

An Analysis of the Relations between Mental Health Cognition and Nutritional Behavior of Pre-school Children by Using SPSS Software

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Abstract. To analyze the parental mental health cognition of pre-school children in Chongqing and its impact on children's nutritional behavior, in order to further obtain a quantifiable data structure, to enrich the research content about the topic. SPSS 17.0 and Excel were used to collate and analyze data based on 1570 valid questionnaire survey (2000 papers distributed originally) on the problems of pre-school children of mental health cognition and children's nutritional behavior in the main city of Chongqing, from January to March 2019. In this study, the prevalence rate of children in pre-school on eating behavior problems reached 80%, daily bad behavior were also common, and related to parents' mental health cognition. Parents of pre-school children in our city should actively take effective measures to prevent their own causes from affecting their children negatively.

Introduction

Mental health is a vague concept for people, and there are still many people who do not have enough awareness of problems about mental health. As parents of pre-school children, their mental health cognition can have a great impact on children's nutritional behavior [1]. According to psychologists, early childhood is a critical period of a person's social development. Pre-school children can not effectively express their emotions or inner feelings, but parents are the best feeling transferor, behavior supervisor, emotional guide, children's nutritional behavior problems will inevitably affect their physical and mental health after. The study of parents of pre-school children found that most parents know little about children's mental health, ignore mental health problems in young children, lack emotional intelligence training for children, pay more attention to children's behavior and nutritional knowledge (physical health), and ignore the deep-seated mental health problems. The main performance is: the parents of pre-school children's mental problems in the child's mental problems in a relatively low level, simply think that mental problems will manifest behavior; Parents of pre-school children's mental health problems are subjective and superficial in their determination, and do not focus on the needs, emotions and feelings of young children from all aspects of the mental function inherent in young children, so as to distinguish between mental health or not.

With the implementation of the two-child open policy, academics from all walks of life on 1-6 years of age pre-school children's research has gradually increased, such as the study of children's mental health concept, children's language and behavior characteristics of the exploration, and parents' Mental problems with the nutrition and behavior of young children combined with less research. However, the popularization of parent mental health education is of great significance,

mainly because it is the "source of education" for children's growth, and its decisive role in the national quality and the function of social preventive function are irreplaceable in all educational links. The purpose of this paper is to explore the correlation between the cognitive level of parents' mental problems and the nutritional and behavioral problems of young children. One is to help people better understand the manifestations of mental problems, the other is to provide a realistic theoretical basis for parents of pre-school children to solve the nutritional and behavioral problems of young children, and the third is to provide strong support for parents of pre-school children to recognize mental problems and take effective measures.

Research Method

This study has selected pre-school children and their parents as research objects in more than dozen of kindergartens ranging from Chongqing South Bank District, Jiangbei District, Banan District, Shapingba District randomly.

The method of issuing paper questionnaires has been employed as a way to collate data, and a total of 2000 questionnaires have been distributed, as a result, 1570 valid questionnaires have been recovered, the recovery rate of 78.5%. The series of steps of "Design Questionnaires - Issue Questionnaires - Collect ingenuity questionnaires - Statistical analysis data - Analysis questions - Propose Measures" have been used. The content of questionnaires were self-compiled through a large number of literature studies and research purposes. SPSS statistical analysis computer software is used to compare the mean of each group of data in this study and to analyze correlation and regression. The data is entered by Excel, and the data is analyzed by frequency and correlation using SPSS Statistics 17.0.

Result Analysis

Condition of Family Environment of Pre-school Children. Parents in the questionnaire hold bachelor's degree or graduated from college, and the percentage for that reached 46%, which shows that majority of parents come from a rather good educational background. Most of the family environment was in a relatively stable state (92.7% of the families were non-divorced), which predicts that chances would be higher to give pre-school children a balanced care. Generally speaking, the study subjects had a complete family environment.

Condition of Nutritional Behavior of Pre-school Children. 80.5% of pre-school children in families had bad behavior during meals, especially with strong dependence and inattention (Table 1).

Table 1 Bad behavior of pre-school children during meals

Bad Behavior	Making troubles /getting angry	Showing no interest/ being scared of some food	Watching TV	Playing with toys /staring blankly	Losing temper / spitting out when eat food dislike	none
NO	85.7%	82.8%	47.8%	82.3%	78.9%	80.5%
YES	14.3%	17.2%	52.2%	17.7%	21.1%	19.5%

Secondly, 21.8% of pre-school children eat for too long, and it is very likely that in the process of eating, bad behavior affect the eating process and delay the time (Table 2). 10.5% of pre-school children finish eating in a short time, which can lead to inadequate nutrition and even affect healthy growth.

Table 2 Time for pre-school children finishing eating

Time used	Within 10 mins	10-30 mins	Above 30 mins
Percentage	10.5%	67.8%	21.8%

50.6% of households force (always/often/occasionally) pre-school children to eat food they dislike, and 58.5% choose food (candy/fruit/fried food, etc.) incentives to motivate their children (Table 3).

Table 3 The frequency of parents force their children's food they don't like

Frequency	Always	Often	Sometimes	Rarely	Never
Percentage	0.6%	6.4%	44.6%	30.7%	17.6%

In addition, 85.7% of families teach (always, often, occasionally) about healthy eating habit for their children (Table 4). And most families pay more attention to children's nutrition problems, basically ensure that pre-school children eat breakfast every day and to ensure nutritional balance in all meals, but there is still problems of overnutrition and deficiency. Only 56.6% of households in the data were able to ensure that pre-school children ate milk products every day, but with insufficient intake. While 35.6% of pre-school children consume egg products every day, 57.9% of them eat meat every day, which is a surplus. The intake of unhealthy foods such as carbonate, fried food and fast food is relatively acceptable. The intake of other foods is balanced.

