

The Influence of The Money Priming to Each Different Stage of Pre-School Children's Prosocial Preference

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Abstract

Selecting 42 pre-school children of 3-5 and 40 of 6-7, two different stages of pre-school children are divided into two groups of money priming and non-money priming, each of the children all need to take part in the " prosocial game". For instance , the prosocial preference, to search the influence of the money priming to each different stage of pre-school children's prosocial behavior. The results show that: The money priming brings out the self-sufficiency preference to different stage of pre-school children, producing influences to prosocial preference. And the money priming has different influences on ages between prosocial preference.

Keywords

Money priming; Pre-school children; Prosocial preference.

1. Introduction

1.1 Children's Prosocial Behavior

Prosocial behavior is the behavior that is consistent with the expectations of society, and is beneficial to his group or society. [1] Human, pre-school children's prosocial behavior is more about cooperation, helping others, mutual benefits and sensitivity to the need of others, and the others-oriented behavior motivation gradually developed and dominated. [2]

Pi Yajie's study finds that infants' compassion, altruism, and sharing of such Prosocial behavior tend to emerge when they are 8 to 12 months. After 1 years of age, the baby would be able to comfort others, the frequency of helping behavior appears to increase with age growing. School age children, after entering the school-a new environment, become very sensitive to the impact of changing social environment. The interaction between social life environment and peer interaction plays an important role in the development of social behavior. In this period of age, children's Prosocial behavior differs significantly, the development of Prosocial behavior is more in line with the social environment of the interests of demand and behavior standards.

1.2 Relevant Studies on the Money Priming and Individual behaviors

Money is considered to be both one of the most common and the most special elements in society. Money priming research is a new way to explore money psychology with the priming method, which pays attention to the influence of the environment on the individual. Vohs (2006) for the first time using the money priming method and put forward the theory of self sufficiency of money. This research taking college students as subjects found that money priming will induce the tendency of individual self-sufficiency. The individuals performed to be not willing to help others and are reluctant to seek help, and showed a greater tendency to keep distance with other individuals. Individuals become more independent, even they are more willing to choose their own activities, when compared with the entertainment activities with their friends and family. Money after its priming, on the one hand, improves the individuals demands to independence and sense of autonomy; on the other hand, reduces the individuals social needs and weakens individuals social relationship with others. A lot of researches has been conducted under the mode of money priming. [3] Zhou Xinyue (2008) put forward the theory of social resources, which also took college students as the subjects and found that

after the money priming, individual power, effectiveness and confidence will be enhanced, and the pain brought by the social rejection physical pain will be weakened. Money, as a kind of social resource, can reduce the pain of individual in social rejection. [4]

1.3 Studies of Money Priming's Influence on Children's Prosocial Behavior

Compared with adults, Children's awareness of money is not fully understood. Its development can be divided into three stages: The first phase (3-4 years old) , they can separate money from other objects. The second stage (4-5 years old), children can understand the overall concept of money, but cannot say the money transaction value. with the cognitive development, they can classify the money, and know the different value. The third stage, from the (6-7) year old, they begin know that money can be used as a tool for trading, but can not fully understand that the money can be paid as compensation and has other economic functions. The Agata has researched on prosocial preference and helping behaviors of children(aged from 5-8years old) , based on the theory of children's cognition of money. [5]From a cognitive perspective, they don't understand the economic function of money.However, under the condition of money priming,they would become more selfish,who show distinctly less prosocial preference and helping behaviors,which proves the symbolic meaning is more primitive than instrumental significance in children's mind.money is everywhere in our life,the baby will contact with money directly or indirectly from his or her birth. It also proved by research that money priming affects not only people's prosocial behavior, but also the people's consumption behavior, emotion and so on. Few researches on children aged from 3-4years old or among different age groups. Therefore, this study takes preschool children's prosocial behavior as examples, validate that weather the money priming will influence on the prosocial behavior of pre-school children This experiment supposes that money priming would motivate children's self-sufficiency aged 3-5 and 6-7 years old. And the influence of money priming on behavior has significant difference on age, it is related to money cognition. Because 3-5 years-old children only have a simple understanding for money, 6-7 years-old children just begin to have conception about the function of money. So ,we divide into two groups, 3-5 years-old children was low age group, 6-7 years-old children was high age group. This study used between-subjects design,took prosocial preference as examples,to study the effects of money initiation on the prosocial behavior of preschool children in different ages between 3-5 years old and 5-7 years old.

