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Exploring Parental Perceptions on Social Adjustment in Community Education Programs among Chinese Primary School Children in SHAANXI

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ABSTRACT

Children in China faced significantly reduced opportunities to interact with peers and teachers during the COVID-19 pandemic as schools closed. To address these challenges, the Xi'an Sunshine Social Work Centre later implemented community education programs for children aged five to twelve years in Xi'an, Shaanxi Province. This study aims to identify the effectiveness of these programs on children's social adjustment. Data were collected through semi-structured interviews with seven informants, including six parents and one grandparent, who were selected by convenience sampling. Inductive thematic analysis was used to analyze the data, with research questions focusing on how the community education program influences children's positive psychological states, negative psychological states, and social interactions. The results revealed three main themes: positive psychological states, negative psychological states, and social interaction. Children demonstrated development in aspects such as joy, pride, empathy, sadness, distress, and anger. Additionally, the programs fostered improved relationships between children and their teachers, peers, and parents. Overall, this study—the first to assess the perceptions of parents and grandparents regarding the social adjustment of children aged five to ten—concluded that the community education programs conducted by the Xi'an Sunshine Social Work Centre not only enriched the lives of the children but also facilitated their adjustment to society during and after the COVID-19 pandemic.

Keywords: Social adjustment, Children, Community education, China

INTRODUCTION

By the end of the 1970s, the concept of "lifelong education," which was introduced by UNESCO in the 1960s, had gained widespread acceptance worldwide. In a knowledge-based economy, lifelong learning goes beyond traditional schooling since it enables people to adapt to the constant changes that occur throughout their lives. "Learning society" also calls for the creation of an open, multifaceted learning network in order to promote learning and human perfection. (Shuwei, 2022) The Chinese government are making effort to utilize all the resources to make a lifelong learning society, which request the community to give education to the people to respond to the call of the government to keep people leaning in a lifelong time.

In China, community education programs, through collaboration with schools, families, and society, offer diverse learning opportunities for children and have a positive impact on their social adjustment. However, community education still faces many challenges, such as uneven resource

allocation, insufficient professional teaching staff, and the need to improve cooperation mechanisms between families and communities. Additionally, this study analyses parents' perceptions and motivations regarding community education programs.

This study identifies the gaps in China's community education in terms of theory and practice, and proposes targeted development suggestions. These insights are intended to provide a reference for the high-quality development of community education in the future and to further promote its positive role in enhancing children's social adjustment abilities.

LITERATURE REVIEW

Community education is defined as lifelong learning that involves voluntary involvement in group initiatives to critically address the needs of the individual and the community (Zhang & Perkins, 2023a). When community education is mentioned, the viewpoints differ according to the context and place. Community education is viewed as an extension of pragmatic education program that aims to reach individuals who are difficult to reach, and integrate them into the society through work, further education or rehabilitation. Additionally, it can be seen as a supplement to civil society, which strengthens and promotes citizenship and involvement. (Connolly, 2010) .

The origins as well as the development of community education vary from country to country and from culture to culture. In Sweden, Japan, China and other countries around the world, community education has been promoted and developed in response to UNESCO's goal of lifelong education. In Nordic countries, such as Sweden, community education the same concept with popular education. (Larsson, 2013) . In Japan, social education is a type of non-formal education that takes place outside of the scheduled classes of formal education. It includes a variety of establishments, including museums, libraries, and *kominkans*, that offer community-based learning to both adults and children (Iwasa, 2010) . For example, Japanese *kominkans* emphasize cultural and leisure education, mainly focusing on group activities, with a rich variety of activities, such as tea ceremonies, flower arrangement, book clubs, green groups, concerts, children's homes, pottery classrooms, etc. (Sato, 2017).Traditional schools cannot satisfy civilians, and the development as well as propagandizing the significance of community education is urgent for the governments as well as relevant organizations all over the world. For children, the cooperation between school and other institutions like the community can create a good educational environment. School education can no longer fully meet the needs of children's learning in China （ZHAO Yun & ZHANG Ming.,2024).

Community education in China is characterized by a late start, rapid development and a strong trend of development（LU Chang-ming & CHEN Cheng,2020）. At present, China has formed the operational effect of "state support, social introduction, community operation, and extensive participation" in community education. Specifically, national model districts are concentrated in Shanghai, Hangzhou, Nanjing, Suzhou and Xi'an（ZHANG Jin-xuan & LI Yan-li.,2023). The new objective at the turn of the century is to create a system of lifelong learning and improving the growth of the learning society by setting up different learning organizations whether by family, neighborhood, or corporation is significant (Shuwei, 2022).

