

The Impact of Family-Related Factors on Social Adaptation Competence in Preschool Children: An Empirical Investigation

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Abstract

In recent years, children's social adaptability has aroused widespread concern in the field of preschool education. As one of the key children's social abilities, this ability has greatly promoted the socialization process of children, and has been widely regarded as an indispensable part of modern preschool education, which is helpful to meet children's social and emotional needs, enhance self-awareness and play an important role in the healthy development of individual personality. The family is the first place for children to contact and live for a long time, the basic environment and the most important base for children's growth, and it has a subtle effect on the socialization process of children. Therefore, it is of great guiding significance to evaluate the development of children's adaptive behavior ability, explore the relationship between children's social adaptive ability and family and other influencing factors, and study its development law for promoting children's mental health development and early childhood education.

Keywords: social adaptability, family factors, young children, investigation and research

1. Research Background

1.1 Realistic Needs

Social adaptability refers to "children's ability to gradually learn to accept the new environment and adapt to conflict situations, including: initially forming adaptability to the new environment, adaptability to strangers, adaptability to peer interaction, independently overcoming difficulties, dealing with simple problems in social life, learning to do things and learning to live". Having good social adaptability is helpful for children to improve their communication skills, enhance their self-awareness and play an important role in the healthy development of individual personality. Therefore, it is of great guiding significance to evaluate the development of children's social adaptive behavior ability, explore the relationship between children's social adaptive ability and family and other influencing factors, and study its development law for promoting children's mental health development and early childhood education. There are many studies on the topic of children's social adaptability, and there are more and more quantitative studies. However, there are few literatures on family, and most of them are about parents' participation in parenting, and there are few in-depth studies and explorations on family parenting environment. Therefore, it is necessary to base this study on the influence of family rearing environment on children's social adaptability.

1.2 Policy-Oriented

Early childhood is a key stage in the development of individual social adaptability. Children in this stage are in a stage of rapid physical and mental development. Their social adaptability not only affects their current study and daily life, but also has an important impact on their future development. "Guide to Learning and Development for Children Aged 3-6" [1] points out that "the learning and development process of children in the social field is the process of constantly improving their sociality and laying a sound personality foundation. Interpersonal communication and social adaptation are the main contents of children's social learning and the basic way of their social development". "Good social development has an important impact on children's physical and mental health and other aspects of development." The Guide emphasizes the importance of children's social training. Therefore, this study, by means of questionnaire survey, understands the development status of children's social adaptability and evaluates their social adaptability.

1.3 Theoretical Traction

1.3.1 Ecosystem Theory

Ecosystem theory mainly studies the interaction between social environment and human behavior, emphasizing the important influence of environment as a complex system on human development. This theory emphasizes the importance of environment in analyzing and explaining human behavior, because it believes that human behavior is inseparable from its environment. From the perspective of ecosystem theory, human behavior is no longer an isolated individual behavior, but the result of interaction with various systems in its environment. Family environment is the micro-system of children's growth, and the long-term interaction between family members and children has a far-reaching impact on children's development. Family environment is an important factor for children's growth, including parents' educational methods, family atmosphere and parent-child relationship. [2][3]

1.3.2 Family System Theory

Family system theory draws lessons from the theoretical framework of family psychology, and emphasizes the interaction process of thinking characteristics, emotions and communication behaviors among family members. [4] The family system consists of several subsystems, such as husband and wife system, parent-child system and hand-foot system. Each subsystem is interrelated and restricted to ensure the balance of the system and realize the function of the family. This study believes that each subsystem constitutes a family rearing environment. Family system has its unique features and functions. Its function can be understood from three aspects: family structure, family organization and family emotion. Family structure refers to the composition of family members, such as nuclear family, joint family, single-parent family and reorganized family. Family organization refers to the lifestyle, role characteristics and behavior norms in the family, and the common goals and behavior expectations formed on this basis. Family emotion refers to the emotional expression and affinity between family members. Emotional expression and affinity determine the relationship between family members, which is an important embodiment of whether the family atmosphere is good or not. [5]

1.3.3 Social Learning Theory

Social learning theory was put forward by the famous American psychologist Bandura. He believes that individual learning and development is a complex cognitive process, which is far more complicated than explaining it through simple demonstration and imitation. It includes not only observation and imitation, but also various cognitive processes such as memory, language, evaluation and expectation. These cognitive processes not only enable individuals to incorporate new experiences into existing cognitive structures, but also help them to characterize these experiences, so as to better understand and master them.

Ternary reciprocal determinism is one of the core viewpoints of Bandura's social learning theory. This view emphasizes that individual behavior is determined by three factors: individual, environment and behavior result, and they are causal. For example, parents' mood is stable, couples' feelings are good, and family members are full of care. When children feel the warmth and pleasant family atmosphere of their parents, their problem behaviors will also decrease, and children tend to show good behaviors. Conversely, children's good behavior contributes to parents' emotional stability and family harmony and happiness. Therefore, parents' emotional stability, children's good behavior and family harmony and happiness are interdependent and interactive. [3]

2. Research Questions and Significance

2.1 Research Issues

Early childhood is the key stage of life development, and the formation of social adaptability is very important for the all-round development of children. As an important part of children's growth, family plays an irreplaceable role in cultivating children's social adaptability. With the development of modern society, the influence and function of family factors on children's social adaptability has been paid more and more attention. Therefore, discussing the influence of family on children's social adaptability aims to provide theoretical support and practical guidance for improving children's social adaptability and effectively improve the mechanism of family promoting children's social skills development. The purpose of this questionnaire is to explore the relationship between children's social adaptability and family influencing factors, evaluate the development of children's social adaptability and study its development law, which has important guiding significance for promoting children's mental health development and early childhood education. The specific research questions are as follows:

- (1) The differences of children's social adaptability in demographic variables such as gender, age and whether they are only children.
- (2) The differences of children's social adaptability under different family factors.

