

# The Impact of Parent-child Sports Games on Children's Psychological Development

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## Abstract

Childhood is a stage of rapid psychological development, movement and psychological development are inseparable. At this stage, games are the main form of activity for children which play a dominant role in promoting children's psychological development. By implementing parent-child sports game intervention activities, children can prevent psychological disorders or behavioural problems, help them better adapt to social life, and make more effective contributions to society and humanity. Therefore, current research aimed to check the impact of parent-child sports games on children's psychological development. For this purpose, survey subjects were 50 students from large class of kindergarten A and 50 students from the large class of kindergarten B. An experimental research design was applied by using control and experimental group. The findings that the experimental group showed significant improvements in cognitive ability, emotional stability, willpower, and personality shaping compared to the control group. Moreover, their social adaptability was notably higher, fostering smoother communication and harmonious interpersonal relationships. The findings highlight the importance of early engagement in sports game activities to promote psychological health and resilience in preschool children, emphasizing the need for integrating such activities into early childhood education and parental involvement programs. The research also explored a new research area for further research.

**Keywords:** Parent-Child Sports Games; Preschool Children; Mental Health.

## Introduction

Parent-child sports games are games and other activities that parents and kids participate in together with the intention of fostering a child's mental and physical development as well as their relationships with their family members (Felber Charbonneau & Camiré, 2020; Filanowski et al., 2021). Different physical activities, including jogging together, playing football, basketball, and swimming can be incorporated into this kind of game. Playing sports with your kids has a great effect on them psychologically (Ross, Mallett, & Parkes, 2015). Firstly, parent-child sports games can enhance parent-child relationships (Stefansen, Smette, & Strandbu, 2018). Sports activities allow kids to experience their parents' love and support, strengthening the emotional connection among parents and kids. This improves communication, trust, as well as establishes a secure parent-child bond. In addition, parent-child sports competitions can aid advance kids' physical health (Ginsburg & Committee on Psychosocial Aspects of Child and Family Health, 2007). A child's physical fitness, cardiovascular function, muscle strength, as well as flexibility may all be improved by taking part in sports games and other physical activities (Landry & Driscoll, 2012). This is crucial for the physical development and immune system health of children. In

addition, parent-child sports games can also cultivate children's teamwork and social skills (Kremer-Sadlik & Kim, 2007). Children's cooperative behaviour, communication abilities, and collaboration are fostered when they play games with their parents and coordinate their actions. Children can also meet new friends and widen their social circle by taking part in parent-child sports competitions with other families.

The inscription for "New Sports" by Comrade Mao Zedong stated: "This is the nature of children to take part in games and playing." Mr. Chen Heqin, a famous modern educator in China, once said, "Children are born active and take games as their life." This is enough to demonstrate the importance of games for children. Preschool children aged 3-6 have characteristics such as liveliness, activity, and energy, which determine their preference for active games. Natural sports games are most favoured by them, which can keep them entertained for a long time. Sports games incorporate the most basic actions of human life such as walking, running, jumping, and climbing into highly entertaining activities, stimulating the interest of preschool children in sports games. It is not only beneficial for children's physical development, but also of great significance for their psychological development. In this era where there are mostly only children, there are also some psychological problems that arise during children's

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growth, such as autism, fear of others, inability to communicate with others, lack of social cohesion, and isolation.

These problems have attracted high attention from people. Regular participation in sports games can prevent and improve children's psychological problems, and improve their mental health level. Sports games provide opportunities for children to communicate, negotiate, and discuss, helping them expand their knowledge, enrich their understanding, stimulate their thinking, and improve their practical operation and problem-solving abilities (Bühren & Träger, 2022).

The cognitive process is the reflection process of people's understanding of the objective world, which is composed of different cognitive processes such as sensation, perception, thinking, imagination, and memory. The perceptual process is the perceptual stage of the cognitive process and a prerequisite for other cognitive processes. Perception is very important for children, as it is the earliest and most important means for children to understand the objective world and the foundation for their development of advanced cognitive activities. Famous child psychologist Piaget believes that human knowledge comes from actions, which are the source of perception and the foundation of thinking. For children aged 3-6, they do not intentionally come into contact with objects, and only unconsciously come into contact, perception, and further understanding during games and play. In sports games, they will consciously or unconsciously perceive and recognize the necessary and related objects in the game.

