

The Influence of Family Education on Children's Social Behavior

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Abstract. Due to the increasing importance that society places on children's behaviors, Educational methods are one of the key research topics of the present era. Many studies on such an area have emerged. Devoted to researching ways to enhance the quality of education and improve teaching methods. However, the influence of family education on the refinement of social behaviors is considered insufficient. This review explores the impact of the family environment in which children are raised on their ability to cooperate, compete, and communicate with others. Discuss the topic from different perspectives. Collecting literature to organize information and support the conclusion. This article concludes that a warm and supportive family helps children cooperate better and feel safe. Growing up in a family that is full of sharing and respect for open communication helps children understand the importance of rules, commitments, and fairness. Through parental guidance, assist children in developing a healthy mindset, maintaining a positive social environment, effective communication methods, and fostering constructive competition. It also provides useful information for researchers and professionals in this field.

Keywords: Family Education; Children; Social Behavior.

1. Introduction

In recent years, as society has paid increasing attention to children's social behavior, family education, an important factor influencing children's social interactions, has attracted widespread interest. Numerous studies have shown that family education plays a decisive role in shaping children's moral qualities, verbal expression, and external social interactions [1]. Considerable progress has been made in exploring the relationship between family education and children's social behavior patterns. However, there remains a lack of systematic analysis that connects the psychological development of primary school children with their specific types of social behavior. To address this gap, this study aims to review the existing literature and categorize children's social behavior into cooperative behavior, avoidance behavior, and altruistic behavior. By doing so, it seeks to analyze the specific impact of family education on the development of children's social behavior, thereby clarifying the mechanisms through which family education contributes to social development in primary school students. This review will not only enrich the theoretical framework of family education studies but also provide practical guidance for parents and educators to enhance the relevance and effectiveness of family education.

2. Definition and Impact of Social Behaviors

Social behavior refers to interactions between individuals, typically within the same species, which are usually advantageous to one or more of those individuals. This behavior can be cooperation, competition, communication, collaboration, courtship, defense, etc. The core lies in the interaction and mutual influence between individuals. This paper classifies social behaviors into cooperation, competition, and communication.

2.1. Cooperation

A simple definition of cooperation is that one individual pays a cost for another to receive a benefit. Cost and benefit are measured in terms of reproductive success, where reproduction can be cultural or genetic [2]. Children's cooperation can be seen in the results of their mutual assistance with those around them. For example, group assignments are discussed with classmates, such as group posters and group presentations. Another example is planning a party with family members. In these situations, it is possible to judge whether the child's cooperation with others is going smoothly child's ability to cooperate reflects not only their social competence but also the influence of family education practices. Aspects of family education that influence cooperative ability include family atmosphere and parents' communication styles. A good family atmosphere can increase children's cooperative behaviors.

2.2. Competition

Competition refers to individuals constantly challenging themselves in an effort to develop competence and prove self-determination [3]. In daily life, the competition among children generally exists among their peers. This can be seen during sports meets, academic competitions, class position competitions, exam rankings, and so on. The family environment shapes the nature of children's competitive behavior, including healthy competition and aggressive competition. Existing research shows that in family education, the methods used to implement family rules, parental guidance approaches, and family structure all influence children's competitive behaviors

2.3. Communication

Social communication involves social interaction, social cognition, pragmatic language (verbal and nonverbal), as well as receptive and expressive language processing. Children's communication skills can be assessed based on their behavior at school and at home. For example, during class, do they actively participate in discussions with classmates and teachers? Are they able to clearly express their opinions and understand the opinions of others? During family activities, whether they can understand the needs of their family members and express their own ideas. Research shows that parental responsiveness, family communication patterns, and grandparent-led caregiving have key impacts on children's language expression and social communication.

3. The Impact of Family Education on Children's Social Behavior Formation

Family education refers to the education and influence that parents or other guardians exert on their children in the context of family life. It accompanies a child's entire growth process and has an important impact on their character, values, and behavioral habits.

