

Effect of Choice of Family Activities on Prosocial Behavior in Preschool Children

Jialiangli Hu^{1,a,*}

¹School of Education, Jiangxi Institute of Applied Science and Technology, Nanchang, 33000, China

a. jillianhu@ldy.edu.rs

**corresponding author*

Abstract: This study through the review of literature found that many articles are mainly about the importance of parents for children's daily life, they did not introduce the choice of family activities for preschool children pro-social behavior. Therefore, the study examine the choice of preschool children family activities questionnaire analysis. The 241 valid questionnaires were collected through the Pearson correlation analysis. Results reveal that outdoor activities, parent-child yoga/gymnastics, healthy diet education, regular physical examinations and hygiene habits cultivation, parent-child reading, role-playing, games, singing and nursery rhymes, visiting art exhibitions or cultural activities, encouraging children's free creation, scientific experiments, painting and handicrafts, visiting museums and science galleries, and watching science and art related videos have a positive correlation with the prosocial behavior of preschool children. Therefore, preschool children can choose daily activities around five fields, through reading, outdoor sports, science museum, etc.

Keywords: Preschool children, household activity, prosocial behavior.

1. Introduction

"Kindergarten education Guidelines" pointed out that: Family is an important partner in kindergarten to promote children's development. Following the principles of cooperation, respect, and equality, the author should cultivate parents 'understanding ability, cultivate children's growth and participate in children's life degree, and actively help and coordinate parents to improve the interaction with their children and children of the same age, which has a positive effect on the prosocial behavior shared by preschool children.

Xie Wenlan [1] et al. found that the family environment can also influence the development of prosocial behaviors, and siblings are an important source of children's social interaction. Thus, the interaction between preschool children and children of the same age has a positive effect on the prosocial behavior. Liu Qianwen and Wang Zhenhong [2] pointed out that there was a significant positive correlation between child intimacy, sensory Processing Sensitivity (SPSS) and prosocial behavior of preschool children, and a significant negative correlation between parent-child conflict and prosocial behavior. Wang [3] pointed out that the intervention studies further showed that it has improved by strengthening children's social skills training Children's peer communication ability, thereby increasing children's positive behavior, reduces the child's aggressive behavior. In order to coordinate family education and kindergarten education, kindergartens need to constantly lead

parents professionally, and realize the common growth of parents and teachers in the professional guidance. It can be seen that home co-education needs kindergartens to lead parents from a more professional perspective, to solve the misunderstanding of parents for preschool children's education activities, so that parents can deeply join in the development of children. Elif Sarac[4] Point out that children have changed by participating in a variety of development tasks, such as knowing themselves, meeting new friends, and adapting to unfamiliar environments. During Sonia's period, parents played a key role in supporting their children's development. Moreover, recent studies[5] suggest a significant relationship between family regulatory factors and parenting practices and child behavior.

Hu pointed out that the democratic education mode has an indirect promotion effect on children's social ability through the parent-child relationship[6]. Zhang Xiao's research adopts the short-term tracking design to explore the independent and interactive influence of the relationship between teacher and student and mother-child on children, which reveals the regulatory role of the relationship between teacher and student and mother-child relationship in predicting the [7] of children's problem behavior. DARLING N Point out that the values of parenting behavior and child development [8], fully reflected in the daily interaction with children, will inevitably affect the relationship between parent-child and children. Wang Meifang pointed out that the intervention involved research further shows that by strengthening children's social skills training, the authors improve children's peer communication ability, thus increasing children's, positive behavior, and reducing children's aggressive behavior[9].