- (3) The relationship between family factors and children's social adaptability, and whether family factors can significantly predict children's social adaptability.

2.2 Theoretical Significance

2.2.1 Enrich the Theoretical Research on Children's Social Adaptability from the Perspective of Family Factors.

As the first growing environment for children, family has a preconceived basic role in children's development, and neither school nor society can replace the important function of family in children's socialization development. At present, the research on the topic of children's social adaptability is rich, but most of them focus on the research on the current situation of children's social adaptability and the improvement of strategies, or explore the interaction between children's social adaptability and single-dimensional influencing factors such as children's learning quality, social emotions and children's own characteristics. There is a lack of literature from the perspective of family, so this study hopes to further understand the influence of family factors on children's social adaptability through the investigation of the current situation and statistical analysis of data, and provide certain theoretical value for related research.

2.2.2 Provide Some Theoretical Support for Family Education

In the new era, the state attaches great importance to family education. The Family Education Promotion Law of People's Republic of China (PRC) regulates the main responsibility of family education, the leading responsibility of the government and the collaborative responsibility of society, and regulates and clarifies the tasks, contents, methods, characteristics and laws of family education. [6] But in reality, some families do not know how to grasp the development opportunity of children's social adaptability because their parents have not studied professional family education in the process of raising their children. Therefore, this study aims to provide some suggestions for parents to guide and enhance the development of their children's social adaptability from the perspective of family factors, and make some theoretical contributions to family education.

2.3 Practical Significance

The purpose of this study is to explore the influence of family factors on children's social adaptability. By investigating the current situation and existing problems of children's social adaptability in kindergartens, this paper analyzes the correlation between children's social adaptability and family factors, and seeks effective promotion strategies for further seeking home cooperation and jointly promoting children's social development. In response to the advocacy of the Family Education Promotion Law, this study aims to guide parents to realize the importance of family factors to children's growth and provide new ideas and methods for parents to deal with children's peer communication and social adaptation.

3. The Research Design

3.1 Research Ideas

3.1.1 Research Purpose

In order to deeply understand the development of children's social adaptability and the influence of family factors on the development of children's social adaptability, this study conducted a questionnaire survey on parents of children aged 3-6, and further analyzed the relationship between them through investigation and analysis. According to the influence of related family factors on the development of children's social adaptability, suggestions and measures for improvement were put forward to promote children's social adaptability. The specific research objectives are as follows:

- (1) Explore the development of social adaptability of children aged 3-6;
- (2) To explore the relationship between family factors and social adaptability of children aged 3-6;
- (3) Reveal the influence of family factors on children's social adaptability, provide parents and preschool educators with ideas and strategies about family factors on children's social adaptability, and promote children's social adaptability.

3.1.2 Research Content

The research contents of this study are as follows:

- (1) The development status of children's social adaptability;
- (2) Analysis of the current situation of family factors, such as the way to deal with children crying, the way to punish children, and the factors that affect the improvement of self-management;

- (3) The present situation and differences of children's social adaptability in demographic variables such as gender, age and whether they are only children;
- (4) The differences of children's social adaptability under the influence of different family factors, such as parents' different educational level, different family income and different family structure;
- (5) Explore how to create a high-quality family environment to enhance children's social adaptability.

3.1.3 Technical Route of Research

According to the research content, this study intends to follow the following technical routes for investigation and research:

First of all, based on the importance of cultivating children's social adaptability emphasized in the Guide to Learning and Development for Children Aged 3-6, combined with the current lack of research on children's social adaptability from family factors, and under the guidance of ecosystem theory, family system theory and social learning theory, the main problems of this study are determined.

Secondly, according to the research purpose and problems, the research framework is established, the research hypothesis is made, the data is collected by questionnaire survey, and the data is interpreted by quantitative analysis, so as to draw the research results and conclusions.

Finally, according to the research results, the paper puts forward some countermeasures to better promote the development of children's social adaptability from the aspects of government, society and family, thinks about the limitations of the research and puts forward the prospect.

3.1.4 Research Hypothesis

On the basis of in-depth exploration of previous literature on children's social adaptability, we put forward the following research hypotheses:

- (1) The proportion of children's social adaptability is average;
- (2) There are differences in the development of children's social adaptability in demographic variables such as age, gender and whether they are only children.
- (3) There are significant differences in the development of children's social adaptability under the influence of different family factors.

3.2 Research Methods

3.2.1 Research Methods and Objects

In this study, the questionnaire survey method was used, and the parents of primary, middle and large classes in kindergarten were taken as the investigation objects. By random sampling, 130 questionnaires were distributed through the platform of asking questions and offline distribution, and 121 questionnaires were recovered. After eliminating the invalid questionnaires, 115 valid questionnaires were obtained, and the effective recovery rate reached 95%. In this questionnaire, it covers three aspects: the basic information of the respondents, the investigation of children's family situation and the investigation of children's social adaptability.

3.2.2 Research Tools

3.2.2.1 Children's Social Adaptability Scale

After consulting the literature, we sorted out the social competence scale for children of different ages compiled by domestic and foreign scholars. Scholars Sanmu Anzheng and Zuo Qihua compiled the Baby-Junior Middle School Students' Social Living Ability Scale, which is distributed in six areas of the whole age from 6 months to 14 years old, namely, independent living ability, sports ability, homework, communication, participation in group activities and self-management. [7] Wang Wenluan and others compiled the Social Adaptation Behavior Rating Scale for Children Aged 3-7, which includes six dimensions: self-reliance, sports ability, homework, communication, socialization and self-management. [8] Children's Social Development Scale compiled by Huichang Chen divides children's social development into nine dimensions, namely, social emotions and emotions, social cognition, social adaptability, compliance with life routines and social planning, compliance with moral rules and norms, peer relationship, self-control ability and will quality, independence, self-awareness and self-education. [9] Wang Yongli and Lin Chongde compiled the Children's Social Adaptation Scale, which was used to test the social adaptation of primary school students. [10] Chen Jianwen and Huang Xiting compiled the Social Adaptability Scale for Middle School Students to test the social adaptation of junior and senior high school students. [11]

By consulting the research literature of social adaptability, this study finally selected the "Evaluation of Children's Social Adaptability" compiled by Professor Fu Hong of Nanjing Normal University and adapted it. This scale covers nine dimensions of children's emotional stability, embarrassing situation coping, social initiative, emotional control, interpersonal attribution, family attachment, independence, interpersonal relationship cognition and self-confidence, which is wider than the previous research scale. At the same time, the research object is preschool children, which is more suitable for our research topic in age group.