3.1. The Impact of Family Education on Cooperation

Research shows that a harmonious emotional atmosphere (e.g., harmonious parental relationships, emotional warmth) provides children with a sense of security, encouraging them to engage in prosocial behaviors such as sharing and collaboration [4]. Conversely, parental conflict can trigger children's anxiety and suppress their willingness to cooperate [5]. In addition, how parents communicate with children also plays an important role in shaping their social competence. When parents adopt an egalitarian and consultative approach (such as allowing children to participate in family decision-making), it significantly enhances children's sense of responsibility and team spirit [6]. Qin & Tang pointed out that this type of parenting helps children internalize social norms like "respecting others" [7]. Active involvement by fathers in child-rearing is positively correlated with children's empathy, directly promoting cooperative behavior [8]. When the number of children in the family increases, such as in two-child families, when parents help the firstborn manage emotions (such as avoiding jealousy), it can guide them to develop affectionate behaviors towards their younger siblings [9].

3.2. The Impact of Family Education on Competition

Clear family rules, such as emphasizing turn-taking and fairness, help children understand the boundaries of competition and avoid aggression--especially when taught through playful designs like rhymes and stories [10]. In contrast, permissive parenting leads to a lack of rule awareness, making children more likely to become bullies in competitive contexts [11].

Under different parenting styles, children's competitive behavior shows opposite tendencies. In authoritarian families, high-pressure commands from parents may lead to outward compliance but internal resistance, manifesting as irritability or aggression in competition [7]. By contrast, democratic parenting encourages goal-setting within ethical and social boundaries, promoting healthy competition grounded in effort and rule-following.

Additionally, family structure has an indirect impact: children from single-parent families may lack emotional support and therefore seek attention through excessive competition, increasing the risk of aggressive behavior [12]. Thus, while competition itself is not inherently negative, its expression is deeply influenced by familial contexts.

3.3. The Impact of Family Education on Communication

Parents' sensitive responses to children's needs (such as understanding emotions and meeting emotional demands) directly promote children's willingness to communicate and their expressive abilities [13]. Also, the family is the first place where children learn to "respect others' viewpoints."

Children also acquire communication skills through observational learning. In democratic families where parents listen to children's opinions, children are more willing to actively share their thoughts [14]. Whereas in authoritarian families, where parents give unilateral commands, children become more withdrawn in communication [7].

An additional consideration is the impact of grandparent-led caregiving. Due to generational differences in educational beliefs, grandparents may adopt more traditional and less interactive communication styles, offering limited opportunities for open dialogue. This restricted communicative environment can hinder the development of children's expressive and social communication skills.

4. Recommendations

4.1. Cooperative Behavior

To cultivate cooperative behavior in children, parents should focus on three areas: family atmosphere, parenting methods, and the father's role.

First, parents should foster a warm family environment. Expressing emotions more frequently in daily life is key. For instance, parents should engage in daily conversations with their children, asking about their school experiences and challenges. When conflicts arise within the family, parents should avoid arguing in front of their children and instead resolve issues through calm communication. Research indicates that a gentle family environment fosters children's sense of security and belonging. In such settings, children are more inclined to share and cooperate.

Second, parents should adopt democratic practices within the household. Regular family meetings can involve children in decision-making processes. For instance, children can participate in planning weekend activities or co-creating household rules. This approach helps children understand and adhere to the guidelines more readily. Such practices cultivate responsibility while teaching respect for others and teamwork.

Third, fathers should actively engage in childcare. Fathers should spend time reading, playing games, and exercising with their children. Research indicates that fathers often teach rules and cooperation through play, which enhances children's empathy. Schools can organize "Father Involvement Days" to encourage greater paternal participation in children's development. Institutions may also be guided to help fathers play more significant roles in their children's social growth.