Because children's participation in sports games is mostly voluntary and proactive, without external pressure or coercion, sports games can be deeply loved by children with their unique characteristics. Therefore, in daily life, we can improve children's perception ability through sports games. For example, if children have not been exposed to games related to the ball, they will not be able to understand its properties, let alone have a comprehensive understanding of the ball. In general, children are interested in balls and there are many types of balls. We can see various types of balls in children's specialty stores, and almost every child will also have one or several of these balls. Through ball games, children can exercise their hand flexibility, body coordination, and movement agility. For children aged 3-6, they are no longer satisfied with self-entertainment and enjoy finding friends to play with.

The function of the ball are fully demonstrated in children's games, and children have also gained a sense and perception of the ball, gaining a comprehensive

understanding of the ball. Obviously, sports games can enrich children's emotional understanding. The concept of mental health is very complex, and different schools of scholars have different definitions of mental health. From the "Encyclopedia of Psychology" in China, it can be seen that mental health can be divided into broad and narrow senses: narrow mental health is mainly aimed at preventing psychological disorders or behavioral problems; In a broad sense, mental health is aimed at promoting people's psychological regulation and developing greater psychological efficacy. Even if people live in a healthy environment, they maintain and continuously improve their mental health level, thereby better adapting to social life and making more effective contributions to society and humanity. Preschool children are located in deeply impoverished areas across the country, and the education level in this area is relatively underdeveloped compared to the national education level. In recent years, the country and Sichuan Province have increased investment in preschool education in the region, proposing the construction plan of establishing one village and one kindergarten in Liangshan Prefecture.

Previous discussion shown that parent-child sports games are activities where parents and children participate in together, aimed at fostering the child's physical and mental development while strengthening family relationships. These games have been shown to enhance the parent-child bond, improve physical health, and cultivate teamwork and social skills in children. Recognizing the significance of games for children, famous educators and psychologists emphasize their importance for stimulating interest in sports, promoting psychological well-being, and enhancing cognitive processes. In underdeveloped regions like Liangshan Prefecture, investing in preschool education and encouraging sports games can have a positive impact on children's overall development and mental healthy. Thus, based on previous discussion, study conducted the impact of parent-child sports game activities on the psychological health and development of preschool children.

As, the research conducted to check the impact of parent-child sports game activities on the psychological health and development of preschool children. With an increasing prevalence of mental disorders among young students in China, the need for early interventions becomes evident. The study investigates the beneficial effects of playing sports on a variety of mental health factors in children, such as self-awareness, emotional stability, willpower, personality development, and social adaptation. A total of 194 pre-schoolers were split into two groups: the experimental group, who played athletic games with their

parents, and the control group, which did not. According to the findings, the experimental group significantly outperformed the control group in terms of cognitive function, emotional stability, willpower, and personality moulding. They were also noticeably more socially adaptable, which promoted better communication and peaceful interpersonal connections. The results emphasize the necessity of including such activities into early childhood education and parental participation programs, stressing the value of early engagement in sports game activities to build psychological well-being and resilience among pre-schoolers. The research was divided into five chapters, introduction, literature review, research methodology, data analysis and results, discussion and recommendations.

In our comprehensive research, the researchers initiate through providing a concise introduction to the research topic, highlighting its significance and relevance in the contemporary landscape. Delving into the existing body of knowledge, our extensive literature review uncovers valuable insights and identifies gaps in the field. Subsequently, we expound on the meticulously crafted research methodology, elucidating the strategic framework employed to gather and analyse data. Our data analysis segment presents compelling findings, revealing noteworthy patterns and trends. Finally, engaging in a thought-provoking discussion, we contextualize the results within broader implications, leading us to draw conclusive and impactful outcomes, culminating this study with a robust and conclusive conclusion.

