

Research on the Influence of Family Parenting Style and Peer Relationship on Junior High School Students' Prosocial Behavior

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Abstract: Objective: To study the influence of family parenting style and peer relationship on junior high school students' prosocial behavior. Methods: The modified prosocial behavior scale, peer acceptance dimension of peer relationship scale and family parenting style scale were used to investigate 2510 junior high school students from 3 schools in Jiangsu province. Findings: (1) Positive parenting style ($r=0.242, P<0.01$) and peer relationship ($r=0.261, P<0.01$) had significant positive effects on prosocial behavior, and positive parenting style ($r=0.056, P<0.05$) had significant positive effects on peer relationship. (2) Negative parenting style had significant negative effects on peer relationship ($r=-0.452, P<0.01$) and prosocial behavior ($r=-0.398, P<0.01$). (3) Family parenting style not only directly affects the prosocial behavior of junior high school students, but also affects the prosocial behavior through the mediating role of peer relationship. Conclusion: Peer relationship plays a partial mediating role in the relationship between family parenting style and junior high school students' prosocial behavior.

1. Introduction

The concept of Prosocial Behavior is generally considered to be the behavior that meet social expectations and are beneficial to others or the society, such as sharing, cooperation, helping and other behaviors. It is an important aspect of individual development of social competence ^[1]. Existing studies have shown that individuals with more prosocial behaviors have higher psychosocial adaptability and more successful interpersonal relationships ^[2]. They are more able to perceive their own abilities and the value of existence, thereby improving their sense of value and meaning ^[3]. Therefore, this study takes prosocial behavior as the dependent variable and explores the influencing factors of junior high school students' prosocial behavior, which is of great significance for promoting the formation and development of junior high school students' behavior.

2. Research Methods

2.1. Subjects

This research takes the first, second and third grade students from three junior high schools in Jiangsu Province as the research subjects. A total of 2,510 questionnaires were sent out, 2,368 were returned, and invalid questionnaires such as wrong filled and omitted ones were deleted. A total of 2,074 valid and qualified questionnaires were issued, with an effective rate of 82.6%. There were 1043 males (50.3%) and 1031 females (49.7%). 792 students (38.2%) in the first grade, 86 (4.1%) in the second grade, and 1196 (57.7%) in the third grade.

2.2. Research Methods

Literature research method, questionnaire survey method and mathematical statistics method are used to investigate and study in this paper.

2.3. Data Processing

SPSS20.0 was used to calculate the Colomback coefficient of each questionnaire and the mean value, standard deviation and Pearson correlation coefficient of each dimension variable. The fitting degree of each part of the questionnaire model was tested by AMOS22.0, which was used to delete the items and test the significance of the mediating effect.

2.4. Research Measurement Tools

2.4.1. Prosocial Behavior Scale

The prosocial behavior scale was adapted from the Children's Prosocial Behavior Questionnaire compiled by Deng Shiying, and the individual expressions of the questionnaire were modified. The revised prosocial behavior scale consists of 33 items. After confirmatory factor analysis, 8 inappropriate items were deleted, and the scale was finally composed of 25 items, which were cooperation dimension (5 items), sharing dimension (6 items), helping dimension (5 items), comfort dimension (4 items), and public morality dimension (5 items). The scale adopted 5-point scoring method, that is to say, the higher the total score, the higher the prosocial behavior of students. The internal consistency coefficient of this part of the scale in this study is 0.975.

2.4.2. Peer Relationship Scale

The peer relationship scale was adapted from Zou Hong's Peer Relationship Scale and revised some of its expressions by referring to the research subjects and research questions. Finally, a peer relationship questionnaire with 20 items suitable for this study was formed, with only one dimension accepted by the peer. The questionnaire adopted 4-point scoring method, it means that the higher the score, the better the peer relationship. The internal consistency coefficient of the scale is 0.768.

