

MOTHER-CHILD ATTACHMENT AND CHILD'S PROSOCIAL BEHAVIOR

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Abstract

The main purpose of this study was to investigate the effects of mother-child attachment on child's prosocial behavior. The questionnaire survey method and quantitative approach were applied in this study. A total of 400 mothers of preschool children from Yangon participated in this study. The required sample was selected using a random sampling technique. As the research instruments, Mother-Object Relationship (Child) and Child-Parent Relationship Scales (Simikiss et al., 2013) was used to measure mother-child attachment and Questionnaire for Surveying Prosocial Behavior of Preschool-Aged Children (Fedorko, 2013) was used to measure child's prosocial behavior. In general, the result of the descriptive analysis revealed that mother-child attachment and child's prosocial behavior in this study were satisfactory because the mean percentage of mother-child attachment and child's prosocial behavior were 81.49% and 74.04%. There was significant difference in mother-child attachment by type of school, mothers' educational level and birth order but not found for gender. There were also significant differences in child's prosocial behavior (total) and its subscales by gender, type of school and mothers' educational level but not for birth order. Moreover, according to Pearson's correlation, there was significantly correlated between mother-child attachment and child's prosocial behavior ($r = 0.477, p < 0.01$). Regression analysis revealed that proximately 24% of the variance in child's prosocial behavior could be explained by mother-child attachment. The finding of this study will be benefited for preschool teachers, mothers and also caregivers to have a deeper understanding of the effects of mother-child attachment on child's prosocial behavior while considering how to improve not only child's prosocial behavior but also child's all-round developments from childhood to adults life.

Keywords: Attachment, Mother-Child Attachment, Prosocial Behavior

Introduction

It is universally recognized in modern psychology that the family, being by definition a multiple complex of close, long-term and emotionally rich interpersonal relations, bears in itself the fundamental conditions of mental development and formation of the personality as a whole. The child becomes involved in these relations from the moment of his birth (and even earlier: during the prenatal period). With the use of such an approach many classical problems of psychology concerning laws of cognitive and emotional development have been transferred to the context of analysis of the child's communication and activity within the limits of parent-child relations: mother-child, father-child, sibling-child, grandparent-child and so on.

Bowlby (1969) and Ainsworth et al. (1978), founders of the theory of attachment, described attachment not only as a basic characteristic formed in mother-infant interaction (in other words, in new formations), but from the very beginning they drew attention of researchers to the fact that attachment is never the same: different children have different qualitative-specific forms (types) of attachment. Although the concept of attachment is somewhat different in various conceptions, nevertheless the formation of a close, individually directed, emotional mother-infant tie has been recognized as common in all interpretations. Thus, for example, the concept of attachment in works by Lisina (1986) appears in description of forming mother-child interaction and is considered as one of major products of communication activity, in particular, in situational/personality form of adult-child interaction.

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According to Bowlby (1969), the child's orienting/cognitive processes and emotional/personality sphere develop not by themselves but within limits of attachment system – as a means of providing the child's tie to mother and removing his emotional discomfort. Attachment not only makes him feel secure in face of the new and complex world but also expresses his internal need for contacts with people. Within the framework of his attachment to mother the infant creates his first pattern of interpersonal relations which is initially connected with his cognitive, emotional and behavioral sphere.

In turn, children's abilities to regulate their emotional states may support their capacity and willingness to attend to others' distress (Eisenberg et al., 1990, Fabes et al., 1994). Children who are skilled at modulating their emotions experience less emotional arousal or are able to regulate their arousal in response to the distress of others (Hastings et al., 2014). Such children may be more successful at directing their attention toward others' aversive conditions and providing care and support. Children who are not skilled at emotion regulation might focus on their own emotional states when encountering the distress of others, causing them to withdraw and act in less prosocial ways. Indeed, this study can provide the importance of mother-child attachment and how this relationship will impact on child's prosocial behavior.

Purpose of the Study

The main purpose of this study is to investigate the mother-child attachment in relation to the child's prosocial behavior.