## **Literature Review**

When it comes to games, one can think of childhood. Games are a happy companion to childhood life. Therefore, games are children's favorite sport and the main way of activity, and children's development is achieved through games. With the changes in people's lifestyles and living environments, and the fact that there are still many only child families, parents have become one of the important playmates for their children. Parent-child play, as a special form of children's play, is an activity based on parent-child blood relationship emotions and is the earliest form of play for children after birth. Parent-child games are of great significance for the healthy growth of children, and their role in regulating and strengthening parent-child relationships has also received much attention and attention from parents (Ginsburg & Committee on Psychosocial Aspects of Child and Family Health, 2007; Huang et al., 2017). However, through investigation, the author found that many parents' understanding of parent-

child games is not comprehensive enough. Some parents believe that their children are already 5 or 6 years old and should focus on their studies; some parents have not deprived their children of the right to play, and family parent-child games are still being played. However, the content of the game is single and the form is rigid, emphasizing the development of intelligence, and losing the nature of pleasure and freedom in the game; Some parents know the importance of parent-child games, but they are very confused about how to carry out high-quality parent-child games. This series of questions will also become the focus of research and exploration in this article, further expanding the research scope of this topic. Kroshus et al. (2021) described that when parents make decisions about their children's participation in sports, the social and economic costs and benefits are the most important. Method: A cross-sectional survey was conducted on a nationally representative online group of parents of children aged 5 to 18 (n=1025, 52% response rate). Parents rated the importance of a range of potential costs and benefits of adolescent sports and compared these responses to one-third of per capita household income. We first examined the relationship between the household income triple Quantile and cost-benefit variables. Then, model based clustering analysis is used to determine homogeneous response groups for costs and benefits. Results: Among all the three Quantile of income, the first two benefits of sports are the same: entertainment and physical exercise. Sports, as a means of keeping children out of trouble, are very important for 64% of low-income parents, while the proportion of high-income parents is 40% (Kroshus et al., 2021).

On the other hand, empirically, study examined the effect of parent-child sports games on children's psychological development. Ross et al. (2015) further conducted research on children who frequently engage in sports activities with their parent's exhibit higher levels of self-esteem and self-confidence compared to those who do not participate. Additionally, studies by Wang and NizamBinNazarudin (2022) found a positive correlation between parent-child sports involvement and improved social skills in children, fostering a greater sense of teamwork, communication, and cooperation.

Moreover, the literature reveals that parent-child sports games can also have a significant positive impact on children's emotional well-being. Wang and NizamBinNazarudin (2022) conducted a research and found that regular engagement in sports with parents was associated with reduced levels of anxiety and stress in children, promoting emotional resilience. Furthermore, the bonding experience during these activities has been

linked to increased parent-child attachment, which in turn positively influences a child's emotional stability and overall psychological health (Felber Charbonneau & Camiré, 2020). The previous discussion shown that

parent-child sports games are important factors for children's psychological development. Therefore, this study has adapted the framework of Griffith et al. (2022) which has been shown in Figure 1 below.

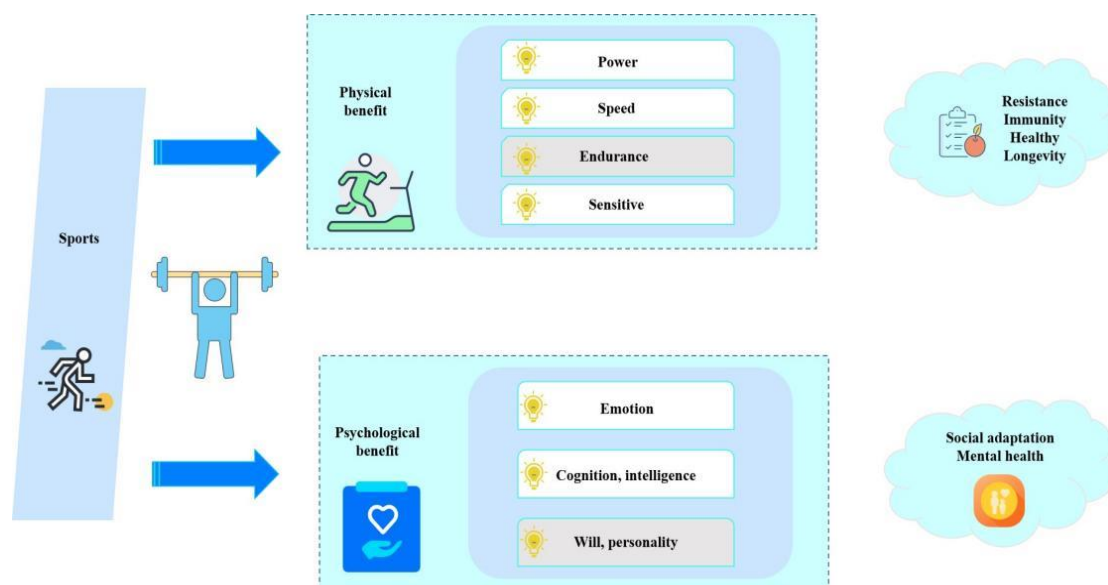


Figure 1. The Role of Sports.

