

Voices From Home: Stories of Routine, Rhythm, and Responsive Parenting in ECD

Rati Sharma

Chair and Founder, Barhakhari Kids Foundation

Cofounder, TAALI Education and Research Pvt. Ltd.

Email: rati_ecd2023@kusoed.edu.np

DOI: <https://doi.org/10.3126/jdl.v4i1.88044>

Abstract

This research explores how daily routines, rhythms, and responsive parenting at home influence children's development in Early Childhood Education. Focusing on families in urban Kathmandu, Nepal, the study examines parents' practices, beliefs, and experiences in supporting their children's cognitive, social-emotional, and behavioral growth. Using interviews and observations, the research highlights how structured daily activities, consistent caregiving, and responsive interactions create a nurturing environment that nurtures children's learning and well-being. The study also identifies challenges parents face, including time constraints, limited resources, and balancing work and caregiving responsibilities. Findings emphasize the importance of culturally grounded parenting practices and offer insights for educators and policymakers to support families in creating positive developmental environments for young children.

Keywords: responsive parenting, family engagement, routine, early childhood development

Introduction

Context and Background

As a mother and an Early Childhood Development teacher/consultant, I have learned that taking care of children is more than just giving them food or keeping them safe. It is about really understanding what they think, how they feel, how they behave, and what they need to grow up happy and healthy. Kiima (2021) says informed parenting means knowing your child well and supporting their emotions, behavior, and learning.

Stenason and Romano (2022) explain that informed parenting also helps when children go through difficult times. In Nepal, parenting is deeply influenced by cultural

©2025 Author(s)



This open-access article is distributed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (CC BY-NC 4.0).

traditions and community values. (Burkey et al., 2016). Parents or caregivers need to know how hard situations affect children and how to respond in a loving and supportive way. As a mother, I have seen how much it helps when I listen to my child and understand what they are going through. It builds trust and helps them feel safe and loved.

Prout (2011) reminds us that every child is different. Childhood is not the same for everyone. A child's life is connected to their family, culture, and the world around them. This made me think deeply. I realized that to help children grow well, we must look at the full picture, not just their age or behavior.

Because of my experience as a parent and teacher, I feel this research is very important. I want to understand and share how informed parenting can help children grow better. I want to help other parents and educators learn simple, caring ways to support children, especially in the early years. Through this research, I hope to encourage informed parenting that respects Nepalese culture while promoting children's holistic development.

This topic is very close to my heart. I am doing this research because I care about children, including my own, and I believe informed parenting can make a big difference in their lives.

Research Questions

- a) Why do parents think their family traditions and culture are important in how they care for and guide their young children?
- b) How do parents care for young children through daily routines and by understanding their feelings and needs?

Good parenting means loving, caring for, and guiding children as they grow. It is about knowing what your child feels, thinks, and needs every day. Steinberg (2004) says good parenting means understanding children's emotions and behavior and helping them with kindness. Good parenting helps children grow well, as parents and children learn and support each other (Smith, 2010). So, good parenting is not about being perfect; it is about being kind, understanding, and always there for your child. Good parenting and family life are very important for young children's growth. Eade (2024) says that children's identity is shaped by their culture, traditions, and how others see them. Families teach children values like trust and care, and adults help children grow by listening and giving them a chance to speak more over time. Tamis-LeMonda et al.

(2008) say parents can teach children to be both independent and connected to family at the same time, depending on the child's age and situation. Stack and Burton (2016) explain that being a mother depends on where and how a woman lives; some mothers have more safety and chances for their kids, while others face many struggles.

BigFoot and Funderburk (2011) created a parenting program called *Honoring Children - Making Relatives* that fits traditional family values and helps parents learn better ways to support their children. Young et al. (1998) found that most young children are healthy and visit doctors regularly, but many parents want more help with child behavior and parenting, which doctors don't always talk about. Spagnola and Fiese (2007) say family routines and special traditions give children security and support their learning and social skills.

Dunn (1997) shows how children's responses to sights, sounds, and touch affect their behavior and learning, and how parents can better understand these needs. Dix (1991) explains that parents' feelings affect how well they care for their children. When parents handle their emotions well, they are better parents, but if they don't, it can hurt the child's growth. Eisenberg et al. (1998) say that how parents react to their children's feelings teaches kids how to understand and manage their own emotions, and that negative reactions can cause problems for children's emotions and social skills. Together, these studies show that culture, feelings, daily routines, and family support all work together to help young children grow and learn.

This study, "Voices from Home: Stories of Routine, Rhythm, and Responsive Parenting in ECD," looks closely at how family routines and caring parenting help children grow. It focuses on families in the city of Kathmandu, Nepal, and talks with parents of children from birth to eight years old. Using interviews, the study gathers real stories about how families live daily life and care for their children. The goal is to understand how everyday family habits and warm care help children develop, and to give ideas to people who work with young children.