The specific objectives of this study are:

- 1.To explore the levels of mother-child attachment.
- 2.To study the differences in mother-child attachment by gender, type of school, mothers' educational level and birth order
- 3.To explore the levels of child's prosocial behavior
- 4.To study the differences in child's prosocial behavior by gender, type of school, mothers' educational level and birth order
5. To examine how mother-child attachment relates to child's prosocial behavior
6. To analyze whether the child's prosocial behavior predict mother-child attachment

Definition of Key Terms

Attachment. Attachment is where the child uses the primary caregiver as a secure base from which to explore and, when necessary, as a haven of safety and a source of comfort (Waters & Cummings, 2000).

Mother-Child Attachment. Mother-child attachment is conceived as an affectional tie that a baby forms to his mother figure, binding them together in space and enduring over time; such bonding is not present at birth, but develops during the first year of life (Anisworth, 1978).

Prosocial Behavior. Prosocial behavior refers to behavior intended to benefit another person that includes helping, sharing, comforting, and cooperation (Eisenberg et al., 2006)

Review of Related Literature

Attachment Theory

Attachment is a construct that has been studied since the 1960s. Bowlby (1969), a psychiatrist, used his observations of infants who were separated from their mothers to document the “grief reaction” that the infants appeared to exhibit with the separation. Bowlby (1973)

defined attachment as the close emotional relationship between two persons, characterized by mutual affection and a desire to maintain proximity. The primary attachment relationship between a mother and her infant, he postulated, is formed in the first years of life and remains relatively stable throughout childhood, adolescence, and adulthood. Mother-infant attachment, proposed Bowlby (1973) is a critically important process for the healthy emotional development of the individual. In his attachment theory, Bowlby (1969) suggested that if a primary caregiver (in most cases, the mother) is consistently sensitive to her infant's cries or other signals of need, an attachment relationship begins to develop. By the last half of the first year, the infant begins to "have confidence" that his or her caregiver is emotionally responsive.

According to Bowlby (1969), the infant's trust in the mother's positive responses leads to an internal representation within the infant of the mother-infant relationship as positive, rewarding, dependable, and safe. At the same time, the infant forms a representation of "the self" as worthy of love and care. This cognitive representation or working model (Bowlby, 1969) is then generalized to the infant's expectations of other relationships and serves to guide the infant's behavioral reactions to distress. Thus, the working model becomes a source of continuity for infants in regard to their feelings, behaviors, and experiences. Bowlby called the working model of this optimal and fundamental relationship a secure mother-infant attachment. He hypothesized that this secure working model becomes a cognitive framework for relationships throughout the child's life. Bowlby (1988) also observed that some infants developed a working model of insecure attachment when a mother was emotionally unavailable to her infant, or her sensitivity and/or responsiveness was inconsistent or negative in nature. The insecure working model of attachment also carried forth from the child's primary relationship to subsequent relationships for that individual throughout life. Bowlby's theory of attachment as a working model has been supported by research that shows the stability of the security of the mother-child relationship throughout childhood (Benoit & Parker, 1994). Studies have also indicated that attachment security or insecurity is transferred to relationships with peers (Zhao et al., 2010), romantic relationships (Feeney, 2004), and life partners (Creasey & Jarvis, 2009). Researchers (e.g., Colin, 1996) have suggested that approximately 90% of the time, the primary attachment figure for the infant is the mother, although situations do exist in which a grandmother, father, or other caregiver serves as the attachment figure. Other authors (e.g., Colin, 1996; Schaeffer & Emerson, 1984) have shown that attachments are often formed with more than one caregiver. In these cases, the security of the relationship may be somewhat different with each caregiver, but as a rule, if the attachment to the primary caregiver is highly secure, the attachment to other caregivers is also secure. Because almost all research has been focused on mother-infant relationships, this review of literature is focused only on the attachment relationship between mothers and their young children before the age of 3 years.

