

The Influence of Empathy on Prosocial Behavior of Children

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ABSTRACT

The development of prosocial behavior in children is one of the most important issues in child's psychological process, but the study of prosocial behavior is a complex and extensive field. Empathy is the basis for prosocial behavior and it is closely linked to the development of human social behavior. Empathy is not only relevant to individual's sense of well-being, but also contributes to the moral development of children. Even in young people cognitive empathy has a link to their civic behavior and social values. In this article, a comprehensive literature search was conducted based on the keywords of empathy, prosocial behavior and children, and 18 articles was includes in this review. discussed the impact of empathy on prosocial behavior of children, included. the main methods used and results about the effects of empathy on prosocial behavior of children was discussed.

Keywords: *empathy, prosocial behavior, Children*

1. INTRODUCTION

While people feel the material life and wealth, they always lament the indifference of human feelings. And the behavior and performance of adults in society can also have a negative impact on children. And bullying, moreover, is present at that every stage of a child's development, from kindergarten to university. The child's prosocial behavior has become a more important issue in the process of psychological development. What is prosocial behavior? Pro-social behavior, also known as positive social behavior, is behavior that is apparently beneficial to people, in line with social desires and with no apparent benefit to the actor themselves, and which is given voluntarily by the actor and brings benefit to the recipient of the behavior.

Yet the study of prosocial behavior is a more complex and extensive process, with scholars going in different directions to investigate and discuss what factors influence prosocial behavior. For example, this research has demonstrated that prosocial behavior has an impact on children's values development and moral development, with a positive correlation between values and pro-social behavior at an older age compared to younger children [1]. It is a discussion of the use of inductive discipline by parents with their children in relation to children's empathy and prosocial behavior [2].

Having a higher level of prosocial behavior is more acceptable among peers [3]. It was found that inhibiting aggressive behavior can be achieved through the development of prosociality, and in addition to prosocial behavior, empathy is also an important influencing factor. The term empathy was coined by Rogers, the founder of humanism, and refers to the ability to experience the other person's situation from their point of view and to have a feeling and understanding of their emotions. In other words, the ability to delve into the subjective world of another person and understand how they feel. In addition to this, it was also found that empathy and prosocial behavior have a correlated effect on the degree to which individuals feel happy, not just on the degree to which individuals feel happy, empathy and prosocial Not only is empathy closely related to responses to prosocial behavior, but it also contributes to children's moral development and even in young people's perception of empathy as having a link to their civic behavior and social values [4, 5, 6, 7].

In other words, empathy is the basis for the development of prosocial behavior, which is closely linked to human social development. This is one of the reasons why this paper is going to review prosocial behavior in terms of empathy.

Although there has been a lot of previous researches on the topic of empathy in relation to prosocial behavior ,

and the topic has been a popular one. It has been argued that adolescence is a critical time for empathy to form and there has been more discussion of the factors that influence prosocial behavior in adolescents [8, 9], but there is a lack of detailed discussion and summary of the impact of empathy on prosocial behavior during early childhood development. Therefore, this article will discuss in detail the influence of empathy on prosocial behavior in early childhood.

2. METHODS

Using the database Google Scholar, a comprehensive literature search was conducted for terms relevant to this literature review: "empathy", "prosocial behavior", "early child" and "Children", there are also derivatives, such as "sharing, altruism" in addition to additional literature sources from the database Connected papers for further research discussion. These additions were made in order to produce a more complete literature review. Selection was based on the following inclusion criteria: 1. Try to select literature for the type of research; 2. Select the article to be referenced as English literature or peer-review; 3. The subjects selected for the survey. Participants were children and adolescents. Based on the inclusion criteria above, 18 articles were identified.

3. MAIN RESEARCH METHODS ON THE IMPACT OF CHILDREN'S EMPATHY ON PROSOCIAL BEHAVIOR

By using the research method, we can obtain the result that empathy is positively correlated with prosocial behavior in the early developmental stages of children and we can better identify the influence of empathy on pro-social behavior. Considering that there is no scale to measure empathy in preschool children, in order to obtain the relevant components of empathy in children open-ended questions, self-reports of picture stories were used [10], The study focused on children's responses to pain in the second and third years of life, and the response to pain may have been a precursor to empathy, in order to measure the degree to which pain is perceived and the protagonist's response, the researchers focused on measuring children's empathy using observation and a photo story approach to emotional testing, which was similar to the way a previous study used [11].