3.2.2.2 Measurement of Children's Social Adaptability

The questionnaire of this study is adapted from the "Evaluation of Children's Social Adaptability" compiled by Fu Hong of Nanjing Normal University, which includes nine dimensions, namely, children's emotional stability, embarrassing situation coping, social initiative, emotional control, interpersonal attribution, family attachment, cognition of independent relationship and self-confidence. After combining the relevant literature, this study has five questions in each dimension. The answer to each question adopts a five-level system, from extremely inconsistent to completely consistent. When scoring, this study adopts Likert's five-point scoring method ^[12], and the average score of each dimension, that is, the total score of a single dimension divided by 5, calculates the score of this dimension, in which the three dimensions of embarrassing situation coping, interpersonal attribution and family attachment adopt a positive scoring method, and the completely inconsistent score is 5-1; The other six dimensions are scored in a reverse way, with a score of 1-5 from full compliance to extremely non-compliance. ^[13] Finally, the scores of the questionnaire are accumulated and averaged. If the score is less than 20 points, it shows that the adaptation is good; The score is between 20 and 26, which belongs to the general social adaptability; A score higher than 26 indicates that the child may have some difficulties in adapting.

Table 3-1. Scoring Rules

Nine dimensions	be absolutely in accordance with	Basically accord with	Some match.	Not quite in line	Extremely inconsistent
Embarrassed situation coping	five	four	three	2	one
Family attachment	five	four	three	2	one
Interpersonal attribution	five	four	three	2	one
Emotional control	one	2	three	four	five
Emotional stability	one	2	three	four	five
Social initiative	one	2	three	four	five
independence	one	2	three	four	five
Interpersonal relationship cognition	one	2	three	four	five
The state of self-confidence	one	2	three	four	five

Table 3-2. Classification of Social Adaptability

Social adaptation	score
better	<20
common	>20,<26
difficulty	>26

3.2.2.3 Data Processing

This study uses SPSS26 for data processing and analysis, descriptive analysis to describe the development status of children's social adaptability and family factors analysis, and difference analysis to analyze the differences of children's social adaptability under the influence of different family factors.

4. Data Analysis

4.1 Descriptive Statistical Analysis

4.1.1 Analysis of the Current Situation of Children's Social Adaptability

Table 4-1. Analysis of Children's Social Adaptability

	minimum value	maximum	average value	standard deviation
Emotional stability	1.00	3.60	1.99	0.61
Embarrassed situation coping	1.40	5.00	2.89	0.80
Social initiative	1.00	4.00	2.16	0.79
Emotional control	1.00	4.20	2.62	0.74
Interpersonal attribution	1.00	4.80	2.54	0.78
Family attachment	1.60	5.00	3.17	0.66
independence	1.00	3.60	2.25	0.57
Interpersonal relationship cognition	1.00	3.40	1.88	0.55
The state of self-confidence	1.00	4.00	2.20	0.69
aggregate score	12.20	30.00	21.69	3.33

According to the investigation of the present situation of children's social adaptability in Table 4-1, the average total score of children's social adaptability is 21.69, which shows that the children's social adaptability participating in the survey questionnaire belongs to the general social adaptability, and the overall level is ok. In each dimension, the standard deviation is less than 1, indicating that most of the data are close to the average and the data are concentrated; The average value of different dimensions of children's social adaptability shows that the dimension of family attachment is high, which is 3.17 points, indicating that it is difficult for children to perform in this dimension; The scores of interpersonal cognition and emotional stability are low, which are 1.88 and 1.99 respectively, indicating that children have developed well in interpersonal cognition and emotional stability.

4.1.2 Analysis of the Current Situation of Family Factors

4.1.2.1 Analysis of Basic Family Information

Table 4-2. Analysis Results of Basic Information

name	option	frequency	Percentage (%)
gender	man	51	44.3%
	woman	64	55.7%
	Toban	11	9.6%
classes	small class	30	26.1%
	middle shift	28	24.3%
	taipan	46	40.0%
	Only child	60	52.2%
Rank in the family	chief of a gang	twenty	17.4%
	Penis	33	28.7%
	Old three or other	2	1.7%
	countryside	14	12.2%
Living area	cities and towns	25	21.7%
	city	76	66.1%
You are a child's.	dad	28	24.3%
	mother	86	74.8%
	other	one	0.9%
	Primary school and below	one	0.9%
Education level (graduation)	junior school	10	8.7%
	Senior high school (vocational)	13	11.3%
	college for professional training	24	20.9%
	undergraduate course	50	43.5%