## Methodology

The current research aimed to check the impact of parent-child sports games on children's psychological development. For this research objective, a self-designed survey questionnaire on the impact of sports games on the mental health of preschool children was used as a psychological indicator measurement tool, using the Likert five level scoring method. This questionnaire includes five dimensions: cognitive ability, emotional stability, willpower, personality shaping, and social adaptation. Each dimension has six small questions, and the five answers or observation indicators are "very effective", "effective", "uncertain", "invalid", and "very invalid", marked as 5, 4, 3, 2, and 1. By analyzing the total score of each dimension, one can indicate their own psychological attitude strength or different states displayed on this scale. The survey subjects are 50 students from the large class of kindergarten A and 50 students from the large class of kindergarten B. The experimental group consisted of 50 students from the senior class of kindergarten A, and the control group consisted of 50 students from kindergarten B. Together, they formed the survey subjects of this study. Through statistical analysis, 48 effective research subjects were selected from the experimental group and 46 from the control group. The specific details are shown in Table 1. Use SPSS17.0 statistical analysis software for data statistical analysis (Rovetta & Abate, 2021). Based on statistical results and literature, logical analysis is conducted to draw corresponding conclusions.

Table 1

Statistical Table of Sample Survey of Two Kindergartens (%)

	Experimental group		Control group	
	Man	Woman	Man	Woman
n	27	21	25	21
%	56.25	43.75	54.34	45.66

## Data Analysis and Results

### The Effect of Parent-child Sports Games on the Mental Health of Preschool Children

#### Psychological Health Issues in Preschool Children

According to a data provided by the Mental Health Center of the Chinese Center for Disease Control and Prevention, it is conservatively estimated that the prevalence of mental disorders among students under 18 years old in Chinese Mainland is 21.6%~32.0%. Under the current society's exam oriented education system, which evaluates enrollment rates, students spend most of their leisure time completing homework and participating in various training classes.

The essential play time and physical exercise time for preschool children are not guaranteed, which in turn affects their physical and mental health development (Beyer et al., 2012; Doherty & Gaughran, 2014). At the same time, it has also caused many psychological diseases, such as school phobia, truancy, mental depression and

anxiety after repeated setbacks in learning, and the instability of modern family situations has also brought many intangible psychological pressures to children. Other scholars have found that there are significant differences in somatization, compulsion, interpersonal relationships, depression, and fear among primary and secondary school

students compared to the general population, especially in terms of fear factors, which are higher than other populations (O'Flynn, Murphy, & Barrett, 2022). In order to better develop students' mental health, we should start with preschool children and choose the correct way to complete a variety of sports and game activities.

**Parent-child Sports Game Activities Can Improve Self-awareness**

**Table 2**

*Statistical Analysis of Cognitive Ability*

Dimension	Metric	Group	n	SD	Sig	
Cognitive Ability	Cognitive 6 Scores	Experimental Group	97	26.4021	3.54336	.001
		Control Group	97	19.9278	4.17893	

From Table 2, it can be concluded that there is a significant difference in cognitive ability between the experimental group and the control group ( $p=0.01<0.05$ ), indicating that the cognitive ability of preschool children in the experimental group can be significantly improved through a large amount of sports and game activities. The difference in cognitive ability between the control group and the experimental group is greater, indicating that the development of cognitive ability among students in the experimental group is relatively stable. The characteristics of cognitive development in preschool children can be reflected from three dimensions: attention, perception, and thinking. Sports game activities are different from competitive sports, as they do not have strict rules and restrictions. Preschool children can selectively participate in activities based on their talents and ideas.