Table 4 Frequency of consuming food of pre-school children

	Everyday/Nearly Everyday	4-5 times/week	2-3 times/week	Less than once/week
Breakfast	86.9%	5.1%	1.8%	0.6
Egg Products	35.6%	20.8%	29.8%	11.5%
Bean Products	16.8%	14.0%	41.3%	24.4%
Fruits	53.1%	23.4%	16.1%	4.5%
Nuts	12.2%	15.8%	38.7%	30.1%
Seafood	8.3%	12.6%	40.3%	35.4%
Meat	57.9%	22.7%	13.0%	3.6%
Milk Products	56.6%	19.2%	14.1%	3.6%
Carbonated drinks	3.3%	5.2%	9.2%	74.8%
Fast Food	1.4%	4.5%	8.2%	79.6%
Fried Food	1.5%	4.3%	11.6%	76.8%

Condition of Family Education of Pre-school Children. 74.3% of the subjects actively sought solutions when their children had mental problems, but 15% did not pay attention to their children's mental problems, and 10.6 of the subjects were unable to find effective solutions despite being aware of the problem (Table 5).

Table 5 The way parents treat children's mental problems

	Actively seeking for solutions	Deny them or they will cure themselves	Incapable of finding effective solutions
Percentage	74.3%	15%	10.6%

Secondly, 94% of the families in the investigation will take effective measures when dealing with children's mistakes, such as pointing out mistakes and proposing solutions, as far as possible to avoid children making such mistakes the next time, or encouraging children to explore themselves, so that children through their own experience will understand right and wrong more deeply, help to enhance the children's independence, strengthen their resilience (Table 6).

Table 6 Attitudes towards children's mistakes

	Criticizing	Teach them to avoid making mistakes	Encourage Children to Explore
Percentage	6%	82.3%	11.7%

In addition, the majority of families are actively involved in their children's interactions and accompany ingenas, and 65.9% of parents will tutor their children in homework (Table 7 and 8). But 53.4% of families and children in 1-2 hours, relatively less communication time, according to the scholar Sun Wei [2] said: "Two-year-old children began to tell the experience and life story with adults, this stage of children tell the story is simple and unorganized, need adult reminder Three- and four-year-olds begin to tell independently and use time and alleged language, but still need parental assistance. "At this time the child is still in great need of companionship from parents.

Table 7 Frequency of interaction between children and parents

	Never	Rarely	Sometinmes	Oftern	Always
Outing with Children	0.7%	11.9%	32.9%	49.1%	5.4%
Encouraging Children to participate with other peers	0.6%	6.9%	17.9%	60%	13.4%

Table 8 Time for communication between children and parents

	Less than 1 hour	1-2 hours	3-4 hours	Above 4 hours
Percentage	37.5%	53.4%	7.4%	1.6%

At the same time, 76.3 percent (Table 9 and 10)of the families who chose to have fun with their children (watching TV, surfing the Internet, etc.) still exsist, but nearly 20 percent of parents still had a dictatorial approach, allowing their children to obey themselves completely. 62.1% of the families in the subjects viewed their relationship with their children as having parental authority under peaceful coexistence, while 32.1% of parents viewed their children as friends and 1.9% of parents gave their children unconditional priority.

Table 9 Control of the time length for entertainment (watching TV ect.)

	Total Control	Discuss with Children	No Control
Percentage	19.8%	76.3%	3.9%

Table 10 The relation parents treat children

	Friends	Children Obey Parents	Peaceful	Unconditional Priority to Children
Percentage	32.1%	3.8%	62.1%	1.9%

Summary

The results show that despite parents' concerns about their children's mental health, poor eating behavior is still prevalent in pre-school children [3]. Poor dietary behavior in pre-school children can affect their nutritional status, and parents play an important role in the formation and development of pre-school children's dietary behavior. Parents are the providers of family meals for pre-schoolers, and their dietary nutrition awareness plays a subtle role in the intake of dietary nutrition in pre-school children. The prevalence of adults forcing young children to eat food they don't love to eat, the mechanism of using snacks to reward children, etc. shows that parents' subjective compulsiveness, commandive behavior has a negative impact on the nutrition of pre-school children, and also shows that the lack of cognitive awareness of parents' mental health causes the nutritional imbalance of pre-school children.

In order to improve the initiative and comprehensiveness of the mental health cognition of pre-school children, parents should actively, carefully and patiently observe the children's words and deeds, analyze the children's inner world through indirect behavior and language, and improve their understanding of mental problems. At the same time, parents need to adjust their self-positioning, in the promotion of self-improvement to learn more about the needs and aspirations of children,

understand that the role of parents and children is corresponding to the existence of interrelated, mutual constraints [4]. In addition, emphasis should be placed on the development of pre-school children's behavioural habits and emotions, rather than on intellectual indoctrination and dietary intake. Meanwhile kindergarten is the first school for children to grow up, for relatively busy parents, the time to accompany their children to communicate is very small, most of the time children are in kindergarten. Therefore, it is suggested that parents should establish a stable cooperative relationship with kindergartens to jointly build a good environment for pre-school children [5]. To sum up, the nutritional and behavioral problems of pre-school children are closely related to parents' mental health cognition.

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