Bowlby's (1969) observations led him to believe that infants' working models, whether secure or insecure, influenced their behaviors when distressed. Bowlby and subsequent researchers identified infant behaviors that are related to a positive mother-infant relationship and are assumed to be indicators of a high degree of attachment security (Ainsworth et al., 1978). They are a negative reaction to separation from the mother, the ability to be comforted and return to exploration with the mother near, proximity seeking, and infant actions that are referred to as

secure base behaviors (Bowlby, 1969, 1982). Secure base behaviors are shown when the infant ventures away from the mother in order to explore the environment, but checks back with the mother periodically in order to feel safe, elicit approval or attention, and gain assurance of the mother's whereabouts. Proximity to the mother is consistently sought by more securely attached children when they are upset or frightened. Infants with negative or disturbed relationships with their mothers show different behaviors, including either an intense or an indifferent reaction to separation from their mother, anger, or a mixture of those reactions upon the mother's return. These children, who are assumed to be more insecurely attached, seem to have either a coercive relationship with their mothers or might be seen as having no real relationship with their mothers. They are seen as clingy, angry, or unresponsive to their mothers during play. Infants with these more insecure attachments are typically inconsolable by their mothers when upset or frightened. Bowlby (1969) and others have proposed that these attachment behaviors can be interpreted as the manifestation of the infants' cognitive working models of the relationship they have with their mother, and simultaneously the representation they have of themselves (Mikulincer et al., 2003). Bowlby (1988, p.119) wrote, "the pathway followed by each developing individual and the extent to which he or she becomes resilient to stressful life events are determined to a very significant degree by the pattern of attachment developed during the early years". Subsequent researchers (Atkinson & Zucker, 1997) have confirmed his theory, including the importance of the development of highly secure mother-infant attachments. Study of the attachment relationship has led to a greater understanding of the emotional health of very young children.

Mother-Child Attachment

Mary Ainsworth was one of the individuals who continued Bowlby's work. She was interested in both maternal and child behaviors (Ainsworth et al., 1978). The sensitivity and responsiveness of the mother are vital, according to Ainsworth and colleagues, for the secure attachment of young children. Ainsworth et al. (1978) were the first to attempt to categorize secure and insecure mental representations of attachment. In their studies, they found that approximately 60% of the infants in her sample, which was taken from throughout North America, exhibited behaviors that fell into a category she identified as securely attached. Infants in this category were most likely to have a mother who was warm, sensitive, and responsive to signals given by the child. In situations of stress, infants displayed little or no anger toward their mother and after receiving comfort would soon return to play. The majority of the remaining 40% of the infants in studies by Ainsworth et al. (1978) were identified as insecurely attached. Mothers of these infants lacked sensitivity to the feeling states of their children and were either directive and controlling or unresponsive to their baby's cues. These insecure infants did not use the mother as a safe haven in times of stress, nor did they use their mother as a secure base from which to explore their environment.

Ainsworth et al. (1978) two different insecure categories were insecure avoidant (or anxious-avoidant) and insecure-resistant (also called anxious-ambivalent). The insecure avoidant infants were the most likely to have an unresponsive caregiver. These babies tended to ignore (avoid) their mothers and withdraw from their mothers' attempts to comfort them. On the other hand, insecure-resistant children most often had a care giving environment in which they experienced both positive and negative interaction with their mothers. The problem was that they

could not tell which to expect. These children were likely to show some anger (resistance) toward their caregiver in stressful situations, and were often difficult to sooth. Under stress, these infants fluctuated from aggressiveness and anger, to coy, needy and manipulative behavior.

