5. Leviten-Reid, C. A. (2010); Parental involvement in early childhood education and care: Research, policy and practice- A Research in Comparative and International Education, 5(1), 84-100 This article provides a comprehensive overview of research, policy, and practice related to parental involvement in early childhood education and care. The author discusses the benefits, challenges, and strategies for promoting parental engagement, emphasizing the need for a multifaceted approach. This review offers valuable insights for researchers, policymakers, and practitioners seeking to enhance parental involvement.

### III. RESEARCH METHODOLOGY

Research methodology refers to the systematic and scientific approach used to conduct research, including the methods, techniques, and procedures employed to collect and analyse data. It involves the study of how research is conducted, including the underlying assumptions, principles, and frameworks that guide the research process.

#### METHOD OF DATA COLLECTION:

**Primary Data:** A structured questionnaire will be created to collect quantitative data from selected respondents. It will be shared electronically and physically through platforms like Google Forms for easy access and broader reach. The survey will include mostly closed-ended questions and a few open-ended ones to gather detailed insights.

#### SAMPLING TECHNIQUES:

The sampling techniques used for the study are Convenience Sampling and Stratified Random Sampling.

#### Sample Size:

A sample size of around 100 random individual parents will be targeted to ensure sufficient statistical power for data analysis. The sample size will be determined using standard formulas for survey-based research, considering a margin of error of 5% and a confidence level of 95%.

#### Analysis of Data:

It is based on the quantitative methods will be employed to analyze the collected data. Statistical tools such as percentages, charts, and graphs will be used for quantitative data

### IV. ANALYSIS AND INTERPRETATION OF THE STUDY

#### 4.1.1. Correlation:

TABLE 1: Factors of Involvement in Childcare Correlations

[Providing Financial Support]	Pearson Correlation	1	-.147	.188	-.124	-.052
	Sig. (2-tailed)		.144	.061	.220	.610
	N	100	100	100	100	100
[Direct Caregiving]	Pearson Correlation	-.147	1	-.280**	-.201*	-.315**
	Sig. (2-tailed)	.144		.005	.045	.001
	N	100	100	100	100	100
[Educational Activities]	Pearson Correlation	.188	-.280**	1	.222*	.402**
	Sig. (2-tailed)	.061	.005		.027	.000
	N	100	100	100	100	100
[Socialization]	Pearson Correlation	-.124	-.201*	.222*	1	.331**
	Sig. (2-tailed)	.220	.045	.027		.001
	N	100	100	100	100	100
[Emotional Support and Guidance]	Pearson Correlation	-.052	-.315**	.402**	.331**	1
	Sig. (2-tailed)	.610	.001	.000	.001	
	N	100	100	100	100	100

Source: Primary Data



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### INTERPRETATION:

The above table shows that there are positive correlations between "Providing Financial Support" and "Educational Activities" (.188), between "Direct Caregiving" and "Educational Activities" (.280), between "Educational Activities" and "Socialization" (.222), a strong positive correlation between "Educational Activities" and "Emotional Support and Guidance" (.402), and a positive correlation between "Socialization" and "Emotional Support and Guidance" (.331).

### INFERENCE:

Most of the respondents have a strong positive correlation (.402) between "Educational Activities" and "Emotional Support and Guidance".

### 4.1.2 Rank Analysis:

**TABLE :2 TIME CONSTRAINTS PREVENTING PARENTS FROM BEING MORE INVOLVED IN CHILDCARE**

S.NO	Factors	1	2	3	4	WAS	Rank
1	Long work hours	35 (35x1)	12 (6x2)	18 (6x3)	212 (53x4)	277	1
2	Commuting	16 (16x1)	60 (30x2)	150 (50x3)	16 (4x4)	242	3
3	Household chores and errands	8 (8x1)	96 (48x2)	99 (33x3)	44 (11x4)	247	2
4	Lack of flexibility in work schedules	41 (41x1)	32 (16x2)	33 (11x3)	128 (32x4)	234	4

Source: Primary Data

### INTERPRETATION:

The above table shows that Long work hours (277) are identified as the most significant time constraint. Household chores and errands (247) is the second most significant constraint. Commuting (242) is ranked as the third most significant factor and Lack of flexibility in work schedules (234) is identified as the least significant among the four listed constraints.

### INFERENCE:

Long work hours (277) are identified as the most significant time constraint.

### 4.1.3 FINDINGS:

#### Correlation:

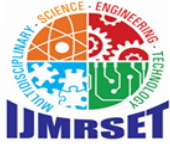
Table-1 shows that Direct caregiving negatively relates to educational activities and emotional support and guidance. These latter two, along with socialization, are positively correlated. Financial support shows no significant links.

#### Rank Analysis:

Table-2 shows that Long work hours are the primary constraint preventing greater parental involvement in childcare, followed by household chores/errands and commuting. Lack of work schedule flexibility is the least impactful factor.

### SUGGESTIONS:

- Implement parenting programs that provide parents with skills and knowledge to support their children's development, promoting positive parenting practices and parental involvement.
- Establish community-based initiatives that provide support and resources to parents in rural areas, fostering a sense of community and promoting parental engagement.



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- Conduct education and awareness programs to inform parents about the importance of parental involvement, its benefits, and how to get involved in their children's lives.
- Develop policies that support parental involvement, such as flexible work arrangements and parental leave policies, to enable parents to balance work and family responsibilities.

### V. CONCLUSION

This study highlights the importance of parental involvement in childcare in rural areas of Tirupur district. The findings suggest that parental involvement is influenced by various factors, including socioeconomic status, education level, and cultural background. The study's results have implications for policymakers, educators, and parents seeking to promote parental involvement in childcare. By implementing the suggestions outlined above, it is possible to promote parental involvement and improve child outcomes in rural areas.

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