Most foreign studies use the method of combining quantitative analysis and empirical research. Foreign scholars Yang Jia, Xie Wanlin, Lin Xunyi and Li Hui[10] adopted the four-point Likert scale to verify the theoretical study on the intermediary role of the study explored the relationship between parenting stress and children's interest in reading during parent-child literacy activities through sample experiments conducted. Sonya Nedovic;, Marilyn Fleer;, Prabhat Rai[11] used the concept of teaching orientation impact of the intervention with CPW on parents' ability to actively support STEM learning in preschool children through collective participation in imagery games. Ilaria Verify whether a European project that hopes to improve children's emotional and social learning) can improve psychological theory and emotional understanding in a preschool environment[12]. These activities, by listening to stories and / or watching videos, young children think and talk to researchers about the inner world (thoughts and emotions). The study has shown that the control group of this activity is better than the experiment group, indicating that the program can be effective in improving the social understanding of preschool children.

Therefore, by combing and reviewing the relevant literature in the field of preschool education, this paper aims to comprehensively understand the influence of the choice of family activities under home co-education on the prosocial behavior of preschool children, and provide reference and direction for future research.

2. Literature Review

Xie Wenlan [1] found that 3-year-old children adjusted their prosocial behavior strategies according to how others treat them. 3. 5 year old young children already understand the principles of positive direct reciprocity (tit for tat). If children's peers never participate in the interaction, they will share less of these peers. Emotional understanding is an individual's understanding and inference of others' emotions. Empathy containing this cognitive process (feeling the feelings of others) or compassion (consideration for others) has been confirmed by the investigators to have an important impact on prosocial behavior in children. Earlier studies have found that the first two years of individual development show empathy for emotional cues and emotional understandings are associated with their prosocial behavior. In addition, emotional understanding helps school-age children develop reciprocal based friendships, which can help children build fair relationships.

This suggests that emotional understanding can promote reciprocal, equitable development in children. Family environment can also have an impact on child prosocial behavior strategies.

The siblings are an important source of young children's social interaction. Thus, the interaction between preschool children and children of the same age has a positive effect on the prosocial behavior shared by preschool children.

In Liu Qianwen's study, the quality of parent-child relationship between children and parents was measured by the parent-child relationship scale (the Parent-Child Relationship Scale, PCRS) compiled by Pianta and revised by Zhang Xiao et al.[2]. The scale includes three dimensions (intimacy, conflict and dependence), a total of 26 questions, with 5 points scored (1 means complete incompliance and 5 means full compliance). Since previous studies showed that the reliability of dependency subscales was not ideal, only intimate subscales and conflicts were used in this study. In Xie Wenlan's study, the Cronbach's α coefficient of the intimate subscale was 0.63, and the Cronbach's α coefficient of the conflicting subscales was 0.80. The Guan analysis showed that there was a significant positive correlation between parent-child intimacy, SPS and prosocial behavior, and parent-child conflict was significantly negatively associated with prosocial behavior of preschool children ($p < 0.01$).

The essay showed that the lack of basic social skills is an important reason for the poor peer relationship and the high level of aggressive behavior in children[3]. When communicating with peers, children with a variety of ways to solve interpersonal problems can choose different behavior modes according to different communication situations and communication objects, and they use more non-attack means to solve interpersonal conflicts. Relevant intervention studies further demonstrate improvement by strengthening social training in children's skills. Children's peer communication ability, thereby increasing the child, of positive behavior, like find yourself-reflection, make new friends, and adapt to new circumstances, reduces the child's aggressive behavior. Therefore, strengthening children's social skills training, teaching children effective strategies to solve interpersonal problems and improving children are effective ways to cultivate children's social communication ability.