4.2. Avoidance Behavior

To reduce avoidance tendencies in children, parents should improve in three areas: parenting styles, intergenerational caregiving, and rule-based education.

First, parents must shift away from authoritarian parenting. They should recognize the negative impacts of command-based education. Parents should learn to replace commands with positive communication. For example, when a child is reluctant to share toys, parents should not force compliance. Instead, they can guide and demonstrate the importance of sharing. Parents can also attend family education courses to learn how to use questions instead of commands. This approach reduces resistance and encourages positive behavior.

Second, parents and grandparents should collaborate to improve intergenerational parenting. Grandparents should learn modern parenting concepts and reduce overprotection. Parents can organize regular family gatherings for three-generation activities. Such interactions help improve communication. Schools can also offer intergenerational parenting workshops, teaching grandparents scientific communication methods--like using open-ended questions and encouraging children to express themselves. Parents should also set aside daily time to connect with their children, compensating for potential gaps in intergenerational care.

Third, parents should cultivate children's understanding of rules through gamified approaches. Role-playing and storytelling can help children grasp rules through play. For example, parents can use "traffic light" games to teach rule-following or foster teamwork through cooperative games. Schools can design themed activities inviting parental participation. Teachers should regularly discuss children's behavior with parents to collaboratively develop educational strategies.

4.3. Altruistic Behavior

To cultivate altruistic behavior in children, parents should focus on three areas: emotional guidance, sibling education, and competition education.

First, prioritize emotional guidance. Parents should promptly recognize and respond to children's emotional needs. When children express emotions, parents should first understand and accept them before helping them find appropriate ways to express their feelings. Use picture books and role-playing to teach children to recognize their own and others' emotions, fostering empathy. Schools can introduce "emotional education classes" to teach children how to express care and offer assistance. Related activities can also be extended into homework assignments to involve parents.

Second, in families with two children, parents should pay special attention to the eldest child's psychological well-being. Before the birth of the second child, parents should prepare the eldest child psychologically. This can involve sharing stories about siblings or involving the eldest in preparations to welcome the new arrival. After the birth, parents should ensure they spend dedicated one-on-one time with the eldest child daily. Parents should guide the older child to experience the sense of accomplishment that comes with being a big brother or sister. Schools can organize support groups for families with two children, allowing parents to share experiences. Teachers should also pay attention to the emotions of children from two-child families and communicate with parents promptly.

Third, parents should help children develop a healthy perspective on competition. Through sports and team activities, parents can teach children to strive for victory while respecting the rules. Parents should also help children learn to accept defeat. Emphasize that fair competition is more important than winning. Schools can organize activities that require cooperation.

This study examines the influence of the home educational environment on elementary school students' cooperative behavior, avoidance behavior, and altruistic behavior. The research indicates that family education plays a central role in children's social development.

5. Conclusion

The study found that the quality of family education directly impacts children's social development. A warm family atmosphere and democratic communication methods enhance children's sense of

security and help them understand social rules. Active father involvement improves children's empathy and willingness to cooperate. Regarding avoidance behavior, authoritarian parenting styles often lead to withdrawal and aggression. In grandparent-led households, insufficient communication and a lack of rule-based education exacerbate this issue. Parents and grandparents should improve through interaction and dialogue. Cultivating altruistic behavior requires emotional support from parents. In families with two children, parents should pay special attention to the eldest child's psychological well-being and channel negative emotions into positive actions. Fair competition education also helps children develop sound values. Overall, family education serves not only as a vital setting for children to learn social skills but also as a foundational platform for understanding fairness, responsibility, and empathy.

Future research could employ long-term tracking to analyze how family environments influence children's social behaviors. Studies may also explore extending family education practices to schools and communities. Research should further examine innovative parenting approaches in special family contexts. Ultimately, findings should inform family education policies and contribute to establishing a scientifically grounded family support system.

Authors Contribution

All the authors contributed equally, and their names were listed in alphabetical order.

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