Sometime later, Main and Solomon (1999) suggested that it was possible to identify another category of insecure attachment in some of the children who did not fit into either the avoidant or resistant categories. Referred to as insecure-disorganized/disoriented attachment, this has become the fourth major category of attachment. This category was found to be related to both “frightening” and “frightened” parenting styles (Abrams, 2001). Mothers of insecure-disorganized/disoriented infants tend to be either emotionally or physically abusive (frightening) or live in a state of fear or victimization themselves (frightened). Jacobsen et al. (2000) research showed that a mother’s high level of expressed emotion (intrusive and hostile maternal behavior) was related to a disorganized attachment style in her child. Children with this classification appear to lack a coherent or organized strategy to cope with stressful situations. When presented with those situations, they may appear to be depressed or exhibit mixtures of avoidance, anger, fear, and attachment behaviors. Children with this attachment style were found to lack stress management strategies and to aggressively act out or externalize behavior problems. Children with behaviors in this category have also been found to show medical failure-to-thrive (Ward et al., 2000) and dissociative behavior in later life (Van et al., 1999). It has been hypothesized that the negative behaviors associated with insecure attachments are actually adaptive behaviors. From an evolutionary perspective, these behaviors may be exhibited to elicit caregiving by adults, which, in turn, enhance the probability of survival (Balbernie, 2010). Although the research is clear that secure mother-child attachment is protective and insecure mother-child attachment is a risk factor in regard to prosocial behaviors (Bauminger et al., 2008), this perhaps does not reflect successful adaptation and survival of an individual despite negative circumstances. Although traditionally attachment has been conceptualized in a categorical manner, a number of researchers have suggested that it might better be understood as a dimensional construct. Waters and Deane (1985) have placed attachment on a linear continuum from secure to insecure, and Gardner et al. (1986) found that differences between resistant and avoidant children are often weak and unreliable. Fraley and Spieker (2003) have suggested that the construct is better described as ranging from insecure, avoidantly attached (more distancing), youngsters on one end of the continuum to insecurely anxiously attached children on the opposite end, with securely attached children in the middle.

Theoretical Framework of Prosocial Behavior

Humans are social creatures, and they cannot live without the help of others. Other people will not necessarily help someone who does not want to help others. According to Santrock (2007), the nature of prosocial behavior is stable from childhood to early adulthood. This understanding leads to prosocial behavior growing and developing from an early age. Prosocial behavior needs to be stimulated as early as possible so that children can mature self-preparation when they become members of a community group and adapt to a broader environment.

One thing is clear, prosocial behavior is always voluntary and intentional. Not to forget that it should be separated from behavior that accidentally benefited another person. Altruistic and prosocial behaviors can be easily interchanged, since it is difficult to detect the intrinsic

motivation behind the actions performed. Mussen and Eisenberg-Berg (1977) and Eisenberg (1982) consider a behavior to be prosocial that was intended to help others intentionally and voluntarily and in which the motive was unspecified, unknown or not altruistic. Smithe and Mackie (2007) defined prosocial behavior as behavior in which the immediate aim is to help or benefit others. Rather, the determining factor is the intention that the acts have been carried out and the consequences of these acts are not emphasized. Thus, prosocial behavior is one that a person does consciously and voluntarily without any duties, and its aim is to improve the life of individuals or groups that may be known or unknown to an individual performing a good act. Prosocial behavior is characterized by deeds and acts performed in favor of others without any expectation of reward or without social consent. These acts of behavior have the character of providing selfless help when there is no expected reward or reciprocity in the future and it is based on a person's inner attitude towards others and their free choice. Reykowski et al. (1979) described the types of prosocial behavior according to person's incurred expenses and received profits, interacting against the background of other forms of human behavior. **Altruistic prosocial behavior** includes voluntary help motivated primarily by an interest in needs and benefits of the other person. It is often triggered by compassion and internalized moral norms or principles. The assisting entity is primarily concentrated on the need of the other person; their behavior sometimes leads to its own costs or losses. **Compliant prosocial behavior** can be defined as helping other people, which is motivated by a response to their verbal or nonverbal request. This kind of help occurs a lot more often in society than spontaneous help. The higher level of compliant prosocial behavior appears to be linked to a higher level of moral appreciation orientated towards achieving social recognition, but also to a higher level of acceptance of perspective and compassion. **Emotional prosocial behavior** is aimed at helping others in emotionally loaded situational conditions. These situations can invoke involved person's compassion, but also a high level of excitement and personal distress. Thus, helping is strongly motivated by compassion, which corresponds with the helpers' tendency to orientate more to others than to their own persona, as well as to a high level of empathy. Emotionally loaded situations have greater potential to activate a tendency towards action and behavior that would solve such a situation. **Public prosocial behavior** presents an act that takes place with the participation of an audience and the public, and is probably motivated, at least in part, by a wish to gain acceptance and respect of others. The influence of the public – the audience on expressions of prosocial behavior can vary, depending on the personality of the helper, the situation, the circumstances. In some individuals, it may be of an incentive character increasing the likelihood of assistance. On the other hand, the presence of other people may cause a fear of inappropriate interference associated with mistrust of one's own competence, which may prevent providing help (Cacioppo et al., 1986). **Anonymous prosocial behavior** is a kind of assistance that is performed without individual knowing whom he or she is helping. It is mostly motivated by positively experienced emotions related to performing a good deed. Anonymous prosocial activities can be negatively affected mostly by the need for an individual to be valued for what he does for others and to gain social recognition, as well as the difficult controllability of such assistance. Finally, **dire prosocial behavior** is defined as helping behavior in critical and dire situations that do not always provoke emotional reflections (Carlo & Randall, 2002). The authors

