

A Study on the Relationship between Family Rearing Styles and Preschool Children's Prosocial Behavior

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Abstract: *Nowadays, with the development of society, prosocial behavior has become more and more diverse. Its types also have different manifestations, among which family factor is one of the most important factors affecting individual prosocial behavior, so it has become the focus of common concern of many scholars. On this basis, the study observed the impact of family upbringing on pre-school children's prosocial behavior, and examined the correlation between family upbringing and pre-school children's prosocial behavior by using questionnaire and literature methods respectively, in order to help parents of children to better raise their children, so as to promote the healthy growth of pre-school children.*

Keywords: *family rearing style, prosocial behavior, preschool children*

1. Introduction

The definition of family upbringing mode is that the child guardian, parents, grandparents and maternal grandparents use a kind of parenting mode and strategy for their children. In the process of living together with children, parents, grandparents and maternal grandparents influence their children's physical and mental development and reflect their internal values and beliefs, as well as their external behavior in the process of shaping their children's personality and behavior through language and action.

Maccoby&Martin (1983). The way of education is a part of socialization and a major part. From the aspect of connotation, the way of education has both attitude and behavior levels, which are different from each other. Parenting attitude refers to the attitude of parents, grandparents and maternal grandparents towards the growth and development of children, which will directly affect the overall and healthy development of children; the way of upbringing can be called the way of discipline. The meaning of upbringing and discipline is similar, but the meaning of "discipline" is richer and more specific than that of "discipline".

Prosocial behavior is literally all behaviors beneficial to society. The prosocial behavior was widely used after the publication of Bar Tal (1976)'s prosocial behavior [1]. In general research, it can be found that the words "prosocial behavior", "altruistic behavior" and "helping behavior", which have similar meanings, are often used by scholars to refer to behaviors that are beneficial to others. However, although these nouns are similar, they have different meanings. Prosocial behavior involves a wide range, which can be summarized as two kinds of behavior: helping others and altruistic behavior. At the same time, prosocial behavior also includes cooperative win-win, self-interest, positive social behavior.

Bar Tal (1976) believed that prosocial behaviors refer to those helpful behaviors that are beneficial to groups or others. Such as helping others, sharing, donation, mutual assistance, and even mutual benefit and cooperation. Eisenberg and Mussen (1989) pointed out that prosocial behavior is an initiative and spontaneous behavior that individuals help others with purpose and ideas, and is beneficial to others or groups. Actors do not demand external rewards and rewards, and they need to make necessary self sacrifice or pay the price. Prosocial behavior can also be called beneficial social behavior, which refers to those behaviors that are consistent with social hopes and have little benefit to the actors, but the actors still voluntarily bring benefits to others. Generally speaking, prosocial behavior can be divided into altruistic behavior and helping behavior. In short, prosocial behavior refers to the positive and positive behavior that individuals spontaneously show to benefit others or groups in the process of social interaction on the basis of benefiting others and themselves.

In many studies, parenting styles have shown a significant relationship with prosocial behavior. Family upbringing, especially positive guidance behavior, is positively related to the development of children's prosocial behavior. From the perspective of parenting style, children whose parenting style is "enlightened authority" have more rescue and cooperation behaviors than those whose parenting style is "authoritarian authority" or "indifferent neglect". The negative emotional experience of the "enlightened authority" family upbringing style is lower, and the prosocial behavior is higher, which is conducive to the overall performance of prosocial behavior. To sum up, the parenting style of "enlightened authority" can improve children's prosocial behavior. This study speculates that when families adopt an "enlightened and authoritative" parenting style, it is conducive to the development of children's prosocial behavior. In terms of only children, if their families or parents are allowed to educate their children in an open and authoritative way, children will show more and more positive prosocial behaviors.

2. Problem posing

Prosocial behavior can also be called positive social behavior, which refers to the behavior that people make or show in favor of others or society [2]. For individuals, prosocial behavior is the performance of individual socialization development and an important symbol of adapting to and integrating into society; for the society, prosocial behavior can help guide the atmosphere of mutual help, solidarity and fraternity in the whole society, and contribute to the development of a harmonious society.