Methodological Approach

The belief guiding this research is called constructivist. This means I believe there are many different realities, shaped by each parent's own life experiences and the society they live in. From this view, knowledge is not only based on facts we can see but also on personal meanings, cultural values, and individual ways of understanding the world.

Chevalier & Buckles (2019) explain that this idea looks at how knowledge is built through interaction between the researcher and the people in the study. I believe that having a close and respectful relationship with parents is important to truly understand their everyday family routines and how they respond to their children's needs. I also accept that my own background as an early childhood educator can influence how I understand parents' stories, so I aim to represent their voices honestly.

This research is also guided by Bronfenbrenner's Ecological Systems Theory (1979), which explains that a child's development is shaped by multiple interconnected environments such as the family, school, community, and broader society. This theory fits well with my constructivist belief that parenting practices cannot be separated from their social and cultural contexts. In the Nepalese setting, where traditions, extended families, and community ties play a central role, this framework helps to understand how parents' informed decisions are influenced by the systems around them.

The research plan was my guide for how I collected and understood information. Following Wood et al. (2024), I used a qualitative, narrative interpretative approach. This means I studied personal stories in depth to understand real-life experiences. My work was also guided by ideas from Myers (2009) about how people's personal worldviews shape their stories. The research was done in Kathmandu, where I talked to three parents of young children who worked in the education field, and had informed knowledge about parenting, to learn about their daily routines, caregiving habits, and emotional support for their children. My values and beliefs play an important role in this study. I deeply respect parents and believe that they are the first and most important teachers in a child's life. This positive view may influence how I understand and interpret parents' experiences. I value empathy, care, and respect, which guide the way I interact with participants and analyze their views. My belief that informed and loving parenting can make a big difference in children's lives shapes both my motivation and the way I approach this research.

I collected information mainly through semi-structured, open-ended interviews and by observing parents in their own settings. I chose parents from different backgrounds and caregiving experiences on purpose, using purposive sampling as explained by Mercer & Howe (2012), so I could get a variety of rich and useful information. The main information came from detailed interviews about how parents feel, what they believe, what they do every day, and the challenges they face. I also used

secondary information from books, research articles, and reports about parenting, family routines, and child development. Interviews were mostly done in the parents' homes or other comfortable places, recorded with their permission, and supported by careful note-taking.

To study the information, I followed the steps suggested by Daneshfar & Moharami (2018), which include organizing and examining the data to find key ideas and patterns. I also used the process described by Novita et al. (2020), which meant listening to the recordings many times, writing them down word-for-word, reading carefully, giving codes to ideas, and grouping them into main themes and smaller topics related to parenting routines and responses. This helped me form a clear understanding of how families plan daily care and help their children grow.

I got informed consent from all participants, clearly telling them the purpose and steps of the research. I protected their privacy and kept their names secret. They were told that joining the research was their choice, and they could stop at any time without any problem. Following the ethical guidance from (Gajjar, 2013) and Kathmandu University School of Education, I made sure to respect each person's dignity, values, and rights, and to be honest and fair at every stage.

Narrative of Findings

This study captures the lived experiences of three parents, all professionals in the field of education, as they navigate the joys and challenges of raising young children. Through their personal narratives, the research explores from the routines they follow, the steady rhythm of family life, to how they respond to their children's needs and feelings. Their experiences show how both their work knowledge and their personal parenting come together to support their children's growth, learning, and happiness.

Roots and Rituals: Family Traditions, Culture, and Values

On a warm afternoon, I found myself seated in the sunlit corner of a small living room, the scent of freshly brewed coffee drifting in from the kitchen. Across from me sat Suryaa (pseudonym), her hands wrapped around a cup as she smiled softly. "Dashain is very important to me and my child," she began. "We can meet lots of people, get blessings from them, eat delicious food... it's a long holiday." She described how her in-laws involved her child in various rituals, from helping in the kitchen to receiving

blessings during the *tika* ceremony. “Directly or indirectly, they are showing the path,” she reflected, her voice carrying both pride and gratitude.

A few days later, I was in a different space altogether a cozy café where the low sound of conversation mixed with the clinking of cups. This time, I sat across from Chandra (pseudonym), who leaned forward eagerly as she spoke. “Tihar is very important, the celebration is within the immediate family. I love the lights, the decoration, the cooking along with my kid.” She described the Bhai Tika ritual, where her children learned the value of sibling bonds. “They learn many social factors like love to elders, turn-taking, and taking some responsibilities too.” Her eyes brightened as she spoke of these small yet meaningful lessons.

My third conversation was held in a quiet school garden, where a cool breeze rustled the leaves above. Tara (pseudonym) welcomed me with a warm handshake before speaking about her own favorite celebration. “Dashain is the longest celebration and a social celebration. You move from one place to another, meeting people, sharing meals. It’s a good feast.” For Tara, the movement itself, visiting relatives, making offerings, and being part of large gatherings, was a lesson in community and belonging for her children.