of dividing prosocial tendencies (Carlo & Randall, 2002) found out that respondents who reported more help within the six types of prosocial tendencies were more likely to discuss the perspective of others, use stereotypical prosocial moral judgement show greater compassion and social responsibility, and were more likely to help within various situations.

Prosocial behavior includes sharing, cooperation, honesty, donating, helping, and considering the welfare of other individuals (Dayakisni, 2009). These six aspects are intended so that children can be able to help others by lightening the physical and psychological burdens of others, being compassionate or feeling what other people are experiencing, being able to do work or activities together, being generous, and caring about other people's problems. Several supporting factors that can improve prosocial behavior skills in children include self-gain, personal values and norms, and empathy (Fedorko, 2013).

Methods

Sample of the Study

The sample of preschoolers' mothers was identified. The total of 400 sample of this study were collected by using random sampling technique.

Research Method

So as to achieve the purpose of this study, quantitative approach was adopted to collect data and information. Mother-child attachment and child's prosocial behavior were examined by using descriptive survey method.

Research Instrumentation

Mother-Child Attachment

To measure the mother-child attachment, MORS (Child) and CPRS scales was used in this study. This questionnaire was developed by (Simikiss et al., 2013) and it included 29 items and five subscales; MORS warmth, MORS invasiveness, CPRS closeness and CPRS conflict. It is an instrument of six- point Likert scale (0-never, 1-rarely, 2-sometimes, 3-quite often, 4-very often, 5- always). So, the scoring key was 0, 1, 2, 3, 4 and 5. According to the pilot study which was conducted by a sample of 60 mothers, Cronbach's alpha for mother-child attachment was .736.

Child's Prosocial Behavior

To measure the child's prosocial behavior, Questionnaire for Surveying Prosocial Behavior of Preschool-Aged Children (Fedorko, 2013) was used in this study. It included 20 items and six subscales; altruistic prosocial behavior, compliant prosocial behavior, emotional prosocial behavior, public prosocial, dire prosocial behavior and anonymous prosocial behavior. It is an instrument of five-point Likert scale (strongly disagree, disagree, I don't know, agree, strongly agree). So, the scoring key was 0, 1, 2, 3 and 4. According to the pilot study which was conducted by a sample of 60 mothers, Cronbach's alpha for child's prosocial behavior was .732.

Research Findings

Mother-Child Attachment Levels

In order to explore mother-child attachment levels, questionnaire was developed by (Simikiss et al., 2013) was used.

Table 1 Three Different Groups Based on Mother-Child Attachment Level

Mother-Child Attachment	Frequency	Percentage
High	66	15.8%
Moderate	271	67.7%
Low	63	16.25%
Total	400	100%

As seen in Table 1, it was prominent that (67.7%) of children having average level of mother-child attachment. Again, the percentage of children in high attachment group (15.8%) was found to be high level among the three attachment groups. Despite the percentage (16.5%) children have low attachment, it should not to be ignored if its later consequences are taken into consideration.

