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## Discussion of Categories of Pro-social Behaviors of College Students as well as the Relevant Factor Analysis with Family Education

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**Abstract:** Currently, many scholars have paid more attention to the study of pro-social behaviors which has become an important topic in the field of psychology. In this study, the questionnaire method has been employed to discuss the categories of the pro-social behaviors of college students as well as the relationship with the family education. The study shows that the self-report is in order of altruism, urgency, emotion, compliance, anonymity and openness in the categories of pro-social behaviors of college students. Overall, there is a significant difference in the one-child factor and the non-only child factor for the pro-social behaviors. There is no significant difference in all other aspects. The pro-social behaviors of college students are significantly correlated with the family education.

**Key words:** College students, pro-social behaviors, family education, factor analysis

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### INTRODUCTION

The pro-social behavior refers to the behavior which is in line with the social expectations and that is good for others, groups or society. Currently, many scholars have paid more attention to the study of pro-social behaviors and it has become an important topic in the field of psychology. Considering the researches on pro-social behaviors at home and abroad, the achievements and the disadvantages coexist. In other countries, the researchers mainly focus on the development mechanism of pro-social behaviors and there are few studies on the categories of pro-social behaviors. At the same time, in most researches, the children are taken as the objects and the college students are neglected. In addition, many scholars have begun to focus on the use of multi-dimensional scale (Yu and Tao, 2010). However, it should be further improved. The pro-social behaviors have become increasingly diverse due to the influence of many factors (Gong, 2007). American psychologist Carlo thinks that the pro-social behaviors of individuals have altruism, compliance, emotion, openness, urgency and anonymity tendencies due to the influence of factors such as the family and social backgrounds, the cognitive and emotional variables and the direct situational characteristics (Carlo and Randall, 2002). As the early behavioral development and the socialization process of individuals are mainly performed in family, the family factor has played an important role in the development of pro-social behaviors of individuals. American psychologist Symonds (P.M. Symonds) finds that the children accepted by parents generally show the

behaviors required by the society, such as the stable emotion and sympathy; the children rejected by parents are usually cold and have the instable emotion; the children who allow the parents to submit them will have a stronger offensive tendency (Carlo *et al.*, 1998). Waxler *et al.* find that the behaviors of infants will be most favorable to others if their mothers respond to the difficulties with tense emotion and clear understanding (Carlo, 2006). Baumrind *et al.* indicate that the children with pro-social behaviors will be trained under the conditions of moderate parental reasoning and stricter requirements. Carlo thinks that there exist complex multi-relationships between the pro-social behaviors and the family education (Falbo, 1996); however, the problems such as the complexity and the influence mechanism need to be further studied. In China, the post-90s college students show the different features in all aspects. As one of the moral behaviors, it is required to further discuss whether the pro-social behaviors of post-90s college students have the diverse categories and whether these categories are affected by the family education under the influence of Chinese traditional culture background. Therefore, the study of the relationship between the categories of pro-social behaviors of college students and the family education can be supplied from a new perspective.

### RESEARCH OBJECTS AND METHODS

**Objects:** The research objects are the college students in Huaibei Normal University and Nanjing Normal University. Eight hundred students are randomly selected

from different departments. The number of valid questionnaires is 771, including 317 boys and 454 girls. There are 218 freshmen, 231 sophomores, 134 juniors and 188 seniors.

**Instruments:** In this research, there are two scales. One refers to the five point self-report questionnaire “Pro-social Tendencies Questionnaire” prepared by American psychologist Gustavo Carlo which has been revised due to the different cultures. The revised “Pro-social Tendencies Questionnaire” has good reliability and validity after being tested. Another one refers to “Family Education Assessment Scale” which is revised by Chinese scholar Yue Dongmei in accordance with the questionnaire of evaluating the family education prepared by Swedish C. Preeis. The scale includes the father scale and the mother scale which are used to respectively measure the father education and the mother education.