Bornstein & Lansford (2014) argue that culture influences children’s growth in different parts of the world, from before birth to adolescence, with examples of how families live, think, and care in various traditions. As we spoke, it became clear that all three parents shared a common belief: culture shapes parenting in powerful ways. “Children learn what they see first,” Suryaa said simply. Chandra said, “My child imitates me. I got cultural influence from my parents, and similarly, my children also get influence.” Tara saw culture as “a part of society that influences daily life, which automatically influences how I raise my child.”

The extended family emerged as a strong thread in their parenting stories. Suryaa described her child’s daily time with grandparents “listening to their stories, learning traditional songs, and receiving guidance from their life experiences.” Chandra made sure her parents were present during special events so her children could learn traditions firsthand. Tara involved relatives in shared responsibilities, “teaching a skill, taking the child for outings, or helping with schoolwork,” so her child felt surrounded by love and support.

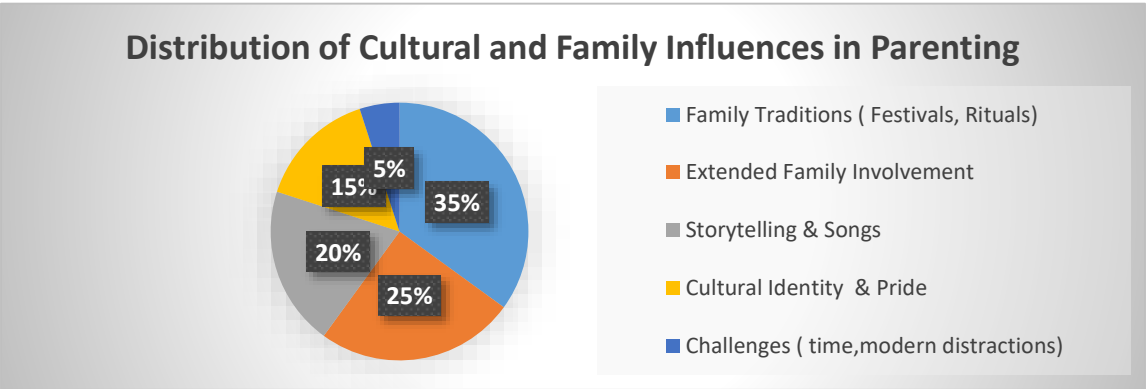
Storytelling, songs, and cultural activities were woven into their daily lives. Suryaa told her child folk tales before bedtime “to spark his imagination and teach moral

lessons.” Chandra sang old songs from her own childhood, believing they helped her child feel “connected to our roots.” Tara’s family enjoyed festive crafts and cooking traditional dishes, which made her child “proud of our heritage and excited to carry it forward.”

For these parents, traditions offered more than joy; they built identity. “Celebrating family traditions gives my child a feeling of being part of something bigger,” Suryaa shared. Chandra emphasized that “through traditions, my child learns important cultural values like respect, sharing, and gratitude.” For Tara, it was about “building pride in heritage” and ensuring her children would want to share it with others.

Still, there were challenges. Suryaa admitted her busy work schedule sometimes left little time for cultural activities. Chandra found it hard to recreate the festive atmosphere when grandparents lived far away. Tara wrestled with modern distractions: “It is hard to compete with modern gadgets and online entertainment. My child often prefers cartoons or games over listening to traditional stories.”

Figure 1
Distribution of Cultural and Family Influences in Parenting



As per Quigley (2006), the story of the child without a name shows how oral traditions pass on cultural values, teaching children that guiding their own lives is real strength and that generosity is an important virtue. Despite these hurdles, their voices carried a quiet determination. Whether through festivals, rituals, bedtime stories, or shared meals, they were weaving threads of culture into their children’s lives, threads they hoped would remain strong, even in a fast-changing world.

Everyday Magic: Daily Routines and Childcare Practices

Suryaa described a daily rhythm grounded in togetherness and predictability. “We start our day with a family breakfast,” she explained, “then I drop my child at school.”