Author focuses on the most effective factor parenting affecting the development and continuity of these behaviors. Managing child behaviour is very important [4]. Children in early life, especially before birth to 5 years, are subject to multiple developmental effects such as social, emotional, and physical. During this time, parents have an important impact on the child's development. If parents fail to stop and correct their child's misconduct, this may translate into psychosocial problems in adulthood. Parenting style is the strongest predictor of social development in preschool children. Several studies have shown that warm relationships between parents and children need to reduce emotional and behavioral problems in their children. Hu Yanhua [6] uses the revised parent-child relationship scale (Child-parent Relationship Scale) compiled by Pianta and Zhang Xiao to test[7]. Hu Yanhua's research found that in addition to having a direct effect on promoting children's social ability, democratic parenting mode also has an indirect effect on promoting children's social ability through parent-child relationship. Educational methods include parents' parenting attitude to their children, parenting behavior and values for children's development [8], which is fully reflected in the daily interaction with children and will inevitably affect the parent-child relationship with children. In general, to take the Democratic parenting parents can often timely respond to children's ideas, emotions and behavior, both respect children's views and effective guidance, and children on the cognitive, emotional and behavior has high consistency and good coordination, so can improve the quality of parent-child relationship, increase intimacy, reduce parent-child conflict, and good parent-child relationship quality can promote the improvement of children's social ability. Parent-child relationship plays a partial intermediary role between the democratic parenting style and children's social ability.

Wang Meifang's study [9] shows that when communicating with peers, children with a variety of ways to solve interpersonal problems can choose different behaviors according to different communication situations and communication objects, and they use more non-attack means to solve interpersonal conflicts. Related intervention studies further show that by strengthening children's social skills training, improving children's peer communication, thus increasing children's positive behavior and reducing children's aggressive behavior. Therefore, strengthening children's social skills training, teaching children effective strategies to solve interpersonal problems and improving children are effective ways to cultivate children's social communication ability.

Yang Jia's study [10] revealed the mediation role of parent-child literacy activity and the regulatory role of the number of children on the correlation between parental stress and children's reading interest. At the same time, the results show that the different adjustment values of the number of children in the family have an impact on the mediation effect of parent-child literacy activities. These findings are discussed in the context of children's policy. Sonya Nedovic The [11] literature shows that the basic STEM concept supports the mastery of STEM subjects in the later school and specialty. Genere a way that children learn STEM concepts in the home environment, where conceptual development occurs in the home environment. This paper attempts to study how parents can find suitable teaching methods to create incentive conditions for STEM learning. Various researchers have put forward the theory of this imagination. N has a great influence on the development of children's thinking. This paper reports the evidence information model of STEM learning, which uses collective imagination to support conceptual development as an intervention in family practice, providing the opportunity for parents to start to orient their own teaching impact. Participating families attended 6 concept play world conferences for children aged 4 and 6 months via Zoom. By analyzing playful family interactions, the research results show four parent-initiated educational positions or "interaction themes" ("above"/"original we", "equivalent", "independent" and "below"), each creating different opportunities for collective imagination and conceptual thinking. Thirty-four children were randomized to the training or control group. The training sample consisted of 5 to 6 children, and 8 language dialogue activities were completed in 8 weeks. These activities are based on listening to stories and / or watching videos, and then thinking and talking about the inner world (thoughts and emotions) and the children themselves. During the training phase, the children in the control group will draw or play freely. During the pre-and post-test phases of the study, all children completed language tests, a series of Theory of mind tasks (including "location change" and "unexpected content" services), and emotional comprehension tests, assessing nine components of emotional comprehension (EU). The results of this exploratory study suggest that the Program is effective at enhancing preschoolers' social understanding and thus merits implementation in preschool settings.

Therefore, through the combing and review of the literature of preschool education at home and abroad, The author found that most of the studies focused on the influence of family on children, but did not point out whether the choice of family activities affects children's prosocial behaviors. This study aims to explore the influence of after-school activities for preschool children.

3. Method

3.1. Participants

This article discusses the relationship between the choice of family activities for preschool children and their prosocial behavior. This questionnaire was randomly distributed for research purposes. In order to save time and costs, this study collected data through online questionnaires star and adopted a sampling coverage of the Jiujiang city area. The author will conduct stratified sampling based on gender and grade to ensure sample diversity and representativeness.