Child's Prosocial Behavior Levels

To investigate child's prosocial behavior levels, Questionnaire for Surveying Prosocial Behavior of Preschool-Aged Children (Fedorko, 2013) was used.

Table 2 Three Different Groups Based on Child's Prosocial Behavior Level

Child's Prosocial Behavior Level	Frequency	Percentage
High	51	12.4%
Moderate	297	74.8%
Low	52	12.8%
Total	400	100

As seen in Table 2, it was prominent that the percentage of children having average of prosocial behavior (74.8%) of children having average level of prosocial behavior. Again, the percentage of children in prosocial behavior group (12.4%) was found to be high level among the three attachment groups. Despite the percentage of (12.8%) children have low attachment, it should not to be ignored if its later consequences are taken into consideration.

The Relationship Between Mother-Child Attachment and Child's Prosocial Behavior

The collected data was analyzed to find out the extent of relationship between mother-child attachment and child's prosocial behavior using Pearson's Product Moment of Coefficient of correlation.

Table 3 Pearson Correlation for Mother-Child Attachment and Child's Prosocial Behavior

	Mother-Child Attachment	Child's Prosocial Behavior
Mother-Child Attachment	1	.477**
Child's Prosocial Behavior	.477**	1

** $p < 0.01$.

In Table 3, there was positively significant relationship between mother-child attachment and child's prosocial behavior ($r = .477$, $p < 0.01$). This mean that mother-child attachment increase, child's prosocial behavior increased accordingly. This finding is incongruent with the research that Ferreira et al. (2016). It is described that the quality of the mother-child relationship was indirectly linked to children's prosocial behavior. On the other hand, this finding is congruent with the research that indicated that mother-child attachment positively predicted prosocial behavior (Li et al., 2023).

Multiple Regression Analysis for Determining Subscales of Mother-Child Attachment on Child's Prosocial Behavior

To investigate the predictive contributions of variables of mother-child attachment to child's prosocial behavior, the multiple regression analysis was conducted. The result was shown in the following Table 4.

Table 4 Multiple Regression Analysis for Determining Subscales towards Mother-Child Attachment on Child's Prosocial Behavior

Subscales	<i>B</i>	β	<i>T</i>	<i>R</i>	R^2	Adjusted R^2	<i>F</i>
(Constant)	23.323		4.986***	.493	.243	.236	31.763
MW	.118	.133	2.389*				
MI	.026	.025	.450				
CC	.226	.274	5.189***				
CCF	.247	.260	5.155***				

* $p < 0.05$, *** $p < 0.001$.

MW = Mother's Object Relations-Short Form Warmth, MI = Mother's Object Relations-Short Form Invasiveness, CC = Child-Parent Relations Scale Closeness, CCF = Child-Parent Relations Scale Conflict.

The results pointed out that the four variables of mother-child attachment such as mother's object relations-short form warmth, child-parent relations scale closeness and child-parent relations scale conflict were significantly related to the child's prosocial behavior (except mother's object relations-short form invasiveness). Therefore, mother-child attachment such as mother's object relations-short form warmth, child-parent relations scale closeness and child-parent relations scale conflict were positively significant predictors of child's prosocial behavior ($t = 4.986$, $p < 0.001$). Adjusted R square value was 0.236, it indicated that proximately 24% of the variance in child's prosocial behavior could be explained by mother-child attachment. The model equation for predicting child's prosocial behavior from the subscales of mother-child attachment was as follows.

The Model Equation

$$\text{CPB} = 23.323 + 0.118\text{MW} + 0.226\text{CC} + 0.260\text{CCF}$$

CPB = Child's Prosocial Behavior, MW = Mother's Object Relations-Short Form Warmth

CC = Child-Parent Relations Scale Closeness, CCF = Child-Parent Relations Scale Conflict.