**Procedures:** The stratified and randomly-selected natural class is taken as a unit for questionnaire. It is necessary to use the unified guidance language and strictly control the test environment within a limited period of time. Finally, the survey data are processed by SPSS 11.0.

**RESULTS AND ANALYSIS**

**Comparison of the basic features of categories of pro-social behaviors:** Comparison of the categories of pro-social behaviors of college students.

In Table 1, it is found that the self-report of the pro-social behaviors is in order of altruism, urgency, emotion, urgency, compliance, anonymity and openness. The dominant pro-social behavior can be determined through comparing the standard values of the six tested categories.

**Gender difference of the pro-social behaviors of college students:** In Table 2, there is no significant difference for the gender factor ( $p>0.05$ ). There is also no significant difference for the three specific types: openness, anonymity and urgency ( $p>0.05$ ). However, for the altruism, compliance and emotion, there are significant

Table 1: Comparison of the categories of pro-social behaviors of college students

	M	SD
Openness	2.980	0.760
Emotion	3.540	0.650
Altruism	4.000	0.690
Urgency	3.700	0.680
Compliance	3.440	0.750
Anonymity	3.420	0.820

Average value of each dimension is from 1-5

differences ( $p>0.05$ ). The behavioral expression of the three types of girls is significantly higher than the one of boys.

**Professional difference of the pro-behaviors of college students:** In Table 3, it is found that there is no significant difference for the professional factor ( $p>0.05$ ). However, there is a significant difference for the type of urgency ( $p<0.05$ ) and the behavioral expression of boys is higher than the one of girls. There is no significant difference for other categories.

**Difference between the only-child factor and the non-only child factor of the pro-social behaviors of college students:** In Table 4, it is found that there is a significant difference for the only-child factor and the non-only child factor ( $p>0.05$ ). The behavioral expression of non-only child is slightly higher than the one of only child. There is no significant difference for the specific types ( $p>0.05$ ).

**Grade difference of the pro-social behaviors of college students:** In Table 5, it is indicated that there are the grade

Table 2: Comparison of Gender features of the pro-social behaviors of college students

	Male		Female		t	p
	M	SD	M	SD		
Openness	3.000	0.699	2.970	0.804	1.053	0.293
Anonymity	3.428	0.765	3.410	0.848	0.293	0.769
Altruism	3.872	0.732	3.910	0.648	2.761	0.006
Compliance	3.375	0.711	3.520	0.786	2.706	0.007
Emotion	3.538	0.676	3.763	0.630	2.709	0.007
Urgency	3.677	0.674	3.690	0.684	0.386	0.700
Total	3.298	0.333	3.298	0.355	0.010	0.992

Table 3: Comparison of the professional features of pro-social behaviors of college students

	Arts		Science		t	p
	M	SD	M	SD		
Openness	3.023	0.954	2.933	0.731	1.658	0.098
Anonymity	3.392	0.899	3.438	0.735	0.425	0.425
Altruism	3.962	0.598	3.946	0.744	0.309	0.757
Compliance	3.425	0.759	3.500	0.729	2.767	0.056
emotion	3.510	0.679	3.560	0.620	1.023	0.307
Urgency	3.627	0.709	3.760	0.647	2.709	0.007
Total	3.282	0.365	3.313	0.330	1.214	0.225

Table 4: Comparison of the difference between the only-child factor and the non-only child factor of the pro-social behaviors of college students

	Only-child		Non-only child		t	p
	M	SD	M	SD		
Openness	3.040	0.851	2.932	0.698	1.896	0.058
Anonymity	3.464	0.735	3.386	0.862	1.280	0.201
Altruism	3.950	0.606	3.954	0.733	0.070	0.944
Compliance	3.440	0.693	3.430	0.779	0.143	0.886
Emotion	3.588	0.641	3.505	0.652	1.752	0.080
Urgency	3.703	0.668	3.697	0.687	0.157	0.875
Total	3.279	0.343	3.329	0.347	1.960	0.048