Some studies have shown that individual social behavior is the result of interaction between individual and environment, and family, as the original environment for individual survival, plays an important role in determining the development of children's social behavior. How to reduce students' aggressive behavior and improve their prosocial behavior depends to a large extent on the improvement of their family upbringing. Chen also pointed out that "the family is an important inheritor of the national moral beliefs and core values of the whole society". Family education is an important part of all educational activities in human society, which plays a particularly important role in the growth of a person and even the development of society [3]. Family upbringing is the comprehensive embodiment of parents' cognition, emotion and behavior when they treat their children. It is the key factor for children to acquire moral knowledge and form prosocial behavior to gradually socialize. A large number of studies have shown that parents' parenting styles have an important relationship with their children's prosocial behaviors. Therefore, it is necessary to explore the relationship between the two, and make suggestions for improving the family upbringing style, promoting pre-school children's prosocial behavior, and realizing their good development of socialization.

Sorting through relevant documents, it is found that a large number of studies have paid more attention to aggressive behavior than to prosocial behavior, which is not in line with the guiding theory of a harmonious society advocated. This study selected preschool children as the object of investigation. Preschool education is to promote the development of children, cultivate the all-round development of morality, intelligence, physique and beauty, cultivate children's aesthetic sense, cultivate children's willingness to think about problems, and cultivate children's creativity. In the critical period of children's development, we should correctly guide children's growth, and promote the healthy development of personality. Therefore, we need to study the correlation between preschool children's family upbringing methods and prosocial behavior analysis.

3. Research objects and methods

3.1 Object

The subjects of this study were the parents of children in Liupanshui No. 1 Experimental Kindergarten. A total of 204 questionnaires were distributed, and 204 were recovered. The recovery rate was 100%, including 193 valid questionnaires, with an effective rate of 94.61%. After the reliability and validity test, the questionnaire validity is 0.89, and the questionnaire reliability is 0.92.

3.2 Methods

The measurement tool of this study is mainly based on Deng Shiyong's questionnaire to prepare the Questionnaire on Family Education Styles and Prosocial Behavior. The questionnaire is evaluated by

Kete's five point scoring method. The family education styles are divided into four types, namely: trust democracy, consistency between parents, indulgence, authoritarian authority; There are five types of prosocial behaviors: cooperative behavior, sharing behavior, helping behavior, comforting behavior, and social morality behavior.

3.3 Program

First, the questionnaire was compiled; Secondly, investigate the status quo of preschool children's family upbringing and prosocial behavior, analyze its influencing factors, and the relationship between preschool children's family upbringing and prosocial behavior; Finally, suggestions are made according to the conclusions.

4. Results and Analysis

4.1 Family upbringing

4.1.1 Comparison of gender differences in preschool children's family rearing styles

Since gender is a dichotomous variable, the independent sample T test is conducted with each dimension of family upbringing as the test variable and gender as the grouping variable.

The results showed that there were no significant differences among the three parenting styles of preschool children of different genders, such as the consistency between parents, indulgence and authoritarianism; However, there was a significant difference in the dimension of trust democracy ($F=0.332$, $P=0.029$), and girls scored higher than boys.

4.1.2 Comparison of age differences in preschool children's family rearing styles

Since the former children are 1-6 years old, we divide them into three groups: 1-2 years old, 3-4 years old, 5-6 years old. Therefore, we use age as the independent variable, and trust democracy, consistency between parents, indulgence and authoritarianism as the dependent variable for one-way ANOVA.

Through data analysis, it is concluded that preschool children of different ages have no significant differences in all dimensions of family rearing styles.

4.1.3 Comparison of differences between preschool children's family upbringing methods and family residence

Taking family residence as independent variable and four dimensions of family upbringing as dependent variable, an independent sample t-test was conducted.