Based on the findings of multiple regression analysis, a model diagram can be drawn as follows.

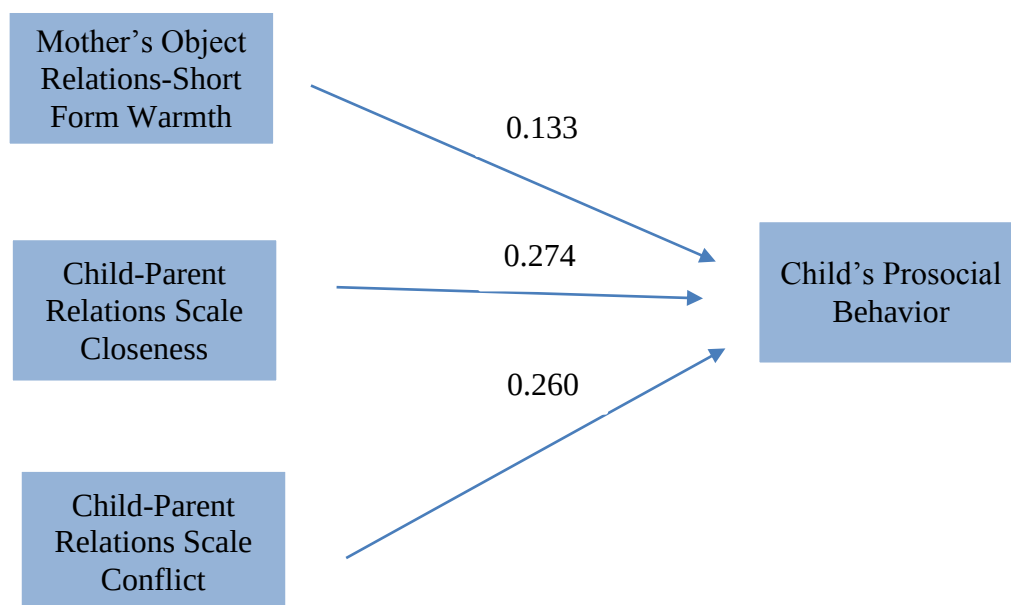


Figure 4.13 Summary Models of Subscales Influencing Mother-Child Attachment on Child's Prosocial Behavior

Discussion

This study was to investigate the mother-child attachment and child's prosocial behavior and the researcher conducted an investigation by using a quantitative research design. As a sample, a total of 400 preschool children from Yangon region participated in this study. In this study, mother's object relations-short form MORS (Child) and child-parent relations scale (CPRS) scales (Simikiss et al., 2013) were used to measure the mother-child attachment. Prosocial behavior of preschool children was measured by using a questionnaire for surveying prosocial behavior of preschool-aged children developed by (Fedorko, 2013).

As the final results of correlation between mother-child attachment and child's prosocial behavior indicated that there was a significant relationship among variables. It was found that there was a significant positive correlation between mother-child attachment and child's prosocial behavior ($r = .477, p < 0.01$). This means that if the children were more attached to their mothers, the children were more prosocial in their behaviors.

Conclusion

Attachment theory holds that insecure attachment is harmful for children of both genders. However, we conjectured that because preoccupied attachment is more gender-typical for boys than for girls it might have more deleterious consequences for boys than for girls. The mothers of preoccupied boys tend to overprotect their sons, and they may also encourage or permit them to participate in female-typical activities; if so, they may communicate to their sons the message that feminine behaviors are acceptable. This may help prevent preoccupied boys from retaining the strong felt pressure for gender differentiation that was normative at an earlier age.

Children with secure attachments are often best equipped to form similarly strong attachments in adulthood, as they have experienced early on the ability to form a trusting bond,

and generally feel comfortable that their needs will be met. The Attached Family also highlights that successful attachment can also avoid poor outcomes in childhood development, such as dependency, misbehavior and excessive demands.