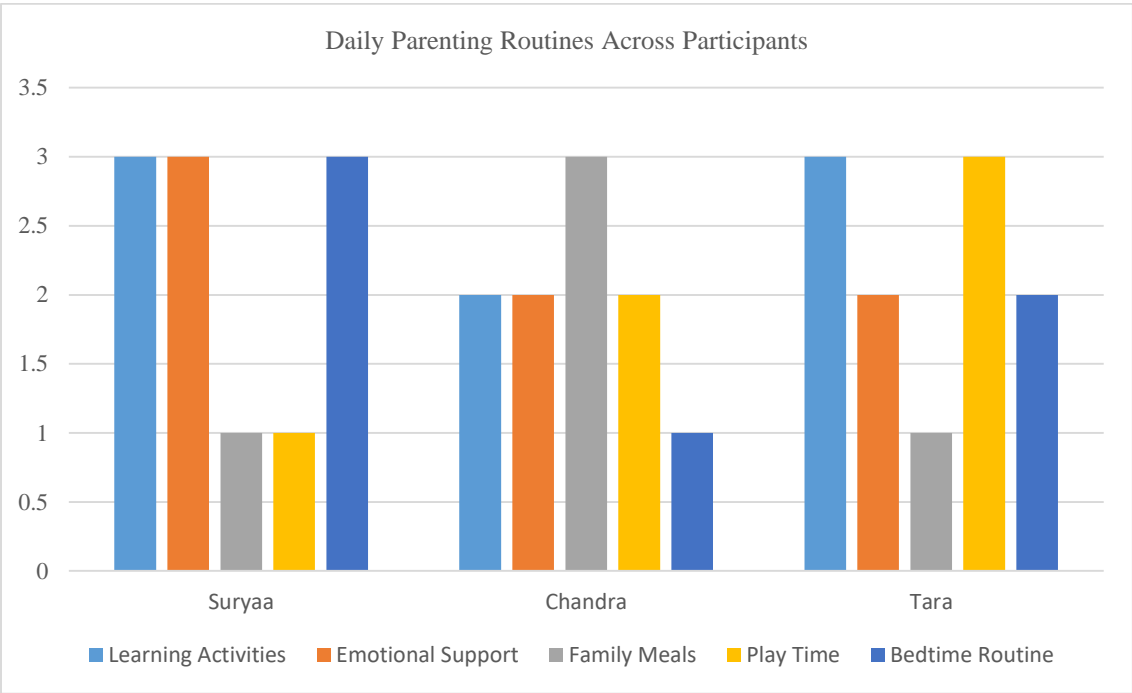
After school, they work on homework together, engage in play, and end the day with a bedtime story. For Suryaa, observing her child's facial expressions and tone of voice provides insight into their emotions. "When they are happy, they smile and talk a lot; when upset, they go quiet or avoid eye contact." To comfort her child, Suryaa holds them close, speaks gently, and reassures them that it is acceptable to feel sad. She integrates learning into everyday activities, such as involving her child in cooking by letting them measure ingredients and name colors and shapes. Open-ended questions are her tool for encouraging emotional expression, while a consistent bedtime routine reinforces rest, healthy growth, and a sense of belonging.

Chandra's account of daily life reflects a balance of responsibility and shared moments. Her child wakes early, helps with small household chores, and then prepares for school. Evenings often include a short walk, dinner, and conversations about the day. Emotional understanding comes through physical closeness, "When they are upset, they become insecure and seek a hug," she noted, while happiness demonstrates as playfulness and high energy. Calming strategies include engaging in familiar activities such as reading or drawing. Chandra uses walks as opportunities for learning, pointing out plants, animals, and signs to spark curiosity. She encourages emotional expression through creative outlets like drawing and storytelling. Mealtime routines hold special importance for her, as they promote both nutritional awareness and family bonding, while assigning kitchen tasks instills a sense of responsibility.

Tara's daily routines reveal a blend of structure and creativity. Mornings are often hurried as the family prepares for school, but evenings are intentionally calmer. Together, they engage in drawing, singing, or other creative activities before bedtime, which includes brushing teeth, saying prayers, and sleeping. Tara pays close attention to behavioral changes as indicators of her child's emotional state. "If they suddenly stop doing something they usually enjoy, I know something is wrong," she explained, noting that laughter and storytelling signal happiness. To provide comfort, she uses hugs and deep-breathing exercises, teaching her child self-regulation techniques. Everyday play becomes a learning space, where counting, letters, and new vocabulary are woven into games and songs. By openly expressing her own emotions, Tara models healthy communication and normalizes emotional dialogue. She places a high value on daily playtime, seeing it as essential for creativity, physical health, and social skills.

Figure 2

Daily Parenting Routines Across Participants



The narratives of Suryaa, Chandra, and Tara illustrate how daily routines become foundational to early childhood development. Selman & Dilworth-Bart (2024) explained that daily routines support children’s growth, learning, and health, and help protect them in challenging situations. Through consistent rhythms, responsive emotional support, and the integration of learning into everyday life, these parents foster environments where children feel secure, capable, and connected. This aligns with findings from Bronfenbrenner’s ecological systems theory, which emphasizes the powerful role of family practices in shaping a child’s growth through the microsystem of daily interactions.