The results showed that there were no significant differences in the dimensions of parents' consistency, indulgence and authoritarianism among different family residences; However, there is a significant difference in the trust democracy type ($F=0.783$, $P=0.047$), and the urban score is higher than the rural score.

4.1.4 The influence of parents' educational background on family rearing style

(1) The relationship between father's education background and family upbringing

Take father's education level as independent variable, trust democracy, parental consistency, indulgence and authoritarianism as dependent variables to conduct one-way ANOVA and make post comparison.

The results showed that fathers with different education levels had significant differences in the type of trust democracy. ($F=4.489$, $P=0.002$) Specifically, the higher the father's educational background was, the more he preferred to use the type of trust democracy to educate his children; however, there was no significant difference in the other three dimensions.

(2) The relationship between mother's educational background and family upbringing

Take the degree of parental education as the independent variable, and take democracy, parental consistency, indulgence and authoritarianism as the dependent variable to conduct one-way ANOVA and make post hoc comparison.

Through one-way ANOVA, this study found that trust democracy and authoritarian authority in

parenting style had significant differences in different mothers' educational background. ($F=6.862$, $P=0.000$), ($F=3.267$, $P=0.013$) From the data analysis, it can be seen that the higher the mother's educational background is, the more likely the trust democracy type is to appear in the family upbringing style, and the consistency between parents is the highest in the families where the mother's educational background is high school education. We suspect that both parents have a closer spiritual dimension and ideological height, and the upbringing style for children will be more consistent and unified.

In the authoritarian family upbringing mode, the data shows that families with mothers with high school and primary school degrees prefer to use the authoritarian family upbringing mode to educate children, and the upbringing mode of children is more severe.

4.1.5 Comparison of differences in family rearing styles of different main caregivers

With different primary caregivers as independent variables, and with democracy, parental consistency, indulgence and authoritarianism as dependent variables, one-way ANOVA was conducted and compared afterwards.

Through one-way ANOVA, this study found that trust democracy and indulgence in family upbringing had significant differences among different primary caregivers. ($F=2.726$, $P=0.068$), ($F=3.371$, $P=0.036$) we can know from the event test analysis that the family upbringing style with other caregivers as the main caregivers will be more inclined to trust democracy and indulgence.

4.1.6 The influence of family income on family upbringing

According to the data analysis results, taking the parents' income of 5000 as the dividing point, the more democratic families with a monthly income of 5000 trust their children, while the consistency between parents with a monthly income of 10000 yuan or more will be weaker.

4.2 Prosocial behavior

4.2.1 Comparison of gender differences in pre-school children's prosocial behaviors

The independent sample t-test was conducted with gender as the independent variable and each dimension and total score of prosocial behavior as the dependent variable.

The results showed that there was no significant difference between men and women in the total score of prosocial behavior, but girls scored higher than boys in the average score; There is also no significant gender difference in the four dimensions of cooperative behavior, sharing behavior, helping behavior and social morality behavior, but from the average score, girls' scores are higher than boys'. In the variable of comfort behavior, boys and girls show significant differences ($F=4.445$, $P=0.004$), and girls' scores are significantly higher than boys.

4.2.2 Comparison of age differences in prosocial behaviors of preschool children

The independent variable was age, and the dependent variables were cooperative behavior, sharing behavior, helping behavior, comfort behavior and social morality behavior.

Through data analysis, there is no significant difference in each dimension of prosocial behavior among preschool children of different ages.

4.2.3 Comparison of the differences between pre-school children's prosocial behavior and their family residence

Taking family residence as independent variable and five dimensions of prosocial behavior as dependent variable, an independent sample t-test was conducted.

The results showed that there were no significant differences in cooperation behavior, sharing behavior, helping behavior, comforting behavior and social morality behavior among preschool children from different families.

4.2.4 Whether pre-school children's prosocial behaviors are related to the only child

The independent sample t-test was conducted with the independent variable of whether the child was an only child and the dependent variable of the five dimensions of prosocial behavior.

Through data analysis, it can be concluded that there is no significant difference in each dimension of prosocial behavior between only children and non only children, but the scores of each dimension

and total scores of prosocial behavior of non only children are greater than those of only children.