Prosocial behavior in the form of sharing, helping, and cooperating is a hallmark of social competence throughout childhood. Of direct relevance for schooling is that prosocial behavior has been related positively to intellectual outcomes, including classroom grades and standardized test scores. Displays of prosocial behavior also have been related positively to other socially competent outcomes, including social acceptance and approval among classmates and being liked by teachers. Most scholars assume that cognitive and affective skills such as perspective taking, prosocial moral reasoning, adaptive attributional styles, perceived competence, and emotional well-being provide a psychological foundation for the development of prosocial behavior. Individual differences such as genetic and temperament characteristics also have been noted. In addition, theoretical perspectives also propose environmental influences, to include parenting within authoritative structures and positive interactions with peers. Social developmental perspectives suggest that parents who encourage perspective taking and evoke empathic responses to the distress of others are likely to promote the internalization of prosocial values in their children. In addition, proponents of a peer socialization perspective typically argue that peer relationships provide opportunities for children to learn and practice prosocial skills. Collaborative interactions with peers also are believed to motivate the development of cognitive skills that support prosocial forms of behavior.

From the literature on social behavior and interactions, it is evident that children with high emotions, spontaneity in responding, and working memory show greater prosocial behavior as emotions play a vital role in social communications. Therefore, studies on prosocial behavior in children aged 2–5 years (Garner & Waajid, 2012; Kim et al., 2013; Di Norcia et al., 2015), suggest that emotions are directly proportional to interactions in children of this age. A study on children aged 4–6 years old (McQuade et al., 2013), reports greater cognitive skills to affect greatly on interaction with peers. In a study on 3–5 years old (Renouf et al., 2010), however suggest that the innate role of cognitive abilities in the form of emotional behavior may be differently processed by children depending on their ability to do so. A few other studies (Ostrov & Godleski, 2010) have suggested observational research on the development of prosocial behavioral patterns in early childhood boys and girls. In a study by Gur et al. (2012) girls exhibited higher goal-oriented cognitive abilities, on the other hand, Werner et al. (2006) observed that boys have higher intentions, beliefs, and desires that attributed to their mental status than girls whereas Yagmurlu's (2013) study was unclear about gender as a moderator across these mental statuses, especially in pre-school children.

Prosocial behavior is a hallmark of social competence in children of all ages. However, it is clear that the developmental and socialization foundations of positive behavior are rooted in early childhood. The importance of prosocial behavior is supported by evidence that positive forms of behavior are related positively to a range of psychological and emotional processes, to other socially competent outcomes, and to intellectual accomplishments in young children. Research findings also suggest that teachers and classmates have the potential to promote the development of prosocial behavior by communicating norms and expectations for positive

behavior, creating emotionally positive classroom environments, and scaffolding the use of effective social cognitive and self-regulatory skills.

Mother is like the queen of the family (Syamsuddin, 2019). The role of the mother has an influence on children's cognitive development (Hanifah & Oviyanti, 2022; Novita, 2018), children's morale (Nauli et al., 2019) and the level of children's welfare and health (Giroux et al., 2019). Research by Sarwono (2008) also states that the role of the mother is essential in the process of child growth and development, especially in the behavior of early childhood to early adolescence. If the role and treatment the mother gives are positive, the child's prosocial behavior results will also be positive. Vice versa, if the role that the mother gives is negative, the prosocial behavior that the child shows will also be harmful. Mothers who often invite children to tell stories or chat will relate to the behavior of children who are happy to cooperate and like to help. The role of the mother as a role model is in a very high category and has a good impact on children's prosocial behavior, such as helping and cooperating. It is in line with the opinion expressed by Juwariyah (2010) that if the roles of both parents and the people around get used to action and education or good things, then when they grow up, the child will behave like that, and vice versa. Likewise, the dimension of the role of a supervisor is also in a very high category which plays a crucial role in children's prosocial development, such as sharing and donating behavior. Mothers' attachment in children from an early age will be followed by good prosocial development. Conversely, if the mother-child attachment give to children are not good and not optimal, then the child's prosocial behavior tends to be low.

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