Table 5: Comparison of the grade difference of the pro-social behaviors of college students

	Freshman		Sophomore		Junior		Senior		F	P
	M	SD	M	SD	M	SD	M	SD		
Openness	2.985	0.684	2.945	0.819	3.115	0.689	3.020	0.817	2.188	0.088
Anonymity	3.362	0.665	3.386	0.753	3.574	0.841	3.406	0.990	2.092	0.100
Altruism	3.774	0.651	3.942	0.754	4.016	0.707	4.018	0.574	4.281	0.005
Compliance	3.470	0.791	3.390	0.724	3.425	0.703	3.380	0.747	1.507	0.211
Emotion	3.645	0.654	3.585	0.634	3.472	0.669	3.458	0.621	3.974	0.008
Urgency	3.763	0.734	3.723	0.631	3.730	0.603	3.570	0.708	3.140	0.025
Total	3.317	0.335	3.286	0.343	3.339	0.320	3.266	0.378	1.440	0.230

Table 6: Correlation analysis of the pro-social behaviors of college students and the father education

	Emotional warmth	Punishment stringency	Over-interference	Preference	Rejection	Over-protection
Openness	0.066	0.155**	0.115*	0.040	0.134**	0.069
Emotion	0.137**	-0.010	0.036	0.121	-0.011	0.055
Altruism	0.151**	-0.103	-0.105	-0.062	-0.123	-0.102
Urgency	0.120**	-0.077	-0.075*	-0.025	-0.077*	0.006
Compliance	0.091*	0.012	0.065	0.002	0.006	-0.020
Anonymity	0.117**	-0.025	0.059	-0.025	-0.055	-0.004
Total	0.158**	-0.020	0.062	0.046	-0.049	-0.031

\*p<0.05, \*\*p<0.01, \*\*\*p<0.001

Table 7: Correlation analysis of the pro-social behaviors of college students and the mother education

	Emotional Warmth	Over-Interference	Rejection	Punishment	Preference	Over-protection
Openness	0.042	0.106**	0.127**	0.104**	0.0480	0.105
Emotion	0.146**	-0.139**	0.058	-0.003	0.076	-0.138**
Altruism	0.153**	-0.128**	-0.093*	-0.097*	-0.090*	-0.127**
Urgency	0.142**	0.051	-0.037	-0.082*	-0.012	0.050
Compliance	0.122**	0.039	-0.059	-0.028	0.010	0.038
Anonymity	0.154**	-0.008	-0.050	-0.045	-0.018	-0.007
Total	0.177**	0.058	-0.032	-0.039	0.032	0.058

differences for the altruism, emotion and urgency categories. And there is no grade difference for other types. Through comparing the altruism, the emotion and the urgency types, it is found that for the altruism type, there is a significant difference between the freshman year and the other three grades ( $p < 0.05$ ) and the behavioral expression of freshmen is significantly higher than the one of the other three years; for the emotion type, there are significant differences between the freshman year and the junior year as well as the freshman year and the senior year ( $p < 0.05$ ). The behavioral expression of freshmen is significantly higher than the ones of juniors and seniors and there is no significant difference among other grades; for the urgency type, there is a significant difference between the senior year and other three grades ( $p < 0.05$ ). The behavioral expression of seniors is significantly lower than the ones of other three grades and there is no significant difference among the other grades.

**Correlation analysis of the pro-social behaviors of college students and the father education:** In Table 6, it is found that the pro-social behaviors of college students have the positive correlation with the emotional warmth of father. For the specific categories, they are positively correlated with the emotional warmth of father except the openness type. The openness type is positively

correlated with the punishment, the over-interference and the rejection of father. The urgency type is negatively correlated with the over-interference and the rejection of father.

In Table 7, it is found that the pro-social behaviors of college students have the positive correlation with the emotional warmth of mother. For the specific categories, the openness type is positively correlated with the over-interference, the rejection and the punishment of mother and the other five types are positively correlated with the emotional warmth of mother. The emotion type is negatively correlated with the over-interference and the over-protection of mother. The altruism type is negatively correlated with the over-interference, the over-protection, the rejection, the punishment and the preference of mother. The urgency type is negatively correlated with mother punishment.