Family monthly income (refers to the total income of both husband and wife)	postgraduate	17	14.8%
	Below 5000	nine	7.8%
	5000-10000 yuan	23	20.0%
	10,000-15,000 yuan	25	21.7%
	15,000-20,000 yuan	22	19.1%
	20,000-25,000 yuan	16	13.9%
	More than 25,000 yuan	twenty	17.4%
	A housewife or housewife.	nine	7.8%
	Managers of government agencies, enterprises and institutions	11	9.6%
occupation	Ordinary staff of the company	27	23.5%
	Scientists, engineers, doctors, teachers and other professional and technical personnel.	29	25.2%
	Technical staff such as accountants, nurses and software engineers.	seven	6.1%
	Business and waiter personnel	seven	6.1%
	Freelance and flexible employees	nine	7.8%
	Self-employed and private owners	11	9.6%
	Skilled workers (such as drivers)	2	1.7%
	other	three	2.6%
	Husband and wife and children	63	54.8%
Family life situation	Husband and wife and children	six	5.2%
	Grandparents and children	seven	6.1%
	Three generations live together	36	31.3%
	other	three	2.6%

From the analysis results of basic information in Table 4-2, it can be seen that half of the children who participated in the class are large children, and very few are kindergarten children. Among them, the large class accounts for 40.0%, the nursery class accounts for 9.6%, and the number of participants in the small class and the middle class is similar, accounting for 26.1% and 24.3% respectively. The ratio of male to female is close to 1: 1, and the sample is well representative. Judging from the ranking in the family, the only child is dominant, accounting for 52.2%, and the second child in the family is more, accounting for 28.7%. From the point of view of living place, people mainly live in cities, accounting for 66.1%, while rural areas and towns account for 12.2% and 21.7% respectively. Judging from the education level, the proportion of parents' bachelor degree is the highest, reaching 43.5%, followed by junior college, reaching 10.9%, and the proportion of junior high school and senior high school (vocational) is similar, reaching 8.7% and 11.3% respectively. Judging from the monthly income level of families, the monthly income level is relatively average, and the proportion below 5,000 yuan is the least, accounting for 7.8%. From the perspective of parents' occupation, the company's ordinary staff and scientists, engineers, doctors, teachers and other professional and technical personnel account for a relatively large proportion, with the company's ordinary staff accounting for 23.5% and scientists, engineers, doctors, teachers and other professional and technical personnel accounting for 25.2%. From the perspective of family life, it is mainly that husband and wife live with children or three generations, of which husband and wife and children account for 54.8% and three generations live together for 31.3%.

4.1.2.2 Dealing with the Way Children Cry

Table 4-3. Ways to Deal with Children's Crying

			Material stability	cold-treat	physical punishment	self-control	total
Social adaptation ability	better	count	15	19	one	29	35
		percentage	42.9%	54.3%	2.9%	82.9%	
	common	count	28	40	seven	43	sixty-nine
		percentage	40.0%	58.0%	10.0%	61.4%	
	difficulty	count	five	six	2	six	11
		percentage	50.0%	56.5%	20.0%	60.0%	

According to Table 4-3, it can be seen that 29 of the 35 children with good social adaptability chose self-regulation to deal with their crying behavior, accounting for 82.9%; Of the 69 children with average social adaptability, 40 chose cold treatment, accounting for 58.0%, and 43 chose self-regulation to deal with children's crying, accounting for 61.4%. Most of the 11 children with social adaptability difficulties choose to deal with their crying behavior by material stability, cold treatment and self-regulation. It can be clearly seen that parents of children with good social adaptability choose self-regulation and cold treatment to treat children's crying.

4.1.2.3 the Way to Punish Children

Table 4-4. Ways to Punish Children

			Prior notification rule	Listen carefully to children's voices.	confine the discussion to the matter at issue	Avoid violent punishment.	Give forgiveness and tolerance.	Beating and scolding children, standing and waiting for punishment.	total
Social adaptation ability	better	count	29	30	23	13	26	one	35
		percentage	82.9%	85.7%	65.7%	37.1%	74.3%	2.9%	
	common	count	51	58	38	29	34	one	sixty-nine
		percentage	73.9%	84.1%	55.1%	42.0%	49.3%	1.4%	
	difficulty	count	nine	eight	seven	three	three	0	11
		percentage	81.8%	72.7%	63.6%	27.3%	27.3%	0	

According to Table 4-4, it can be concluded that when children make mistakes, among the 35 parents of children with good social adaptability, there are more people who choose to inform the rules in advance, listen carefully to the children's voices and give their children forgiveness and tolerance, accounting for 82.9%, 85.7% and 74.3%; Among the 69 children with general social adaptability, they mainly chose to inform the rules in advance and listen carefully to their voices, accounting for 73.9% and 84.1%; Few parents choose to punish their children by beating and scolding their children, standing and waiting for punishment.

4.1.2.4 Factors Affecting Self-Management

Table 4-5. Factors Affecting Self-management

			"Primary School" of Kindergarten Education	Family members do everything.	Family education pursues knowledge too much.	Peer communication is less	amount to
Social adaptation ability	better	count	13	31	24	17	35
		percentage	37.10%	88.60%	68.60%	48.60%	
	common	count	32	53	46	34	sixty-nine
		percentage	46.4%	76.8%	66.7%	49.3%	
	difficulty	count	seven	six	six	six	11
		percentage	63.6%	54.5%	54.5%	54.5%	

According to Table 4-5, it can be seen that among the 35 children with good social adaptability, most parents think that family members do everything and family education pursues knowledge too much will affect children's self-management, accounting for 88.6% and 68.6% respectively; Among 69 children with average social adaptability,

parents think that the percentage of factors affecting self-management is not much different, and the proportion of family members doing everything and family education pursuing knowledge too much is higher, accounting for 76.8% and 66.7%; We can see that most parents think that family members do everything to affect children's self-management.

4.2 Difference Test

4.2.1 Gender Differences

4.2.1.1 The Overall Situation of the Development of Children's Social Adaptability of Different Sexes

Table 4-6. Gender Difference Analysis of Children's Social Adaptability (%)

gender	Classification of social adaptability			χ^2	<i>P</i>
	Good (%)	General (%)	Difficulty (%)		
man	11(21.6)	33(64.7)	7(13.7)	4.363	0.113
woman	24(37.5)	36(56.3)	4(6.3)		
amount to	35(30.4)	69(60.0)	11(9.6)		

As can be seen from the above table, the proportion of girls with good social adaptability is greater than that of boys (37.5% for girls and 21.6% for boys), and the proportion of boys with average and difficult social adaptability is greater than that of girls (64.7% for boys and 13.7% for boys; 56.3% girls, 6.3%). Chi-square analysis showed that there was no significant gender difference in children's social adaptability ($\chi^2=4.363$, $P>0.05$).