2.4.3 .Family Parenting Styles Scale

The Family Parenting Styles Questionnaire adopted the revised version of Gent Parenting Behavior Scale (*GPBS*) compiled by Leeuwen, and 18 items were selected to form a questionnaire suitable for this study. After confirmatory factor analysis, only one unsuitable item was deleted, and the scale was finally composed of 17 items, including parental blame dimension (6 items), supportive companion dimension (6 items), and negative control dimension (5 items). The questionnaire adopts 4-point scoring method. In the dimension of positive family parenting style, the higher score, the better family parenting. The lower the score in the dimension of negative family parenting, the better the family parenting. In this study, the two dimensions of parental blame and negative control were packaged into the dimension of negative family parenting style, with an internal consistency coefficient of 0.843, while the dimension of supportive companion was packaged into the dimension of positive family parenting style, with an internal consistency coefficient of 0.798.

3. Research Results

3.1. Test of Common Method Biases

Although strict controls and prompts were carried out in the whole process of questionnaire distribution, common method biases may exist because all the questionnaires used in this study were answered by the subjects according to their subjective intentions ^[20]. Harman single factor analysis was used to test whether there were common method biases in the questionnaire. Results showed that among the 9 factors with eigenvalues greater than 1, the variance interpretation rate of the first common factor was 25.332%, which was less than 40% of the critical index, proving that there was no obvious homology method deviation in this sample ^[21].

3.2. Descriptive Statistics and Correlation Analysis of Variables

The author carried out correlation analysis of prosocial behavior, peer relationship and family parenting style scales. And the results showed that prosocial behavior was positively correlated with

peer relationship and positive parenting style, while negatively correlated with negative parenting style. Peer relationship has a significant positive correlation with positive parenting style, while it has a significant negative correlation with negative parenting style. Positive parenting style and negative parenting style are significantly negatively correlated (see Table 1).

Table 1 Descriptive and correlation analysis table of prosocial behavior, peer relationship and family parenting style (N=2510)

Dimension	M	SD	1	2	3	4
Prosocial behavior	4.33	0.68	1			
Peer relationship	3.57	1.52	0.261**	1		
Active parenting style	3.1	0.76	0.242**	0.056*	1	
Negative parenting style	1.68	0.58	-0.398**	-0.452**	-0.045*	1

Note: * $p < 0.05$, ** $p < 0.01$ (Note: all the variables in the model were included in the regression equation after they were normalized), the same below.

3.3. Analysis of the Mediating Effect of Peer Relationship on Family Parenting Style and Prosocial Behavior

Using the Process plug-in compiled by Hayes, gender and grade were listed as control variables, the default model No. 4 was selected, and all variables were placed in the preselected box. Bootstrap was selected 5000 to test the mediating effect of peer relationship on the influence of different family parenting styles on junior high school students' prosocial behaviors (see Table 2).

Table 2 Regression analysis of mediation model variables (N=2510)

Variable	peer relationship			prosocial behavior		
	β	SE	t	β	SE	t
Positive parenting	0.081	0.021	3.781***	0.237	0.018	1.743***
Negative parenting	-0.209	0.021	-1.675***	-0.223	0.021	-3.150***
Positive parenting				0.233	0.02	4.209**
Negative parenting				-0.06	0.023	-2.570**
R^2		0.055			0.219	
F		60.401***			145.442***	

In the model figure mediated by positive peer relationships (see Figure 1), regression analysis showed that: Positive parenting style could significantly positively predict prosocial behaviors of junior high school students ($\beta = 0.24$, $P < 0.001$), negative parenting style could significantly negatively predict prosocial behaviors of junior high school students ($\beta = 0.22$, $P < 0.001$), the positive parenting positively predict peer relations ($\beta = 0.08$, $P < 0.001$), negative parenting negative predict peer relations ($\beta = 0.20$, $P < 0.001$), peer relations positively predict prosocial behavior ($\beta = 0.22$, $P < 0.001$).