## ANALYSIS AND DISCUSSION

Analysis of the basic characteristics of pro-social behaviors of college students: The research shows that the self-report is in order of altruism, urgency, emotion, compliance, anonymity and openness for the pro-social behaviors of college students which are different from the results studied by Carlo and Randall (2002). The

self-report of American students is in order of altruism, compliance, emotion, urgency, anonymity and openness. The altruism behavior is most frequently reported by Chinese and American students and the least reported behavior refers to the openness behavior. The urgency behavior ranks second in China and it ranks fourth in American which is related with the different cultures. For the Chinese cultures, the "integrity" is more emphasized. Meanwhile, the unity, the harmony and the thought of "a difficult one, P Plus support" are also stressed. This spirit can be more reflected in times of crisis. Therefore, the urgency behavior is more emphasized by Chinese students.

There is no significant difference for the pro-social behaviors in gender factor. There is a significant difference for the altruism, the compliance and the emotion behaviors in gender factor. The behavioral expression of girls with the three ones is obviously higher than the one of boys. And there is no significant difference for other behaviors. It has further validated the previous conclusion: namely, the tendency of pro-social behaviors of girls is higher than the one of boys. The main reason is that the individuals will be given the specific gender role behaviors by a certain society from ancient times. Especially for the influence of Confucian traditional culture, the women should be gentle, kind-hearted, obedient, emotional, sentimental and vulnerable to be affected by emotions. However, the men should be masculine, rational and less susceptible to be affected by emotions. Therefore, the women are easier to be aroused by emotions and the empathy as well as the compassion is often appeared. For the post-90s college students, this traditional culture may also affect the behaviors so that the behavior expressions of altruism, compliance and emotion of girls are obviously higher than the ones of boys. However, there is no selectivity for the openness type, the anonymity type and the urgency type in genders and roles. Therefore, the significant gender difference does not exist.

Generally, there is no significant difference in the aspect of Arts and Science. There is a significant professional difference for the urgency behavior and the behavioral expression of science students is higher than the one of Art students which is related with the education forms, the education contents and the thought methods of Arts and Science. Nowadays, the Science pays more attention to training the logical thinking ability and the creation of technology experiments; the Arts are more dependent on the visual thinking and the abstract thinking. The agility of the operational ability and the behavioral responses of Science students are superior to the one of Arts students. Therefore, when an emergency occurs, the behavioral response tendency of Science students will be higher than the one of Arts students.

Generally, there is no significant difference in the grade factor. There are significant differences for the altruism type, the emotion type and the urgency type. For the altruism type, the behavioral expression of freshmen is obviously lower than the ones of sophomores, juniors and seniors. There is no significant difference among sophomores, juniors and seniors. The reason is that there are a lot of problems for the post-90s freshmen such as the living problems, the learning problems and the interpersonal relationship problems. Yu and Tao (2010) find that 54.9% of freshmen have the poor adaption ability and only 3.3% of students have the better adaption ability which shows that a great part of freshmen are difficult to adapt the new environment. Thus, the freshmen should take time to adapt the new environment. They have not well positioned themselves and the ethics as well as the values need to be further matured. When it comes to altruism type, their thought is still in the stage of struggle. Therefore, the behavioral expression of freshmen is significantly lower than the one of other three grades. For the emotion type, the behavioral expression of freshmen is significantly higher than the one of juniors and seniors and there is no significant difference among other grades which is related with the development of the emotion and the intelligence of college students. The general trend of the emotion and the intelligence of college students is positive and the order of grades is freshman>junior>sophomore>senior. Therefore, the reaction behavior of freshmen is higher than the one of juniors and seniors under the condition of emotional arousing. For the urgency type, the behavioral expression of seniors is significantly lower than the one of freshmen, sophomores and juniors. There is no significant difference among the freshmen, the sophomores and the juniors. It is indicated that the students will be more mature and sensible to deal with the problems with the gradual deepening of cultural knowledge, the gradual increase of adaption ability and the growth of age. At the same time, the post-90s seniors have faced more severe employment pressure as well as the pressure to take the entrance examination of postgraduate. When it comes to an emergency, these hurry and pressure factors may cause them to be a relatively low behavioral response state.