4.2.1.2 The Specific Characteristics of the Development of Children's Social Adaptability of Different Sexes

Table 4-7. Differences in Social Adaptability of Children of Different Sexes Test Analysis Results

	Sex (mean standard deviation)		<i>tp</i>	
	Male (n=51)	Female (n=64)		
Emotional stability	2.10±0.62	1.90±0.59	1.776	0.078
Embarrassed situation response	2.89±0.78	2.88±0.82	0.038	0.969
Social initiative	2.25±0.73	2.09±0.82	1.062	0.291
Emotional control	2.60±0.66	2.62±0.80	-0.146	0.884
Interpersonal attribution	2.56±0.76	2.53±0.80	0.298	0.766
Family attachment	3.27±0.71	3.08±0.60	1.538	0.127
independence	2.29±0.54	2.22±0.59	0.661	0.51
Interpersonal relationship cognition	1.88±0.52	1.99±0.57	-0.02	0.984
The state of self-confidence	2.31±0.65	2.11±0.71	1.587	0.115

* $p<0.05$ ** $p<0.01$

As can be seen from the above table, the social adaptability of children of different genders is not statistically significant in nine dimensions, such as emotional stability, coping with embarrassing situations and social initiative ($P>0.05$). Girls scored slightly higher than boys in emotional control and interpersonal cognition. That is to say, to a certain extent, boys' social adaptability to emotional control and interpersonal cognition is slightly stronger than girls'. In other dimensions, girls' social adaptability is slightly stronger than boys'.

4.2.2 Differences in Different Grades

4.2.2.1 The Overall Development of Children's Social Adaptability in Different Age Classes

Table 4-8. Comparison of the overall situation of children's social adaptability in different grades (%)

grade	Classification of social adaptability			χ^2	<i>P</i>
	Good (%)	General (%)	Difficulty (%)		
Toban	3(27.3)	6(18.2)	2(54.5)	6.118	0.410
small class	6(20.0)	20(66.7)	4(13.3)		
middle shift	7(25.0)	19(67.9)	2(7.10)		
taipan	19(41.3)	24(52.2)	3(6.5)		

total	35(30.4)	69(60.0)	11(9.60)
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The analysis of the overall situation of the development of children's social adaptability at different ages shows that: ①The overall level of children's social adaptability in different grades is similar (the average score of kindergarten is 21.87 3.08, that of small class is 22.74 3.08, that of middle class is 21.41 2.46, and that of large class is 21.12 4.00), and their social adaptability is average. ②20.0% of children in small classes have good social adaptability, and 13.3% have some difficulties. 25.0% of the children in the middle class have good social adaptability, and 7.10% have some difficulties; Among the children in large classes, 41.3% have good social adaptability, and 6.5% have some difficulties. Generally speaking, with the growth of age, children's social adaptability develops, and the proportion of good ones gradually increases, while the proportion of difficult ones gradually decreases. ③Chi-square analysis showed that there was no significant age difference in children's social adaptability ($\chi^2=6.118$, $P>0.05$).

4.2.2.2 The Specific Characteristics of the Development of Children's Social Adaptability in Different Age Classes

Table 4-9. Proportion of single average score $M \geq 2.89$ between small class and middle class (%)

	Emotional stability	Embarrassed situation. Yes.	Social initiative	Emotional control	Interpersonal attribution	Family attachment	independence	Interpersonal relationship cognition	self-confidence
small class	10.0	50.0	36.7	60.0	26.7	70.0	33.3	6.7	13.3
middle shift	7.1	46.4	10.7	28.6	32.1	60.7	10.7	7.1	21.4
χ^2	0.150	0.074	5.372*	5.784*	0.210	0.553	4.261*	0.005	0.665
p	0.698	0.786	0.021	0.016	0.647	0.457	0.039	0.943	0.415

According to the scale, the total score is higher than 26, which indicates that children may have some scoring criteria for adaptation difficulties. If the average score of a single item is higher than 2.89, it indicates that children have adaptation difficulties in this item. The higher the score, the greater the difficulty. When we analyze the individual scores of children's social adaptation at different ages, we find that small classes and middle classes are statistically significant in some aspects. The individual scores of this survey are shown in the table.

From the table, it can be seen that (1) except interpersonal attribution, interpersonal cognition and self-confidence, the proportion of children in small classes who have difficulties in adapting to other items is greater than that in middle classes. (2) More than half of the children are attached to the family, with an average score of ≥ 2.89 . (3) Chi-square analysis showed that there were significant differences in social initiative, emotional control and independence between children in middle class and children in small class ($P<0.05$).

4.2.3 Different Regions

Table 4-10. Comparison of Children's Social Adaptability in Different Regions

gender	Classification of social adaptability			χ^2	P
	Good (%)	General (%)	Difficulty (%)		
countryside	4(28.6)	7(50.0)	3(21.4)	3.361	0.499
cities and towns	6(24.0)	17(68.0)	2(8.0)		
city	25(32.9)	45(59.2)	6(7.9)		
amount to	35(30.4)	69(60.0)	11(9.6)		

The analysis of the overall situation of children's social adaptability development in different regions shows that: (1) The proportion of children's social adaptability in cities is better than that in towns and villages, and the proportion of children's social adaptability difficulties is smaller than that in towns and villages. (2) Chi-square analysis showed that there was no significant regional difference in children's social adaptability ($P > 0.05$).