Heartbeats and Hugs: Emotional Support and Child Well-being

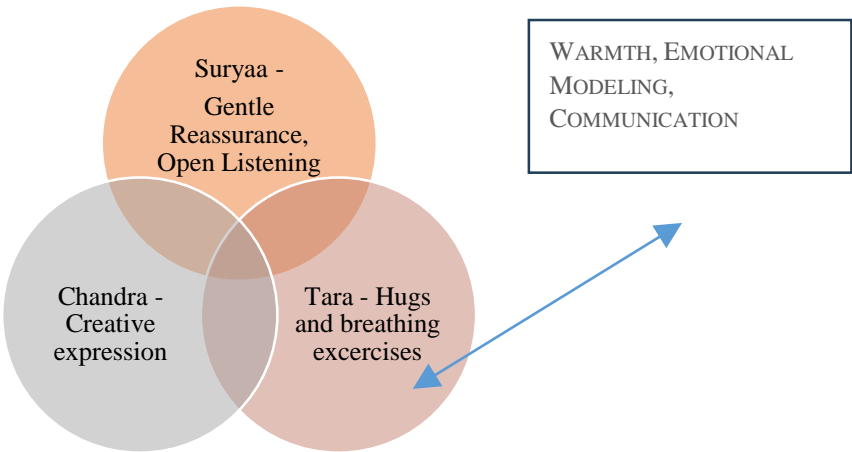
For Suryaa, emotional support begins with presence and gentle reassurance. “When my child feels sad, I hold them close and speak softly,” she shared. “I want them to know it is okay to feel this way and that I am always here to listen.” Everyday routines become opportunities for learning and connection; while cooking, Suryaa invites her child to measure ingredients and name colors and shapes, transforming meal preparation into a playful, educational activity. Emotional expression is encouraged through open-

ended questions, with her listening attentively and without interruption to foster a safe space for sharing. This approach reflects a responsive parenting style, where understanding to a child’s feelings helps strengthen emotional security and resilience.

Chandra’s approach to emotional well-being centers on shared activities that both comfort and engage her child. When her child is upset, she turns to familiar, calming routines such as reading together or drawing, moments that gently redirect their focus and clam strong emotions. Learning naturally weaves into their daily walks, during which Chandra points out plants, animals, and signs, prompting her child to observe and think critically about their surroundings. To help her child articulate emotions, she uses creative mediums like drawing and storytelling, allowing feelings to take shape in colors, characters, and narratives. Her methods underscore the importance of using creativity as both a developmental and emotional tool.

For Tara, physical closeness and self-regulation techniques are key to emotional care. She comforts her child with warm hugs and introduces deep-breathing exercises, teaching those ways to manage stress and feel safe. Playtime at home becomes a foundation for learning, as she incorporates counting, letters, and vocabulary into games and songs linked to daily activities. By openly expressing her own emotions, Tara models healthy communication and normalizes the idea that feelings, both pleasant and unpleasant are a natural part of life. This form of emotional coaching is rooted in social learning theory, where children adopt behaviors and coping mechanisms by observing those they trust.

Figure 3
Overlapping Emotional Support Strategies Among Parents



The stories of Suryaa, Chandra, and Tara reveal how responsive parenting practices nurture both emotional security and cognitive growth in young children. Van Der Voort et al. (2014) conclude that many studies show sensitive parenting and secure attachment are key for children's social and emotional growth, giving strong evidence to guide practical support and interventions. Their strategies, ranging from gentle reassurance and creative expression to the teaching of self-regulation, reflect principles of attachment theory (Bowlby, 1988), which highlight the critical role of a secure caregiver-child relationship in healthy development. In these narratives, "heartbeats and hugs" are more than moments of comfort; they are active investments in the well-being and future resilience of the child.

Mastering the Maze: The Work-Life-Parenting Juggle

For Suryaa, establishing routines is essential to both her child's growth and her ability to manage multiple responsibilities. "Having a regular bedtime routine is very important," she explained, "because it helps my child get enough rest, which is essential for healthy growth and concentration during the day." Beyond rest, she assigns small household tasks to her child, fostering a sense of responsibility and inclusion within the family. Balancing work and parenting, she described, "I try to organize my day carefully so that I can focus on work when my child is at school or napping. Evenings are reserved for family time, helping with homework, playing, and sharing stories about our day." Planning ahead and setting clear boundaries allows her to manage professional and parental roles without feeling overwhelmed.