For the only-child factor and the non-only child factor, there is a significant difference. The behavioral tendency of non-only children is slightly higher than the one of only-child. However, there is no difference for the specific types. We think that this has certain rationality. Currently, most students are post-90s students and the only children occupy the majority. Ma Zhengliang finds that the only children are always capricious, finicky and poorly self-controlled due to the lack of family peers in childhood. However, for the non-only children, they will know how to care for others and help others because of

the interaction between brothers and sisters. They have more pro-social behaviors on the overall tendency. For the specific pro-social behaviors, both the post-90s only children and the non-only children accept the good all-round education. They will pay more attention to the ethical behaviors while focusing on the knowledge learning. Therefore, the students can have the appropriate pro-social behaviors in different contexts and there is no difference in the specific categories.

**Correlation analysis of pro-social behaviors of college students and family education:** The research shows that there is a significant correlation between the pro-social behaviors of college students and the family education.

Overall, the pro-social behaviors of college students are positively correlated with the emotional warmth of parents which indicates that the emotional warmth of parents is conducive to the development of the pro-social behaviors of college students. This is consistent with the research of Baumrind which indicates that the individual will be easier to have the pro-social behaviors when the parents are mild and gentle to treat their children. For the specific types, the openness type is positively correlated with the punishment, the over-interference and the rejection of parents which means that the children are easier to have the pro-social behaviors in the public if the parents show a stern manner, excessively interfere or reject the children in the process of upbringing. The main reason is that the children are difficult to get the approval and the praise from the parents. In order to get more praise from others, they will be easier to adopt the pro-social behaviors in public. The emotion type is negatively correlated with the over-interference and the protection of mothers. Mothers will give more comfort and care to the children except to meet the physical needs of children from the birth of individuals. If this kind of care is beyond the scope that the children can accept, namely the over-protection and the over-interference, it will be easier to cause the children at a low state on emotions. The Japanese psychologist Takuma Taketoshi and the American psychologist Baldwin find that when the mother educates the children with the protection attitude, the children will be naive, passive and lack of sociality which is not conducive to the development of pro-social behaviors. The altruism type is negatively correlated with the over-interference, the protection, the rejection, the punishment and the preference of mothers. In the Chinese cultural background, mothers always take the measures of punishment, interference and protection in family education under the influence of the expectations for their children. The positive values and attitude system as well as the moral rules are passed to the individuals and then internalized by individuals. When the college students need to provide the help and there is a loss of interests,

their internalized values and ethics will promote them to adopt the pro-social behaviors. The urgency type is negatively correlated with the over-interference and the rejection of fathers as well as the mother punishment. The urgency type stresses the pro-social behavior that is performed under the conditions of life danger and property danger. For the family education, when fathers excessively interfere and reject the individuals and mothers often punish them, the individuals will be more likely to resist and they will be easily affected by the peers and the media, etc. Currently, most of post-90s college students have contacted a wide range of media which mainly propagandizes the contents with positive moral orientation. Especially for a series of heroes and models appeared in emergency situations, the individuals will be greatly affected. Therefore, the appropriate individual will easily adopt the pro-social behaviors in an emergency situation.

## CONCLUSION

- In the categories of pro-social behaviors of college students, the self-report is in order of altruism, urgency, emotion, compliance, anonymity and openness. Overall, there is a significant difference in the one-child factor and the non-only child factor for the pro-social behaviors of college students. There is no significant difference in all other aspects
- The pro-social behaviors of college students are significantly correlated with the family education

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