4.2.5 The influence of parents' educational background on pre-school children's prosocial behavior

(1) The relationship between fathers' educational background and pre-school children's prosocial behavior

Take father's education as independent variable, and take cooperative behavior, sharing behavior, helping behavior, comforting behavior and social morality behavior as dependent variable to conduct one-way ANOVA and make post comparison.

The results showed that there were no significant differences in the dimensions of prosocial behavior between fathers and children with different educational levels.

(2) The relationship between mother's educational background and preschool children's prosocial behavior

The mother's educational background was taken as the independent variable, and the cooperative behavior, sharing behavior, helping behavior, comforting behavior and social morality behavior were taken as the dependent variables for one-way ANOVA and post comparison.

Through one-way ANOVA, it was found that the educational level of the mother was significantly associated with the children's cooperative, sharing and comforting behaviors, which were in turn ($F=2.839, P=0.026$), ($F=3.440, P=0.010$), ($F=2.630, P=0.036$), and the higher the education level of the mother, the higher the frequency of their children's cooperative, sharing and comforting behaviors; Although the educational level of the mother is not significantly related to helping others and social ethics, it is not difficult to find that the two prosocial behaviors of children are also affected by their mother's education through data analysis.

4.2.6 Comparison of prosocial behaviors between different primary caregivers and preschool children

The main caregivers were used as independent variables, and the cooperative behavior, sharing behavior, helping behavior, comforting behavior and social morality behavior were used as dependent variables for one-way ANOVA and post comparison.

The results showed that there was no significant prosocial behavior between the primary caregivers and preschool children, but the scores of other primary caregivers in helping others were higher than that of parents and grandparents.

4.2.7 The impact of family income on pre-school children's prosocial behavior

According to the data analysis results, with the parent's income of 8000 as the dividing point, families with a monthly income of more than 8000 have a higher frequency of children's prosocial behaviors.

5. Conclusions

(1) The factors that affect preschool children's family rearing style

According to data analysis, the degree of parents' education has a significant impact on pre-school children's family upbringing. On the one hand, if the father has a higher education background, the influence of the father on the trust and democracy of the child stronger; At the same time, the higher the father's education, the stronger the consistency between parents; Father's education has little to do with authoritarian authority. On the other hand, if the mother's education is higher, then the mother's trust in the child stronger democracy is; If the mother has a high school degree, the consistency between parents is stronger than that between parents with a college or graduate degree or above; At the same time, mothers with high school education are easier to use than mothers with primary school education authoritarian to educate children; However, the mother's educational background is not related to the indulgent type. Therefore, parents with low education level tend to have more punitive education in their parenting style, and their demands for children's achievements and the inconsistency of family education are generally higher than those of parents with high education level. On the contrary, parents with higher education level are more democratic in their education, and they seldom show the phenomenon of ignoring children when educating children; at the same time, parents who have received higher education will respect and understand their children as independent personality individuals. They will communicate more harmoniously with their children's daily emotions, punish their children less in daily education, and be more cautious in punishment.

(2) Factors influencing prosocial behavior of preschool children

According to the data, pre-school children's prosocial behavior has nothing to do with whether they live in rural or urban areas, whether they are only children, gender differences and age. The prosocial behavior of preschool children is related to their main caregivers all the year round. Other caregivers have greater trust, democracy and indulgence in children than their grandparents and parents. At the same time, the consistency between parents and the authoritarian authority of parents on children have little to do with the main caregivers. The family income of children is an important aspect to measure pre-school children's prosocial behavior. With the dividing point of 5000 yuan, the higher the amount, the higher the trust and democracy between parents and children, and the stronger the children's prosocial behavior, but the family income level has nothing to do with parents' indulgence and authoritarian authority. In a word, the behavior and performance of children's prosocial behavior are closely related to the family education methods and social environment of children's parents, so parents should strengthen the cultivation and training of children's prosocial behavior in daily life education.

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