The game activity itself requires preschool children to freely and freely try, allowing them to discover whether they are brave or timid, decisive or hesitant through the exercise. The intentional attention level of preschool children can be gradually increased through games, and the phenomenon of unintentional attention wandering is reduced. For example, when playing sandbag throwing games, it is necessary to focus on the sports classmates in the middle of the game field. Regularly participating in such projects can greatly improve one's attention. Students in the preschool stage develop their perceptual abilities slowly, with a focus on sensory motor patterns and strong imitation abilities.

So when participating in sports game activities, teachers should focus on demonstrating more actions and reducing language explanations, so that preschool children can continue to attract their attention to students and develop their sensory perception abilities. The improvement of students' self-awareness ability can continuously promote the development of self-awareness. Through one's own

understanding, experience, and regulation, one can effectively promote the mental health development of students. Sports game activities are mostly collective and entertaining activities that allow students to have a more realistic understanding of themselves, find their own position, and fully express themselves through game development. On this basis, preschool children will consciously or unconsciously modify their cognitive and behavioral activities, thereby improving various psychological qualities and cognitive abilities required by society.

**Parent-child Sports Game Activities Help Enrich the Emotional Experience of Preschool Children**

Preschool children have rich, vivid, strong, and distinct emotions, and their emotional control is unstable. In daily parent-child sports game activities, students in the front class of middle school need to play many different roles, such as referees, athletes, audience cheerers, etc. Among these different roles, their emotional changes are very rich. Long term participation in game activities can gradually stabilize the expression of various emotions among students. Nervous emotions can reduce and suppress the body's immune function. A good mood and stable mood are beneficial for maintaining and promoting the stability of various functional indicators in preschool children. According to Table 3, there is a significant difference in students' emotional performance between the experimental group and the control group ( $p=0.03<0.05$ ), indicating that parent-child sports and game activities can stabilize the emotional development of preschool children (Yan, 2021). The standard deviation between the two groups showed that the emotional changes of preschool children in the experimental group were smaller than those in the experimental group. Parent-child sports game activities can enable kindergarten students to participate and experience with a free and positive subjective attitude.

This proactive participation can shift the nervous excitement points of the brain, and at this time, students' emotions can be positively and effectively adjusted, promoting the stable development of their emotions. Preschool children can also choose the method and content of activities based on their hobbies, interests, and needs, and determine the intensity and load of the activities

when playing games (Lilić et al., 2021). Through the above methods, students can obtain physical and mental relaxation brought about by entertainment, thereby gaining more emotional experiences, immersing themselves in sports, and generating direct interest and enjoyment from the activity process itself, which can bring rich emotional experiences to students.

**Table 3**

*Statistical Analysis of Emotional Stability*

Dimension	Metric	Group	n	SD	Sig	
Cognitive Ability	Cognitive 6 Scores	Experimental Group	97	26.05	3.56112	0.03
		Control Group	97	19.5	3.99342	

**Parent-child Sports Game Activities Help Cultivate Students' Good Willpower and Character**

The strength of willpower is crucial for a child's future success. Children with strong willpower will actively find ways to solve difficulties and cultivate their dependence on foreign things from an early age. It is very important for children's future growth. Parent-child sports game activities can provide a variety of platforms, allowing each child to personally exercise and improve their willpower. From Table 4, it can be concluded that there is a significant

difference in the willpower of students between the experimental group and the control group ( $p=0.02<0.05$ ), indicating that preschool children who frequently participate in parent-child sports games have stronger willpower and more stable willpower. Children who actively participate in sunshine sports can cultivate a strong, courageous, witty, hardworking, and persevering willpower and spirit. Consciously exercising does not cause pressure on people's physical and mental health, thus enabling them to maintain a positive and positive mental state (Amatori et al., 2023; Cai, 2022; Zeng & Li, 2022).