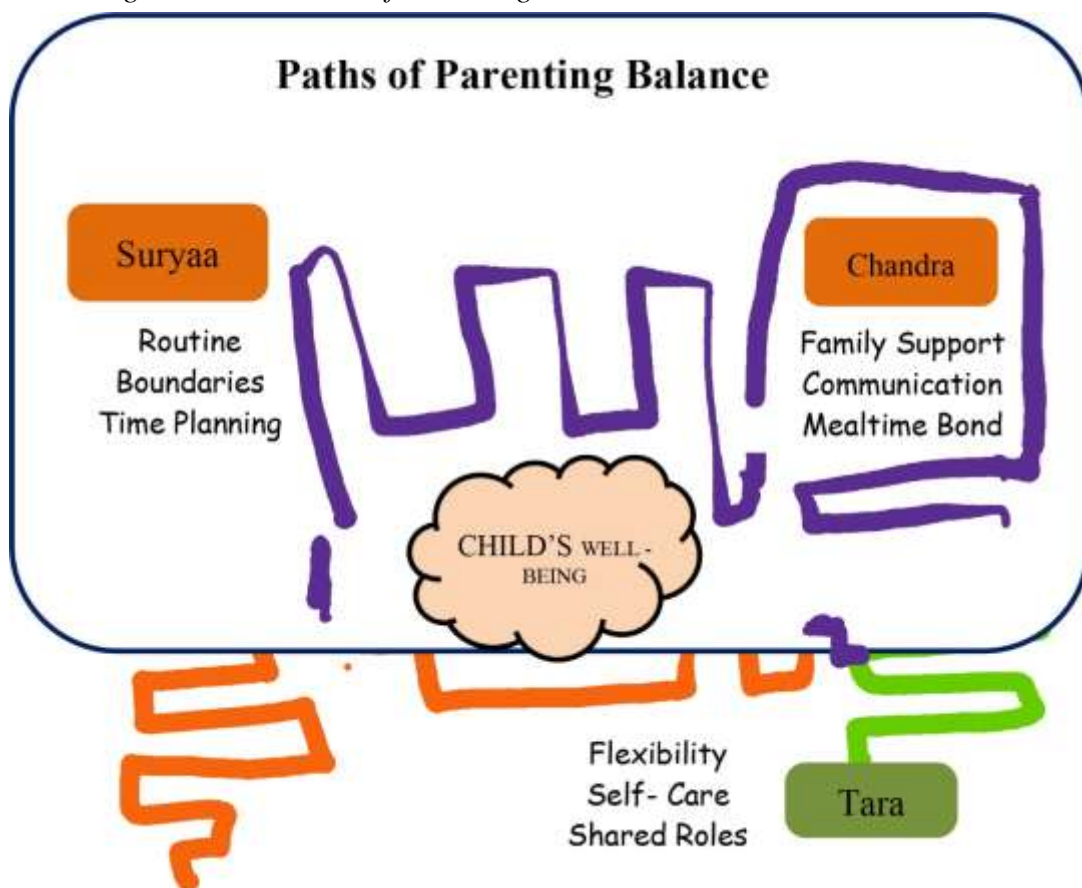
Chandra emphasized the significance of mealtime routines, viewing them as opportunities for nutrition, bonding, and the development of responsibility. "Eating together teaches my child about good habits," she noted, "and helping in the kitchen lets them feel they have a role in the family." Chandra works part-time, which provides flexibility to align work hours with her child's routine. She also relies on extended family support for childcare during meetings or deadlines. "Communication is key," she explained. "I inform my employer when parenting responsibilities require flexibility, and when I'm with my child, I focus fully on them." For Chandra, balancing work and family life requires constant adjustment, patience, and prioritization of both her professional growth and her child's well-being.

Tara's approach highlights the importance of flexibility and self-care in managing the work-life-parenting juggle. "Daily playtime is vital for my child's growth because it

promotes creativity, physical health, and social skills through interaction with others,” she emphasized. Working from home allows her to stay close to her child while managing professional tasks. “I set specific work blocks during their playtime or nap time and take short breaks to check in with them,” she explained. At times, she combines work and parenting by involving her child in simple tasks or conversing with them while working. Maintaining a healthy routine for herself, eating well, exercising, and resting, is crucial to avoid burnout, and open communication with her partner ensures shared responsibilities. Despite the challenges, creating a supportive home environment enables Tara to fulfill work obligations while providing attentive care for her child.

Figure 4

Mastering the Maze - Paths of Parenting Balance



The narratives of Suryaa, Chandra, and Tara illustrate the complex interplay between work responsibilities and parenting. Consistent routines, flexibility, self-care, and support systems allow parents to navigate this delicate balance. Their experiences reflect current

research in work-life balance and parenting (Powell & Greenhaus, 2006), emphasizing that structured routines, mindful presence, and shared responsibilities contribute significantly to both child well-being and parental effectiveness.

Insights and Discussion

The thematic analysis of parents' experiences in raising young children reveals important insights into the practices, challenges, and strategies that shape early childhood development at home. Across the narratives of Suryaa, Chandra, and Tara, it is clear that child growth is influenced by a combination of structured routines, emotional responsiveness, cultural engagement, and the balance of parenting with other responsibilities. HARKNESS (1997) also state that the structuring of everyday tasks and responsibilities highlights the impact of cultural frameworks on human development, with sleep routines serving as a key example of culturally embedded child-rearing practices.