3.2. Measurement Methods

The author uses a questionnaire survey method, that the questionnaire includes nine main dimensions, namely social development, emotions and feelings, social cognition, social adaptability, compliance with daily routines and social rules, compliance with moral rules and guidelines, peer relationships, self-control and willpower, independence, self-awareness, and self-education. The dimensions in this scale can be seen as sub scales, and a four level selection method is adopted for questions related to children's behavior, with the aim of avoiding parents' "moderate" tendency when making choices. Higher scale values represent more reliable values.

The reliability of the 1992's scale is as follows:

Spearman Brown equal split half reliability coefficient=0. 8638

Gutmann split half reliability coefficient 1,=0. 8552

Cronbach's reliability coefficient alpha=0. 9487

Due to different calculation methods, the results obtained may vary, but the total reliability values of the first version of the scale in 1992 were between 0. 8552 and 0. 9487, and the total reliability values of the second version of the scale in 1993 were between 0. 8213 and 0. 9277. According to Psychometrics theory, when the reliability of a test reaches the standard. When it is above 0. 80, it can be considered a test with relatively high reliability. The reliability of this scale should be considered quite high.

3.3. Analytical methods

This study used Pearson correlation analysis to import the questionnaire results into SPSS26 for analysis. A higher reliability indicates a small random error in the measurement. The reliability of the confirmatory study reached at least 0. 70. The study on the choice of family activities for preschool children uses correlation analysis to verify the impact of family activity choices on children's prosocial behavior.

4. Results

Statistical coded controls are shown in Table 1

Table 1: Statistical coded controls

Q1	Observe the routine and discipline in the kindergarten or school
Q2	Can think from someone else's perspective and correct your own opinions:
Q3	Be good at persistence, do not give up until reaching the goal
Q4	It is good to sleep at night and get up in the morning
Q5	Home strangers are not afraid, like to go to the front together
Q6	How often you schedule your child for outdoor activities every week
Q7	Do you often participate in sports or games with your children?(Such as running, jumping, and ball games)
Q8	What family activities do you think are the most conducive to a child's health?
Q9	Parent-child yoga / gymnastics
Q10	How much time do you read picture books or story books with your child every day
Q11	Healthy diet education
Q12	What family activities do you think are most conducive to a child's language development?
Q13	playing

Table 1: (continued).

Q14	game
Q15	Singing and children's songs
Q16	Do you often take your children to social activities, such as playing with other children
Q17	Participate in the language interest classes
Q18	How do you teach your children how to share and cooperate?(Multiple options) - - through the small things in your daily life
Q19	Through games and role-playing
Q20	Tell related stories or picture books
Q21	Participate in group activities
Q22	Which family activities do you think are most conducive to your child's social skills development?(Multiple options) - -Invite children to play at home
Q23	Participate in community activities
Q24	Games that simulate a social scene
Q25	Family Party
Q26	Do you often do small scientific experiments or exploration activities with your children
Q27	How do you stimulate your child's interest in art?(Multiple options) - -Provide a wealth of art materials (such as brushes, paints, paper)
Q28	Visit art exhibitions or cultural events
Q29	Encourage children to create freely
Q30	Take part in the art interest classes
Q31	What family activities do you think are most conducive to improving children's scientific and artistic literacy?(Multiple choices) - -Small scientific experiments
Q32	Painting and hand-making
Q33	Visit to museums and science
Q34	Watch the science-and art-related videos

The statistical results of Pearson correlation analysis are shown in Table 2.