2. Method

2.1 Subjects

Selected 82 children aged 3-7 years (boys40, girls 42) at two kindergartens in Dezhou (Table 1).

Table 1.The average gender and age (Standard Deviation)

		No priming	Priming
Low age group	Gender Age	Male 8,Female124.15 (0.745)	Male 8,Female 124.05(0.706)
High age group	Gender Age	Male 9,Female 116.40(0.503)	Male 11,Female 96.45(0.50310)

2.2 Experimental design and materials

The experiment took 2 * 2 between-subjects design, the first factor: Money priming group,neutral priming group; the second factor :low age group ,high age group).Experimental procedure: the experiment was divided into two parts, priming and playing games.Priming part: at the beginning, each child received a small gift (sticker), and told them that they would be able to get more gifts by playing games, then the children of different age groups were randomly divided into two groups, the priming group was asked to count to five pieces of 100 RMB,the non priming group was asked to count the hard disks whose the size of the shape were the same as 100RMB. They were asked to talk about the number they counted and what they were. For example, the experimenter would ask how many the pieces you counted, what you counted, don't require the correct answer. Children in the priming group and children in the non priming group were asked to participate in the following game.

The game part: it mainly use a game to stimulate children's prosocial preference.

Every detail of the game is explained to the children clearly, in order to make sure that the children fully understand.

Game one: the game comes from the Fehr (2008) experimental paradigm, "prosocial games" can be a measure of the basic prosocial behavior.

The children are asked to make a choice in the pro social game (tell the children that he has a small partner in the class before the selection).

A total of two options, program one (1,1) is on behalf of one sticker that is given to himself, the other sticker will be given to his companion, program two (1,0) is on behalf of one sticker that is given to himself or herself, their companion does not.

if select option (1,1), which means to provide his partner with profit that self does not have loss of benefits, the children of making decisions also get a sticker unrelated to their choice. If children choose (1,1), which shows that children show the prosocial preference, get one points; if the choice is (1,0), it shows that children don't show the prosocial preference, get zero points.

After the game and test, all the children take their own stickers leaving the room, into another room and play with participated children until the end of the experiment.

3. Results

The experimental results about the influence of money priming on preschool children in different age groups about prosocial preference (Table 2).

Table 2 The scores of different age groups, priming group and non priming group about prosocial preference (Standard Deviation)

	Non Priming Group	Priming Group
Low age group	1.00(0)	0.86(0.351)
High age group	1.00(0)	0.5(0.513)

The main effect of money priming is distinct $F(1,78)=21.290$, $P=0.000$; the difference of main effect about age is distinct $F=(1,78) 6.952$, $P=0.010$, there is distinct interaction between money priming and age $F(3,78)=64.691$, $P=0.000$.

The analysis of simple effect shows that the difference is not distinct between the low age group and the high age group in the non priming group, $F(1,78)=0$, $P=0.000$

in the priming group, there is distinct difference between the low age group and the high age group. $F(1,78)=14.234$, $P=0.000$. According to analysis of understanding of money and prosocial preference, there is a significant negative correlation between them. $r=-0.258$, $p=0.019$

4. Discussion

The distinct main effect of money priming shows that children's prosocial preference is reduced, after money priming, which inspire children's self sufficiency. In the game, whichever children choose, which will not have an impact on their own interests. We could found that low age group and high age group both show prosocial behaviors in non priming group, which shows children show prosocial behavior, when they aren't influenced by money priming.

However, after money priming, children's prosocial behavior become less, even if the two choices are not involved in their own interests. Through the analysis of the coins understanding and prosocial behavior, found they have significant correlation, which shows that, the higher the level of awareness of money, the effect of money priming is more distinct and the influence on prosocial behavior also become more intense.

It shows that the reduction of Pro social behavior is the result of children's cognition of money.

In Vohs (2006) 's theory of self-sufficiency, has said that the money priming will lead to a higher persistence of individuals, completing the task of time will be more durable..

5. Conclusion

Money priming induces the self sufficiency of pre-school children in different age stages, and it has an influence on the children's prosocial behavior, helping behavior and altruistic behavior.

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