Kalliopuska [12] used Freshbach and Roe's emotional-emotional test [11] to obtain scores for children's empathy, and scales to assess pro-social behavior. In the above experiments, the subjects were all preschoolers, both because there were no suitable scales to test preschoolers and, more importantly, because younger children are at a self-centred stage with limited cognitive and thinking skills, and do not have the ability to complete text-based questionnaires on their own. The

main research methods used with younger children are the Observation Method and the Emotional Situation Test [11] / Picture Stories, in which the observer makes an objective analysis of what is being observed. In the Emotional Situation Test [11] / Picture Stories, each group is given a story, either by watching a video or orally by the test taker, and each group has a corresponding emotional picture with a corresponding score. The empathy of the test taker is measured, with the higher the score, the greater the empathy.

For example, Amanda Williams et al [6] in their study of empathy on pro-social behavior research chose 50 normally developing 5-6 years old and 50 normally developing 3 years old for two experiments. In both experiments, the choice was made to establish two videos with the same content scenario and different emotions. They differed in that one video gave a clear signal related to sadness, while the other showed no clear change in mood and the emotions remained flat. After watching these two videos and based on the facial scenario sheet, the child chooses an expression that he thinks reflects the emotion of the character in the video (Each expression corresponds to a score from 0 to 8).

Afterwards, give the children two stickers and do the resource allocation (a sign of pro-social behavior giving). While the children are doing the allocation of resources and ask the children the question, Would you like one sticker for yourself and one sticker for Jenny (the character in the video) or would you like stickers for yourself and sticker(s) for Jenny? for Jenny?

According to this experiment 1 based on these two tests, it is known that those with high empathy scores show more prosocial behavior under this apparent emotional induction.

Observation was used to identify signs of emotion in younger children, such as in this study by Helen Demetriou [10], who observed children playing at home with more closely related peers and recorded the reactions of 52 children aged between 18 months and 36 months to peer distress. The research context of the experimental study was therefore divided into four contextual factors.

In the course of the experiment, strong and weak signals related to pain were released to the subjects and their reactions were observed in order to draw conclusions from the experiment. Through this experiment, it can be seen that children seem to show signs of being able to differentiate between emotions at a very young age, although this does not include all children (e.g., children with autism). However, this is not statistically significant.

Most researchers have used questionnaires to measure empathy and prosocial behavior for children in the middle stages of development, when they have the ability to read, unlike preschoolers who have limited

reading and cognitive skills [13]. For example. Empathy Questionnaire this questionnaire consists of 22 question statements. Respondents indicated whether they often did so, thinking about these issues [13]. The prosocial Behavior Questionnaire consists of 20 items and a series of statements on prosocial behavior [13]. Participants were asked to self-report on the one hand, and on the other hand teachers and parents were asked to assess (others reported), and then meta-analysis was carried out by MANOVA [14] or ANOVA to average and weight the results, which were more statistically significant.

4. THE POSITIVE EFFECT OF EMPATHY ON CHILDREN'S PROSOCIAL BEHAVIOR

After a review of the literature, we can obtain that the answer to the study of the influence of children's empathy on prosocial behavior could be yes. Empathy has some positive influence on prosocial behavior, but this pattern doesn't work in all the development stages of children and adolescents. Most of preschool children (early developmental stages) possess empathy. But it does not include children with special needs, such as autism [10]. The task of resource allocation through emotion elicitation in children with two groups (3 years olds and 5-6 years olds), showed more prosocial behavior when they feel more emotions of pain and sadness [6]. Those who are high in empathy were also more likely to develop prosocial behavior [3], and it has been found experimentally that when empathy increases in early childhood development, so does prosocial behavior [12] and the effect of empathy on prosocial behavior is positively correlated [5], which means that empathy has a positive effect on prosocial behavior. At this point empathy will have a slight association with prosocial behavior, only slightly.

5. THE DIFFERENCE OF THE EFFECT OF EMPATHY ON PROSOCIAL BEHAVIOR IN DIFFERENT GROUPS

This result, however, was only true at this stage of child development, where empathy grows with age but prosocial behavior does not [12]. Studies of empathy usually make a distinction between cognitive empathy and affective empathy like those attempting to study empathy, distinguish between cognitive empathy and emotional-emotional empathy, which are the two components of empathy [11, 10]. In this paper we consider empathy as an emotion-sensing process that does not require complex cognitive abilities.

In an experiment conducted by Charyna Ayu Rizkyanti and Ade Iva Murty [10] found that when 3 years old children were given questions on emotional empathy, they could give correct answers, and when questions on cognitive empathy were involved, 90% of

the children gave irrelevant answers to this test video. For younger children, not all types of empathy perform well, and although all preschoolers (with the exception of a few preschoolers) show empathy in both cognitive and emotional domains, it is currently shown that emotional empathy develops much better than cognitive empathy in the younger years. This is because at the age of 2 to 7 years, according to Piaget's theory of cognitive development, children are at a stage where they are self-centred and only stand in their own way. As children get older, their self-perception decreases, their level of cognition develops, and their cognitive empathy grows. prosocial behavior, on the other hand, does not increase with age or empathy. Empathy only has a slightly related effect on prosocial behavior.