Table 2: Pearson correlation analysis

relativity		argument	Q21	Q23	Q24	Q26
argument	Pearson correlation	1	-. 017	-. 102	-. 069	-. 003
	Sig. (Double tail)		. 794	. 114	. 289	. 959
Q21	Pearson correlation	-. 017	1	. 024	. 048	. 063
	Sig. (Double tail)	. 794		. 710	. 460	. 332
Q23	Pearson correlation	-. 102	. 024	1	-. 065	. 051
	Sig. (Double tail)	. 114	. 710		. 316	. 430
Q24	Pearson correlation	-. 069	. 048	-. 065	1	. 014
	Sig. (Double tail)	. 289	. 460	. 316		. 828
Q26	Pearson correlation	-. 003	. 063	. 051	. 014	1
	Sig. (Double tail)	. 959	. 332	. 430	. 828	

According to the output results, Pearson correlation coefficient indicates a strong positive correlation between the content of family activities and children's prosocial behavior. Meanwhile, the

P-value is very close to zero, far below the common significance level. It is understood that outdoor activities, parent-child yoga/gymnastics, healthy diet education, regular physical examinations and hygiene habits cultivation, parent-child reading, role-playing, games, singing and nursery rhymes, visiting art exhibitions or cultural activities, encouraging children's free creation, scientific experiments, painting and handicrafts, visiting museums and science galleries, and watching science and art related videos have a positive correlation with the prosocial behavior of preschool children.

5. Conclusion

This study by expounds the research, found that the current research focuses on the influence of family participation on preschool children, the author did not find the choice of family activities of preschool children, therefore, the study author around the five areas (health, society, language, art, science) research analysis, outdoor activities, parent-child yoga / gymnastics, healthy diet education, regular physical examination and adolescent habits, parent-child reading, role playing, games, singing, nursery rhymes, visit art exhibition or cultural activities, encourage children free creation, science experience literature, painting and handicrafts, visit museums and science gallery , Watching videos related to science and art, was positively associated with prosocial behavior in preschool children. It can be seen that the choice of family activities is not an unconscious choice, and families need to jointly care for the growth of children through various aspects.

References

- [1] Xie, W., Zhao, Y., Wang, Y., Qu, F., & Jiang, L. N. (2024). *Exploration of prosocial behavior strategies in preschool children: The influence of social cognition and family environment*. *Psychology*, 44(3).
- [2] Liu, Q., & Wang, Z. (2023). *Interactive effects of parent-child relationship, sensory processing sensitivity, and COMT Val158Met polymorphism on prosocial behavior in preschool children*. *Psychology*, 55(5).
- [3] Wang, M. (2000). *Development characteristics and education of prosocial behavior*. Shandong Normal University (Social Science Edition), 2000(4).
- [4] Sarac, E. (2024). *Impact of parenting styles on preschoolers' behaviors*. *World Journal of Clinical Cases*, 12(23), 5294-5298.
- [5] Santrock, J. W. (2011). *Life span development (13th ed.)*. New York: McGraw-Hill.
- [6] Hu, Y., Li, M., & Ru, R. (2023). *The influence of family parenting on the social ability of preschool children: The intermediary role of parent-child relationship*. *Journal of Shijiazhuang College*, 25(3).
- [7] Zhang, X., Chen, H., & Zhang, G. (2008). *Mother-child relationship, teacher-student relationship, and problem behavior of children in the first year of kindergarten*. *Psychological Journal*, 2008(4), 418-426.
- [8] Darling, N., & Steinberg, L. (1993). *Parenting style as context: An integrative model*. *Psychological Bulletin*, 113(3), 487-496.
- [9] Wang, M. (2000). *Development characteristics and education of prosocial behavior of preschool children*. Shandong Normal University Daily (Social Science Edition), 2000(4).
- [10] Yang, J., Xie, W., Lin, X., & Li, H. (2022). *Parenting stress, parent-child literacy activities, and preschoolers' reading interest: The moderation role of child number in Chinese families*. *Sustainability*, 14(23), 15783.
- [11] Nedovic, S., Fleer, M., & Rai, P. (2024). *Parent pedagogical positioning to create conditions for preschooler STEM learning using a Conceptual PlayWorld*.
- [12] Grazzani, I. (2024). *Promoting theory of mind and emotion understanding in preschool settings: An exploratory training study*. *Frontiers in Psychology*, 15, Article 1439824.