**Table 4**

*Statistical Analysis of Willpower*

Dimension	Metric	Group	N	SD	Sig	
Will Strong and Weak	Cognitive 6 Scores	Experimental Group	97	25.8520	3.46222	0.02
		Control Group	97	18.34	3.83342	

**Parent-child Sports Games Can Shape Students' Personalities**

Personality includes the same psychological characteristics as others and the more stable personality tendencies different from others. The formation of an individual's personality is easily influenced by the surrounding environment and education. Parent-child sports games can create a good surrounding environment, promote the formation of students' personalities, and exercise the development of various abilities of the individual. Parent-child sports games provide necessary conditions and possibilities for the development of personality in their unique way, allowing participants to engage in activities according to their own ideas and unleash their talents. By cultivating the lively and outgoing personality of preschool children through the form of unity and cooperation in parent-child sports games, students can develop a healthy personality that emphasizes both independence and teamwork. The personality tendency of preschool children is dominated by direct motivation, and

their sports interests have a wide variety. In order to adapt to this feature, we should carry out a variety of parent-child sports games. Table 5 shows that the experimental group members who participated more in sunshine sports activities developed their personalities much faster than the control group members. The significant difference between the two groups ( $p=0.0<0.05$ ) indicates that the personality of the experimental group members is much stronger than that of the control group. In daily life, the SD of the experimental group is lower than that of the control group, indicating that the students in the experimental group have more stable personalities and can better showcase some of their strengths. Due to the lack of intense antagonism and utilitarianism in parent-child sports games for preschool children, they do not cause resistance or aversion in physical, psychological, and spiritual aspects, leaving people in a proactive, relaxed, happy, and enjoyable state of entertainment, making it easier to promote the shaping of a good personality (Christofi et al., 2023).

**Table 5**

*Statistical Analysis of Personality Shaping*

Dimension	Metric	Group	N	SD	Sig	
Personality Shaping	Cognitive 6 Scores	Experimental Group	97	26.4502	3.36132	0.000
		Control Group	97	18.95	4.15442	

**Parent-child Sports Game Activities Can Enhance Students' Social Adaptability**

The interaction between students in parent-child sports games often demonstrates a positive, cooperative, and fair competition spirit, which can increase friendship between students, enhance their group awareness, and make interpersonal relationships more harmonious and harmonious. Parent-child sports game activities make students optimistic, outgoing, enthusiastic, and friendly, promoting smooth and pleasant communication between students, and possibly becoming good friends due to their shared sports interests. Parent-child sports games have become an emotional bridge between people in a sense. Only children lack communication with their peers in the family, making them even less adept at communication and expression. They often develop a personality of being too lively at home and hesitant to speak outside. In order to eliminate these phenomena, we should actively guide children to actively participate in parent-child sports games in their leisure time. This can not only effectively improve children's social adaptability, but also reduce their psychological burden and promote the formation of good mental health. From Table 6, it is evident that the social adaptation ability of the experimental group students is

higher than that of the control group, and there is a significant difference between the two groups of children. Students who do not frequently participate in parent-child sports games have relatively low scores, and there is also a significant difference in social ability among individual children (SD in the experimental group < SD in the control group). Various parent-child sports games and activities can provide children with the opportunity to experience and learn to play various social roles, conform to certain norms of conduct, and become good citizens who follow the law and have public morality. This is extremely beneficial for improving people's social adaptability. Parent-child sports games require preschool children to go out of the outdoors and immerse themselves in nature, allowing their bodies to exercise and their minds to be purified, greatly improving their own resistance to diseases and adaptability to various external stimuli. This way, children can respond well to various situations in society, without causing discomfort to their hearts. When children freely choose and participate in their favorite sports, they can gather with many people of different identities, ages, and genders from the outside world, enabling them to constantly get to know others, re understand themselves, adapt to the changing new environment, and improve their ability to adapt to society (Barela, Wong, & Chamberlain, 2023).

**Table 6**

*Statistical Analysis of Social Adaptability*

Dimension	Metric	Group	N	SD	Sig	
Social Adjustment	Cognitive 6 Scores	Experimental Group	97	26.054	3.66143	0.001
		Control Group	97	19.5302	4.49363	

**Discussion**

Parent-child sports games refer to sports activities that parents and children participate in together, which have a broad positive impact on children's psychological development (Dunton et al., 2012; Kanters, Bocarro, & Casper, 2008; Lee et al., 2010). The following are detailed descriptions of the effects of parent-child sports games on children's psychological development:

1. Improve self-esteem and self-confidence: In parent-child sports games, parents' companionship and encouragement make children feel accepted and valued, which helps to

enhance their confidence in their own abilities. When kids succeed and advance in games, they feel happy and content, which boosts their sense of self-worth and self-esteem (Fox, 2003; Fox & Magnus, 2014; Sonstroem, 2013).