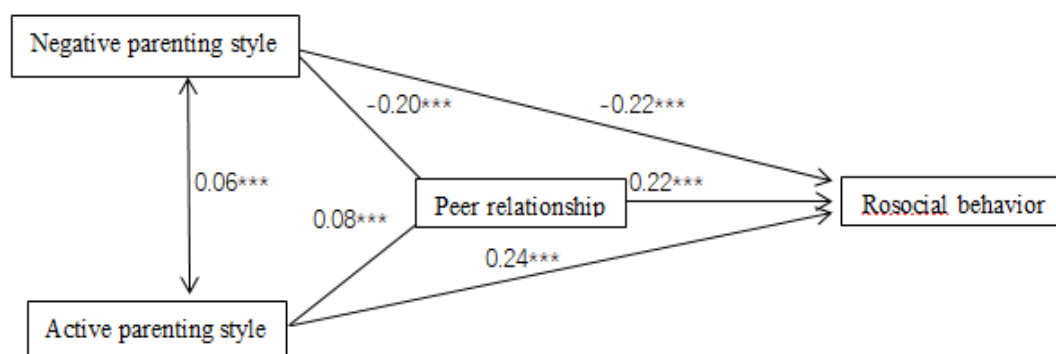


Fig. 1 Mediating effect of positive peer relationship on the influence of family parenting style and prosocial behavior

When the Bootstrap analysis was used to test the significance of the mediating effect, the results showed that: Peer relationship had a significant mediating effect between parenting style (positive and negative) and prosocial behavior, and their Bootstrap 5000 confidence intervals did not contain 0. In the path of positive parenting style and peer relationship, the mediating effect accounted for 5.9% of the total effect; In the path of negative parenting style and peer relationship, the mediating effect accounted for 22.0% of the total effect (see Table 3).

Table 3 Significance test of mediating effect

Independent	Variable mediating	Indirect effect	Indirect effect	Size	95% confidence interval	
					Upper limit	Lower limit
Positive parenting style	Peer relationship	0.014***	0.242***	0.059	0.003	0.03
Negative parenting style	Peer relationship	-0.049***	-0.223***	0.22	-0.063	-0.037

4. Discussion

This study found that there is a significant correlation among family parenting style, peer relationship and prosocial behavior, which is consistent with previous studies. The positive parenting has significant positive effects on prosocial behavior^[4-6], meanwhile, it has significant positive effects on positive peer relations^[7]. Peer relations of prosocial behavior has a significant positive correlation, negative parenting has significant negative effects on prosocial behavior, negative peer relationship on prosocial behavior has significant negative correlation, it is consistent with the previous studies.

In this study, structural equation modeling was used to establish a mediating effect model. The results have shown that the peer relations between family parenting and prosocial behavior is a very important mediating variables, and peer relations play a significant mediating role between family parenting style and prosocial behavior. Family parenting style not only directly affect the prosocial behavior, also have indirect effects on prosocial behavior through peer relations.

The positive parenting style positively predicts the peer relationship and prosocial behavior of junior high school students, that is, the positive parenting style will promote the positive peer relationship and prosocial behavior, the higher the level of the individual's positive parenting style, the higher the level of the positive peer relationship and prosocial behavior tend to be.

We believe that as a socialized phenomenon in the growth process of junior high school students, prosocial behavior will promote the formation of positive social values among junior high school students, which is conducive to the physical and mental health of junior high school students. This prosocial behavior can be improved significantly by promoting positive parenting styles and positive peer relationships. Positive parenting style also has indirect influence on prosocial behavior through positive peer relationship. Junior high school students' psychology is in a "turbulent"

period, in this special period, they gradually turn to rely on the peer relationship from relying on the parent-child relationship. At the same time, some problems in the socialization of middle school students have emerged. From the results of this study, it provides a new perspective for the study of junior high school students' prosocial behavior problems, and also provides theoretical support for them to form a good interpersonal relationship in the future and better integration into the society. That is, through changing the family parenting style, we can help students to have a clearer understanding on peer relationship, to make the students become more active in the process of interpersonal communication, so as to strengthen the prosocial behaviors of junior high school students. The study has theoretical and practical significance on how to better promote the junior high school students' socialization.

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