4.2.4 Education Level

Table 4-11. Comparison of the overall situation of children's social adaptability with different education levels of parents

Parents' education level	Classification of social adaptability			χ^2	<i>P</i>
	Good (%)	General (%)	Difficulty (%)		
Primary school and below	0(0.0)	1(100)	0(0.0)	21.636	0.017
junior school	1(10.0)	7(70)	2(20)		
Senior high school (vocational)	4(30.8)	5(38.5)	4(30.8)		
college for professional training	8(33.3)	12(50)	4(16.7)		
undergraduate course	13(26.0)	36(72.0)	1(2.0)		
postgraduate	9(52.9)	8(47.1)	0(0.0)		
total	35(30.4)	69(60.0)	11(9.6)		

Chi-square analysis showed that there were significant differences in children's social adaptability among parents with different education levels ($P < 0.05$). Generally speaking, the higher the education level of parents, the higher the proportion of children with good social adaptability, and the lower the proportion of children with difficult social adaptability. That is, the higher the parents' education, the stronger the children's social adaptability.

4.2.5 Monthly Household Income

Table 4-12. Comparison of the overall situation of children's social adaptability with different monthly income of parents

Monthly income	Classification of social adaptability			χ^2	<i>P</i>
	Good (%)	General (%)	Difficulty (%)		
Below 5000 yuan	0(0.0)	7(77.8)	2(22.2)	21.657	0.017
5000-10000 yuan	9(39.1)	9(39.1)	5(21.7)		
10,000-15,000 yuan	3(12.0)	21(84.0)	1(4.0)		
15,000-20,000 yuan	8(36.4)	13(59.1)	1(4.5)		
20,000-25,000 yuan	7(43.8)	7(43.8)	2(12.5)		
More than 25,000 yuan	8(40.0)	12(60.0)	0(0.0)		
total	35(30.4)	69(60.0)	11(9.6)		

Chi-square analysis showed that there were significant differences in children's social adaptability from different monthly income families ($P < 0.05$). Generally speaking, the higher the parents' income, the higher the proportion of children's social adaptability, and the lower the proportion of children's social adaptability.

4.2.6 Parental Occupation

Table 4-13. Comparison of the overall situation of children's social adaptability in different occupations of parents

occupation	Classification of social adaptability			χ^2	<i>P</i>
	Good (%)	General (%)	Difficulty (%)		
A housewife or housewife.	3(33.3)	6(66.7)	0(0.0)	19.5800.357	
Managers of government agencies, enterprises and institutions	5(45.5)	6(54.5)	0(0.0)		
Ordinary staff of the company	6(22.2)	16(59.3)	5(18.5)		
Scientists, engineers, doctors, teachers and other professional and technical personnel.	9(31.0)	18(62.1)	2(6.9)		
Technical staff such as accountants, nurses and software engineers.	0(0.0)	6(85.7)	1(14.3)		
Business and waiter personnel	2(28.6)	4(57.1)	1(14.3)		
Freelance and flexible employees	5(55.6)	4(44.4)	0(0.0)		
Self-employed and private owners	5(45.5)	5(45.5)	1(9.1)		
Skilled workers (such as drivers)	0(0.0)	1(50.0)	1(50.0)		
other	0(0.0)	3(100.0)	0(0.0)		
amount to	35(30.4)	69(60.0)	11(9.6)		

The analysis of the overall situation of the development of children's social adaptability in different parental occupations shows that: (1) Parents' occupations are government agencies, managers of enterprises and institutions, scientists, engineers, doctors, teachers and other professional and technical personnel, freelancers, flexible employees, etc., and the proportion of children with good social adaptability is high. (2) Chi-square analysis showed that there was no significant difference in children's social adaptability among parents of different occupations ($P > 0.05$).

4.2.7 Family Structure

Table 4-14. Comparison of the Overall Situation of Children's Social Adaptability with Different Family Structures

grade	Classification of social adaptability			χ^2	P
	Good (%)	General (%)	Difficulty (%)		
Parents and children	22(34.9)	39(61.9)	2(3.2)	25.604	0.001
Parents and children	1(16.7)	2(33.3)	3(50.0)		
Grandparents and children	1(14.3)	3(42.9)	3(42.9)		
Three generations live together	11(30.6)	22(61.1)	3(8.3)		
other	0(0.0)	3(100.0)	0(0.0)		
total	35(30.4)	69(60.0)	11(9.6)		

Analysis of children with good social adaptability shows that their living conditions are mostly parents and children (62.9%), followed by three generations living together (31.4%). Chi-square analysis showed that there were significant differences in children's social adaptability under different living conditions ($P < 0.05$).

4.3 Correlation Analysis

Further correlation analysis is made between the general population data and the social adaptation level. The results show that the family monthly income, parents' education level and the social adaptation level are positively correlated ($P < 0.01$), and the children's gender and grade are positively correlated ($P < 0.05$), as shown in Table 4-15.

Table 4-15. Correlation Analysis between General Population Data and Social Adaptation Level

	Child sex	Preschool grade	Residential area	Parents' education level	Family monthly income	Parental occupation	Family life situation
Social adaptation grade (r)	0.195*	0.189*	0.105	0.271**	0.241**	-0.025	-0.114

* $p < 0.05$ ** $p < 0.01$

4.4 Regression Analysis

In order to further clarify which family factors predict children's social adaptability, this paper takes the main factors such as children's gender, grade, living area, parents' education level, family monthly income, parents' occupation and family life as independent variables, and the social adaptability as dependent variables for stepwise multiple regression. It is found that parents' education level significantly predicts children's social adaptability. The linear regression model is: social adaptability = $25.851 - 0.943 \times$ parents' education level. See Table 4-16 for details.