Parents emphasized the significance of consistent daily routines, whether in meals, playtime, or bedtime rituals, as these create predictability and a sense of security for children. At the same time, integrating learning into everyday activities through cooking, walks, play, or creative tasks provides rich opportunities for cognitive, social, and emotional development. Responsive parenting, characterized by attuned observation, comforting practices, and encouragement of emotional expression, was central to fostering children's well-being. These practices reflect established theories such as Bowlby's attachment framework and Vygotsky's sociocultural model, which highlight the importance of secure relationships and guided participation in learning.

Family and community engagement is when families, schools, and communities work together to support children's growth and well-being. It includes parents and community members taking part in learning and activities, helping children feel cared for, included, and connected (Panigrahi & Khamari, 2024). Cultural traditions and family practices emerged as vital for instilling values, building identity, and promoting a sense of belonging. Participation in festivals, storytelling, and rituals allows children to understand and appreciate their heritage while learning social skills, responsibility, and empathy. Parents' engagement in these practices demonstrates how culture and everyday life can be seamlessly integrated into nurturing environments.

Balancing work and parenting was described as a complex, ongoing negotiation. Parents relied on planning, flexibility, self-care, and extended family support to manage

professional obligations alongside caregiving. Joseph (2025) critically examines the challenges faced by family-member caregivers in balancing caregiving responsibilities with professional duties. It explores issues such as time management, emotional strain, financial obligations, and administrative complexities, while highlighting strategies to support caregivers and promote a more compassionate and supportive environment. Strategies show that adaptive approaches, clear boundaries, and social support are essential to sustain both parental well-being and effective child-rearing. These insights illustrate that early childhood development thrives in environments where routines, emotional support, cultural continuity, and practical strategies intersect. Supporting parents through resources, guidance, and recognition can strengthen these practices, fostering children who are emotionally resilient, socially competent, and culturally grounded.

Conclusion

This study highlights the vital role of parents in shaping early childhood development through daily routines, emotional support, cultural practices, and the balancing of work and parenting responsibilities. The narratives of Suryaa, Chandra, and Tara demonstrate that children thrive when caregivers provide consistent routines, engage them in learning through everyday activities, offer sensitive emotional support, and maintain connections to cultural heritage. Effective parenting is shown to require adaptability, reflection, and the integration of practical strategies to manage multiple responsibilities. Supporting families with resources, guidance, and recognition can enhance these practices, fostering holistic development. Ultimately, nurturing environments at home form the foundation for children's emotional, social, cognitive, and cultural growth, equipping them to become resilient and well-rounded individuals.

Future researchers can study parenting in different cultures and family backgrounds to see how community values and available resources affect how children are raised. They can also include fathers, grandparents, and other caregivers to understand shared parenting roles better. Long-term studies could help show how early family routines and emotional care affect children as they grow. Researchers might also compare urban and rural families, or traditional and modern parenting styles, to understand how family life is changing in Nepal. Using Bronfenbrenner's ecological

framework can help explain how home, school, and society work together to shape parenting and children's growth.

Implications

The findings of this study underscore the critical role of parents in fostering holistic early childhood development. Consistent daily routines, culturally grounded practices, and responsive emotional support contribute significantly to children's cognitive, social, and emotional growth. These insights suggest that policy initiatives and intervention programs should prioritize parental guidance, education, and resources to strengthen home-based developmental practices. Furthermore, addressing the challenges of balancing work and parenting through flexible workplace policies and community support systems can enhance caregiving quality. Integrating culturally relevant learning experiences within everyday activities reinforces children's sense of identity and social responsibility. Overall, the study highlights the necessity of family-centered, culturally responsive approaches in early childhood education, ensuring that children develop resilience, social competence, and emotional well-being from the foundational home environment.

References

- BigFoot, D. S., & Funderburk, B. W. (2011). Honoring children, making relatives: The cultural translation of parent-child interaction therapy for American Indian and Alaska Native families. *Journal of Psychoactive Drugs*, 43(4), 309-318.
- Bornstein, M. H., & Lansford, J. E. (2014). Parenting. In *Handbook of cultural developmental science* (pp. 259-277). Psychology Press.
- Bowlby, J. (1988). During the first third of this century there were two great proponents of developmental psychiatry—Adolf Meyer and Sigmund Freud. Both believed that. *The American Journal of Psychiatry*, 145, 1-10.
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press.
- Burkey, M. D., Ghimire, L., Adhikari, R. P., Wissow, L. S., Jordans, M. J., & Kohrt, B. A. (2016). The ecocultural context and child behavior problems: a qualitative analysis in rural Nepal. *Social Science & Medicine*, 159, 73-82.

