

Parenting style, child's self-regulation and temperament predict prosocial behaviour in preschool – a structural equation model

Wednesday, 11 September 2024 12:30 (20 minutes)

Prosocial behaviour develops rapidly in the preschool period and can be influenced by both environmental and individual factors. The research aims to identify these factors through parenting, child temperament and regulatory skills. In what ways do these factors influence children's prosocial behaviour? 524 parents (Mparents' age: 35,57 years; SD: 4,65; range: 21-49; 36 males, 488 female) filled out an online questionnaire package about their children (Mchildren's age: 56,15 months; SD: 12,53; range: 36-86; 261 males, 263 female). The package included four parent-report measures: the Hungarian versions of Parenting Styles and Dimensions Questionnaire (PSDQ) to measure parenting styles, the Child Self-Regulation and Behavior Questionnaire (CSBQ) to measure children's cognitive-, emotional and social regulation skills, the Emotionality, Activity, Sociability Temperament Questionnaire (EAS) to measure temperament, and one scale from the Strengths and Difficulties Questionnaire (SDQ) to measure prosocial behaviour. According to the SEM model, authoritarian, authoritative and permissive parenting styles and emotionality, activity and sociability temperamental factors exert their effects on prosocial behaviour through cognitive and emotional self-regulation in separate pathways. Parenting along the lines of warmth, consistency and reasoning, and the absence of criticality, rigidity and inconsistency, contributes to the development of self-regulation and prosocial behaviour. Temperament acts through a high approach to social situations and low emotionality. Regulation helps to manage both attention and emotions according to the situation. This integrative model can contribute to a more comprehensive understanding of prosocial behaviour in context.

Are you currently an Early Career Researcher?

Yes, I am still a student or have not yet received my Ph.D.

Primary authors: ORBÁN, Rebeka (University of Pécs); POHÁRNOK, Melinda (University of Pécs, Institute of Psychology, Developmental and Clinical Psychology Department)

Presenter: ORBÁN, Rebeka (University of Pécs)

Session Classification: Poster Session

Track Classification: Developmental Psychology