Table 4-16. Stepwise Regression Analysis of Family Factors on Children's Social Adaptability

dependent variable	Selection factor	Standardized β	t	R ²	F	P
Social adaptation ability	Parents' education level	-0.334	-3.772	0.112	14.226	0.0002

5. Research Conclusions and Practical Enlightenment

5.1 Research Conclusions

5.1.1 The Overall Level of Children's Social Adaptability is Average, and there are Significant Age Differences in Individual Items

The results of this study show that the overall level of children's social adaptability is average, and there is no significant age difference, which is consistent with the results of relevant domestic studies. However, the analysis of individual factors shows that the social adaptability of middle-class children is better than that of small-class children in social initiative, emotional control and independence, which has significant statistical significance, indicating that the middle-class stage is the key period for children's social communication, emotional development and independence development. Due to the development of self-awareness, the appropriateness of self-evaluation of 4-5-year-old children has dominated, and proper self-evaluation is a positive mediating factor of individual behavior, which enables children to better control their emotions and act actively. Zhou Shaoxian (2004) and others studied the development of children's independence through questionnaire survey. The results show that there is a significant age-dependent effect on children's independence in life, that is to say, children's self-care ability develops continuously with their age. It is pointed out that the most critical period of children's social development is in the middle class stage. Therefore, educators and parents should grasp this critical period, actively promote the development of children's social emotions and social behaviors, and improve their social adaptability.

5.1.2 The Overall Social Adaptability of Girls is Stronger than that of Boys

The analysis of different genders shows that the proportion of boys with some adaptation difficulties is greater than that of girls, and the overall social adaptability of girls is stronger than that of boys, but there is no significant difference between them. To a certain extent, boys' social adaptability to emotional control and interpersonal cognition is slightly stronger than girls'. In other dimensions, girls' social adaptability is stronger than boys'. Therefore, educators and parents should pay attention to strengthening the advantages of boys and girls in different dimensions when designing and carrying out educational activities, and help them further improve their social adaptability in other weak dimensions. At the same time, encourage mixed gender activities to promote mutual learning and understanding among children.

5.1.3 Parents' Educational Level, Family Income and Family Life are Significantly Related to Children's Social Adaptation

The analysis of general demographic data shows that children's social adaptability is significantly different with different educational levels of parents and different monthly family income ($P < 0.05$). Under different family life conditions, the difference of children's social adaptability also reached extremely significant statistical significance ($P < 0.01$). Other factors have not shown significant influence for the time being.

The educational level of parents has a significant influence on children's social adaptability. The higher the parents' education, the stronger the children's social adaptability. Parents with high education level have a more scientific view of children and education, and pay more attention to the cultivation of children's sociality. They are good at creating a good family cultural environment, adopting reasonable management methods, standardizing children's behavior and providing examples for children; Consciously observing and understanding children's inner world and responding to children keenly can help children form self-awareness and the quality of communication, which is conducive to improving children's social adaptability. Therefore, we should popularize the training of parents' scientific parenting knowledge and skills, help parents establish a correct view of children and education, provide a good educational environment for children, and promote the improvement of children's social adaptability.

The data of this study also shows that the family income level has a positive correlation with children's social adaptability. That is, the higher the family income level, the stronger the children's social adaptability. Families with better economic income are more likely to meet the material and spiritual needs of children's physical and mental development and have the ability to provide children with a better living and educational environment.

In addition, there are significant differences in children's social adaptability in different family life situations. Family life reflects different parenting environments. Specifically, those children who live with their parents are directly raised by their parents, and their family environment is better than other parenting families to a great extent, which makes them perform better in social adaptation. In addition, children whose family life is three generations live together, and their social adaptability is obviously better than that of children with other family life. Therefore, for family life, we should pay attention to strengthening family functions, especially the mode of parents' co-rearing, and parents should spend more time with their children to promote the all-round development of their social ability.

5.1.4 Family Caregivers and Children get Along more Scientifically and Equally

In this survey, the overall family environment is good, and parents, as caregivers, embody a more reasonable parenting concept in dealing with children's crying, the choice of ways to punish children, and the choice of factors that affect children's self-management. According to the survey results, we find that the more scientific the parents' parenting concept is, the better the children's social adaptability will develop.

It can be seen that in recent years, with the attention paid by the state and society to early childhood education and the improvement of preschool education level, parents have directly or indirectly accepted the popularization of parenting knowledge by schools and society, including how to accompany and educate young children at home. Parents pay more and more attention to interaction with children to improve their emotional and language skills; Parents consciously spend more time and accompany their children to play games, so that children can feel the warmth of family and the fun of interpersonal communication; When children do something wrong, it is different from "stick education" and beating and scolding. Most parents can handle it properly and reason with their children with an equal and inclusive attitude. In the process of accompanying children, consciously guiding children to conduct self-management will help children improve their social adaptability.

While the parents' concept of parenting is improving, parents of young children still have difficulties in parenting. Many young parents have no experience in educating their children at the beginning, and they are helpless in the face of children whose physical and mental development is far from their own, so they can only raise their children in groping; At the same time, as non-professionals, most parents don't understand the characteristics and laws of their children's physical and mental development, and the encyclopedic knowledge of parenting that they crammed for is useless when they encounter specific parenting problems. However, the demands of parents in home cooperation are scattered, and the support ability of kindergartens is limited, so it is difficult to give systematic and long-term parenting support to parents' individualized needs. [14] Therefore, it is urgent to discuss and solve how to provide professional and scientific parenting guidance for parents.

5.2 Practice Enlightenment

According to the results of this study, family factors are very important for children's physical and mental development. This study will provide some suggestions for creating a good family environment, providing suitable family education and promoting the all-round development of children's body and mind from four angles: government, society, parents and schools.