- Chevalier, J. M., & Buckles, D. J. (2019). *Participatory action research: Theory and methods for engaged inquiry*. Routledge.
- Daneshfar, S., & Moharami, M. (2018). Dynamic assessment in Vygotsky's sociocultural theory: Origins and main concepts. *Journal of Language Teaching and Research*, 9(3), 600-607. <http://dx.doi.org/10.17507/jltr.0903.20>
- Dix, T. (1991). The affective organization of parenting: Adaptive and maladaptive processes. *Psychological Bulletin*, 110(1), 3.
- Dunn, W. (1997). The impact of sensory processing abilities on the daily lives of young children and their families: A conceptual model. *Infants & Young Children*, 9(4), 23-35.
- Eaude, T. (2024). The role of culture and traditions in how young children's identities are constructed. In *Children's Spirituality and Traditions* (pp. 7-21). Routledge.
- Eisenberg, N., Cumberland, A., & Spinrad, T. L. (1998). Parental socialization of emotion. *Psychological inquiry*, 9(4), 241-273.
- Gajjar, N. B. (2013). Factors affecting consumer behavior. *International Journal of Research in Humanities and Social Sciences*, 1(2), 10-15.
- Harkness, S. (1997). The cultural structuring of child development. *Handbook of cross-cultural psychology: Basic Processes and Human Development*, 2, 1.
- Joseph, Y. (2025). *Family-member health caregiver challenges: Balancing career responsibilities with caregiving* (Doctoral dissertation, Regent University).
- Kiima, D. (2021). *Assessing culturally informed parenting in social work*. Routledge.
- Mercer, N., & Howe, C. (2012). Explaining the dialogic processes of teaching and learning: The value and potential of sociocultural theory. *Learning, Culture and Social Interaction*, 1(1), 12-21. <https://doi.org/10.1016/j.lcsi.2012.03.001>
- Myers, M. D. (2019). *Qualitative research in business and management* (3rd ed.). SAGE Publications Ltd.
- Novita, D., Kurnia, F. D., & Mustofa, A. (2020). Collaborative learning as the manifestation of sociocultural theory: Teachers' perspectives. *Jurnal Pendidikan Bahasa Inggris (Exposure Journal 13)*, 9(1), 13, 25.
- Panigrahi, M. S. R., & Khamari, J. Chapter: 12 FAMILY AND COMMUNITY ENGAGEMENT. *TEACHER EDUCATION*, 131.
- Powell, G. N., & Greenhaus, J. H. (2006). Is the opposite of positive negative? Untangling the complex relationship between work-family enrichment and conflict. *Career Development International*, 11(7), 650-659.

- Prout, A. (2011). Taking a step away from modernity: Reconsidering the new sociology of childhood. *Global Studies of Childhood*, 1(1), 4-14.
- Quigley, L. (2006). Weaving common threads. *Rural Special Education Quarterly*, 25(1), 3-6.
- Selman, S. B., & Dilworth-Bart, J. E. (2024). Routines and child development: A systematic review. *Journal of Family Theory & Review*, 16(2), 272-328.
- Smith, M. (2010). Good parenting: Making a difference. *Early Human Development*, 86(11), 689-693.
- Spagnola, M., & Fiese, B. H. (2007). Family routines and rituals: A context for development in the lives of young children. *Infants & Young Children*, 20(4), 284-299.
- Stack, C. B., & Burton, L. M. (2016). Kinscripts: Reflections on family, generation, and culture. In *Mothering* (pp. 33-44). Routledge.
- Steinberg, L. D. (2004). *The ten basic principles of good parenting*. Simon and Schuster.
- Stenason, L., & Romano, E. (2022). Evaluation of a trauma-informed parenting program for resource parents. *International Journal of Environmental Research and Public Health*, 19(24), 16981.
- Tamis-LeMonda, C. S., Way, N., Hughes, D., Yoshikawa, H., Kalman, R. K., & Niwa, E. Y. (2008). Parents' goals for children: The dynamic coexistence of individualism and collectivism in cultures and individuals. *Social Development*, 17(1), 183-209.
- Van Der Voort, A., Juffer, F., & J. Bakermans-Kranenburg, M. (2014). Sensitive parenting is the foundation for secure attachment relationships and positive social-emotional development of children. *Journal of Children's Services*, 9(2), 165-176.
- Wood, A., Hill, A., Cottrell, N., & Copley, J. (2024). Clinician experience of being interprofessional: an interpretive phenomenological analysis. *Journal of Interprofessional Care*, 38(6), 1035-1049.
- Young, K. T., Davis, K., Schoen, C., & Parker, S. (1998). Listening to parents: a national survey of parents with young children. *Archives of Pediatrics & Adolescent Medicine*, 152(3), 255-262.

To Cite this Article [APA Style, 7th Edition]:

Sharma, R. (2025). Voices from home: Stories of routine, rhythm, and responsive parenting in ECD. *Journal of Duragalaxmi*, 4(1), 311-327.

<https://doi.org/10.3126/jdl.v4i1.88044>