In addition to differences in age stage, there can also be differences in terms of gender. Statistics in terms of empathic ability found that girls of all ages had high empathy scores [14]. By demonstrating that girls exhibit more emotional analysis skills than boys, it also confirms that girls exhibit more prosocial behavior than boys [13]. Gender differences in prosocial behavior do not exist when children are 17 months old. Between the age of 29 and 41 months, gender differences in prosocial behavior increased significantly, more specifically in helping a child who has been hurt or comforting a sad or crying child [15]. A more pronounced gender difference occurs when the child is in third to fourth grade. Another study found that gender differences in prosocial behavior were greater if the other person's emotional needs were very distinct. If the emotion needs are more subtle and minimal, gender differences in prosocial behavior are almost non-existent [16].

6. DISSCUSSION

The purpose of the current discussion is to discuss the influence of empathy on prosocial behavior during the developmental stages of children through a review of the literature. We know from reviewing the literature that the influence of empathy on prosocial behavior is positively correlated during early childhood developmental stages, for example [6] children aged 3 to 6 years in emotionally induced states children show more pro-social behavior and engage in resource allocation, that is, they share, and young children who are empathic also lead to an increase in sharing behavior. Although younger children may not be able to distinguish between their own emotions, and those of others in distress, children at a younger age have been tested and observed to show a tendency towards pro-social behavior. In the early developmental stages of childhood, therefore, pro-social behavior can be stimulated through empathy and related responses.

According to child psychologist William Damo [17] analysis of the changes found in children's empathic abilities from infancy to adolescence. It seems that from infancy, children are able to empathise with the emotions

of others. Each person's consciousness is unique. Children will reflect more appropriately on the grief of others. Combining this with the three stages of pro-social behavior as classified by the American psychologist Nancy Eisenberg [10], during the stage of pro-social behavioral intentions, children are motivated to develop further pro-social behavior by the dominance of emotional factors and therefore empathy for others. However, as empathy grows with age, so does empathy, but pro-social behavior does not increase with empathy. According to Piaget's cognitive theory of development, children are at an early stage of development when they are in the self-centred stage and most people are pro-social behavior is more likely to occur lacking cognitive thinking and understanding.

As we get older, cognitive abilities continue to develop, although pro-social behavior does not increase with empathy. However, the effect of empathy on pro-social behavior becomes progressively more evident in terms of gender differences, and girls will show more emotional analysis than boys, confirming that girls will display more pro-social behavior than boys [13]. However, gender differences in pro-social behavior do not exist when children are 17 months old and increase significantly when children are 29 to 41 months old, more specifically when helping a child who is hurt or comforting a sad or crying child. A more pronounced gender difference occurs when the child is in the third to fourth grade [15].

In general, empathy is involved in the internalisation of rules [18], and these rules play a role in relation to the protection of others. In short the ability to empathy is important to promote positive behavior in others and to facilitate social interaction and relationships.

The literature review in this paper also has limitations, most of the literature reviewed took as self-report assessments, which, are subject to social bias and data limitations, so it could be better analysed with experimental studies and longitudinal studies [6, 10, 11, 12, 13, 16], for the assessment of children's empathy can be done with other instruments. As currently, there is no suitable measurement of empathy scales for preschool children, but rather by modifying the test scales for adults and then measuring them [3].

The results of gender differences can also appear to vary in outcome depending on the method used, especially in naturally related contexts, where gender differences will be more prosocial behavior [16]. In conclusion, the variation in prosocial behavior is complex and it receives a variety of methods and factors. And, there are more directions that are set to be addressed in [16]. Future research would include studies that specifically identify age-related changes in social cognition, emotion and regulation or how age-related changes affect society.

7. CONCLUSION

The main purpose of this paper is to understand, the influence of empathy on pro-social behavior in the early developmental stages of children. Through this review empathy has an important influence on the pro-social behavior of young children, and the results obtained from the review of the influence of empathy on pro-social behavior in the early developmental stages of children are positively correlated.

The results of this paper need to be addressed by considering the following aspects, firstly the review of the literature in the review of the literature research methods using a professional sample aimed at producing results, but the results obtained are then limited. Secondly, the effect of empathy on pro-social behavior is only specific to the early childhood developmental stages and does not include the whole developmental stage. Thirdly, most of the measures are from others' reports and do not fully reflect the impact of empathy on pro-social behavior in the early childhood developmental stages. In summary, the new social behavior in the early childhood developmental stages has a positive impact, and as the yield changes, a subsequent step of research is necessary.

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