5.2.1 The State Provides Policy Support to Improve the Quality of Family Education Guidance

Following the promulgation of the Family Education Promotion Law in 2021, the problem of family education has been pushed to a new high, from "family affairs" to "state affairs". Family is the basic unit of society, and a healthy family environment is very important for the stability and development of society. In recent years, the state has introduced some policy measures to promote the construction of family education guidance service system, such as setting up parent schools in schools, allowing employees to obtain the qualification certificate of family education instructors, and providing family education guidance support in communities. However, according to relevant surveys, there are still some problems in the current family education work, such as the lack of professional family education instructors and the lack of scientific and standardized family education content. Therefore, the family education guidance service still needs to be improved and popularized.

In addition, in today's society, it is more common for parents to work as dual employees, while the family education guidance activities and parent-child activities provided by schools or communities are mostly arranged on weekdays, which conflicts with working hours, so parents can't participate in such activities because of their busy work. Therefore, the state can consider providing parents with parental leave and parental leave in policy, so as to create more opportunities and time for parents to participate in parent-child activities or parent-child routes.

5.2.2 The Society Should Strengthen the Publicity and Guidance of Family Education

With the help of the power of the media, the society can make full use of television, magazines, internet, radio and other media to spread the concept of science education, so that parents of children can receive new educational ideas through multiple channels. We can set up columns related to family education in radio and TV stations, and open family education consultation hotlines, etc., to publicize the family education concept of advanced teaching, create a healthy and favorable public opinion orientation, positively strengthen the teaching education concept of children's parents, and spread the influence and coverage of family education propaganda. Pay attention to the construction of family education guidance personnel, improve the service mechanism of family education guidance provided by women's federations, education departments and other relevant institutions, urge relevant institutions at all levels to implement family education guidance, and strive to establish family education guidance institutions

and provide relevant services in communities, women's federations, kindergartens, etc., so as to provide a platform for parents with different needs to learn and consult. [15]

5.2.3 Parents Should Improve Their Comprehensive Quality and Attach Importance to Shaping a Good Family Environment

Micro-ecosystem theory emphasizes the importance of family environment to a person's growth and development. Parents should set an example, devote themselves to improving their own quality, learn more knowledge and skills of family education, and make adequate preparations for cultivating the next generation.

5.2.3.1 Grasp the Main Position of Education

When raising children, parents should realize that they are the main caregivers of children. While meeting the basic material needs of children, they should also pay attention to meeting the spiritual needs of children and paying attention to their all-round development and personality cultivation. Parents can guide their children through their own behaviors and attitudes, so that they can become confident, responsible and caring people. For example, show respect, honesty, tolerance and other qualities, so that children can learn through observation. Parents need to properly express their expectations and requirements for their children, so that children can understand their responsibilities and obligations. When children express their thoughts and feelings, parents need to listen patiently and give positive feedback. Encourage children to actively explore the world around them and try new things. Parents need to set reasonable rules to let their children know which behaviors are acceptable and which behaviors are unacceptable. At the same time, children should be given some freedom to learn self-management and self-discipline.

5.2.3.2 Create a Democratic Family Atmosphere and Respect Individual Differences of Children

Parents should strive to create a positive, fair and loving family atmosphere so that children can feel valued and cared for. Regardless of the only child or not, regardless of the differences between boys and girls and caregivers, we should pay equal attention to each child and create a democratic environment. In daily life, parents can encourage children to share and cooperate with others through some specific activities. For example, let children participate in housework, complete a task or game together, etc. At the same time, parents should praise and guide them in time in various processes to help them establish correct values and behavior norms. Respect children's personality, listen to their needs, understand their feelings, and provide children with opportunities to express their opinions and opinions, such as choosing clothes, toys, food, etc. Children are also involved in family decision-making. [16]

5.2.4 Home Education, and Jointly Promote the Development of Young Children

In order to better promote children's development, kindergartens should regularly provide parents with advice and guidance on family education. Kindergartens need to strengthen the cultivation of preschool teachers' guidance ability in family education, improve their own educational literacy, establish equal, cooperative and co-educational relations with parents, respect and trust each other, attach importance to communication with parents, and guide parents to carry out family education scientifically and effectively. At the same time, kindergarten teachers need to formulate appropriate educational goals and targeted courses for children according to their age characteristics, physical and mental development and social adaptability, so as to promote the development of children's social adaptability.

5.3 Research Reflection and Prospect

In the process of research, our group strives to be scientific, normative and rigorous, but limited by the individual's own research ability, there are still the following shortcomings in this study:

First of all, in terms of sample size and sample coverage, due to the limited ability and energy of our group, the total number of samples collected is small. The main targets of the questionnaire are the parents of young children and relatives and friends around them in the kindergarten affiliated to Hangzhou Normal University. Most of the areas where the distribution targets live are in urban areas, with good economic conditions, more investment and attention to their children, and lack of diversity and richness in sample selection. Therefore, the results of this study have some limitations in the applicability of the scope.

Secondly, in terms of research methods, this study adopts quantitative research, that is, the cross-sectional data at a certain time point, the measurement method is relatively simple, and there is a lack of rich qualitative materials to support each other. Follow-up can add qualitative research of interview, or use case analysis, follow-up survey design and other ways to further explore the reasons behind the phenomenon.

In addition, in the measurement of children's social adaptability, the data of this study are all from the observation and evaluation of their children by parents, and the data obtained by this method may not be comprehensive and objective enough. Follow-up can consider measuring from many angles, such as the teacher's evaluation of each child's social adaptability in the class, and the report of mutual evaluation between children. Synthesize data from multiple angles to make the research more comprehensive and sufficient, and increase the persuasiveness.

Finally, from the conclusion of the study, this study mainly reveals the positive correlation between family-related factors and children's social adaptability, and has not deeply discussed how family-related factors affect children's social adaptability, nor has it made a detailed analysis of the influence path of family factors on children's social adaptability. In order to understand this relationship more comprehensively, future research can adopt mixed research methods to further explore the influence mechanism of family factors on children's social adaptability, in order to provide more theoretical and practical basis for research in related fields.

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