2. Develop social skills: By playing sports games with their parents, kids may practice cooperating, sharing, communicating, and resolving disagreements with others (Riesch, Anderson, & Krueger, 2006). All of these social interactional abilities are crucial. Children may connect with parents to learn how to cooperate with others, hone effective communication techniques, and foster a feeling of collaboration (Kremer-Sadlik & Kim, 2007).

3. Learning emotional management: Children may experience successes and setbacks, obstacles and challenges during parent-child sports competitions. They may learn to regulate their emotions, adjust to setbacks, and look for solutions by working with parents to deal with these difficult situations. Children can better deal and adjust to a range of emotions and problems thanks to this practice in emotional management (Harwood et al., 2019; Sutcliffe et al., 2021).

4. increased attention and focused: Children must concentrate on their activities and pay attention to their parents' instructions and behaviors during parent-child sporting events. Through this activity, children can train their focus and concentration, and improve their attention level. This is very important for children's performance in learning and other fields.

In summary, parent-child sports games have a broad positive impact on children's psychological development (Burke et al., 2021; Elliott & Drummond, 2015; Knight, 2019). It not only contributes to the development of self-esteem and self-confidence, but also cultivates social skills, emotional management skills, attention and concentration, strengthens interaction between parents and children, and promotes a healthy lifestyle. Therefore, encouraging parents and children to participate in parent-child sports games together is very beneficial.

## Implications and Conclusion

The findings from this empirical literature review on the impact of parent-child sports games on the mental health of preschool children offer valuable implications for both educators and parents. First off, the study emphasizes how playing sports regularly with parents may have a good impact on kids' cognitive growth by improving their capacity for focus, perception, and thought. Parents may help their children develop a stronger sense of identity and confidence by encouraging self-awareness via unstructured, exploratory play. Second, parent-child sporting events help children's emotional experiences and expression to remain stable, which is important for preserving mental wellness. Furthermore, the study underlines how frequent engagement in physical activities may strengthen kids' resolve, promoting resilience and problem-solving abilities. Last but not least, parent-child sports competitions are crucial in forming kids' personalities, stressing both independence and teamwork, and improving their capacity for cooperation and constructive relationships in social situations. The consequences highlight the importance of including parent-child sports activities in pre-schoolers' daily

schedules because they can be an effective tool for enhancing their general mental health, encouraging a positive attitude toward difficulties, and setting them up to succeed in emotional and social growth.

With significance contributions, there are several limitations that should be considered. At first, the use of a self-designed questionnaire may raise concerns about the validity and reliability of the measurement tool. Additionally, the relatively small sample size, though comparable in the experimental and control groups, limits the generalizability of the results to a broader population. A larger and more diverse sample would enhance the study's external validity and increase the confidence in the conclusions drawn. Moreover, the study focused on the immediate impact of parent-child sports games on preschool children's psychological development without exploring the long-term effects. Longitudinal studies with follow-up assessments would be beneficial in understanding the sustainability of the observed improvements. In addition, research conducted on one country, a future research could be explored on other countries to check the variations in the results.

This research concluded, where research aimed to examine the effect of parent-child sports games on the psychological development of preschool children. The findings revealed that parent-child sports games have significant positive effects on various aspects of children's mental health. The research project measured cognitive capacity, emotional stability, determination, personality molding, and social adaptation using a self-designed survey questionnaire. The statistical analysis demonstrated that preschool children who frequently engaged in sports games with their parents exhibited improved cognitive abilities, enhanced emotional stability, stronger willpower, and more developed personalities, compared to those who did not participate as frequently. Furthermore, the study found that parent-child sports competitions improved pre-schoolers' capacity for social adjustment by encouraging teamwork, camaraderie, and constructive communication. In order to support pre-schoolers' general mental health and holistic development, our findings highlight the need of regularly scheduling parent-child sports games into daily routines for educators, parents, and legislators. Recognizing how beneficial sports activities are for children's psychological health would help society provide for the younger generation's general development and mental growth. The research also recommended that further researchers could also do their research in this field to increase the awareness of this topic.



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