The establish of the community education committee in the Xinjiang and Pengpu Streets of Shanghai's Zhabei District in March 1988 marked the development of community education (Wu, 2021). The Ministry of Education of the People's Republic of China has designated 122 National Demonstrative Regions of Community Education and 228 National Experimental Regions of Community Education since 2001. (Zhang & Perkins, 2023b).China is making efforts to improve the all-round development of youth, and it is suggested to strengthen the cooperation between family, school and the community in the Fourteenth Five-year Plan for National Economic and Social Development of the People's Republic of China and the Outline of Long-term Goals for 2035 (Government, 2021). Simultaneously, it is drafted in the Family Education Law of the People's Republic of China to deepen the integration as well as the collaboration among family education, school education and social education (P.R.C., 2021) .

In Shanghai, community colleges offered artistic training courses, such as musical instruments, vocal music, drama, opera, dance and painting, although the current courses are entertainment and demand-adaptive, but lack social and educational qualities (Yang Dong, Han Wen & Zhang Hualiang.,2020). Similarly, in Shaanxi province, a total of 154 experimental projects have been established and evaluated. Additionally, the national lifelong learning week is organized throughout

Shaanxi province, with a variety of mass learning activities focusing on parent-child education (Fu, Ren, & Zhang, 2021).

The Shaanxi Provincial Community Education Guidance Centre was established in November 2015 by the Shaanxi Provincial Department of Education on the basis of Shaanxi Radio and Television University, which is responsible for coordinating the development of community education in the province, and has actively explored theoretical research, platform construction, resource development, policy consultation and information services (Fu, Ren, & Zhang, 2021)

METHODOLOGY

This research employed a qualitative method design conducted in one phase to explore parental perceptions on social adjustments in community education programs among Chinese children from age five to twelve in the city of Xi'an. Qualitative data were gathered by interviewing six parents as well as one grandparent to explore the benefits of community education program on children's social adjustment. Six parents and one grandparent accepted interviews and they shared their feelings on the social adjustment of their children after informants who participated in the community education programs with their kids together, which stressed the imperative significance of the community education programs. The author was an observer as participant, so when participating in the activities conducted by the community education program, six parents and one grandparent were selected by convenience sampling.

Table 1. The profile of the informant

No.	Informant	Relationships with children	Children's age
1	A	Mother-son & daughter	12 years old & 9 years old
2	B	Mother- daughter	Six years old
3	C	Mother-daughter	Eight years old
4	D	Mother- son	Seven years old
5	E	Mother-daughter	Seven years old
6	F	Mother-son	Six years old
7	G	Grandfather-grandson	Ten years old

Instruments

The semi-structured questions in the interview protocol are as follows:

Table 2. Interview protocol

No.	Contents of Questions
1.	Did your child mention the things happened in the activities usually?
2.	Does he/she incline to share feeling as well as what he/she is experiencing to you?
3.	Is he/she more talkative?
4.	Is he/she helpful to others?
5.	Did he/she listen to other's point of view carefully and give opinions or suggestions to others?
6.	Did he take other's advises before?
7.	Does he/she finish the homework at school on time by himself/herself without reminder?
8.	Did he/she ask you for help to complete the homework?
9.	Do you need to remind your child to finish the homework?
10.	Is the homework at school difficult for your child?
11.	How did he/she react to the difficulties when he/she encounters?
12.	How did he/she do exercise? Sleep early? Eat a balanced meal?

13. How did your child cope with failure?
14. Could he/she accept things not going his/her way?
15. How did he/she deal with a disagreement?
16. Did your children share with you if they commit with any good deeds?

Data collection for obtains getting the signature of informed consent from parents or grandparents of the children who participated in the community education program. Informants provided their information as well as the information of their children. During the data collection process, audio was recorded for the usage of transcription and data analysis.

Data analysis was conducted by using thematical analysis manually. First, the transcription was done from audio to text. Then, various codes were gained from the transcriptions. The codes were verified again and again to fit the excerpts well. After a deep understanding on the codes, sub-themes were gained. After that, the sub-themes were modified again and again to get the most exact sub-themes. At last, themes were formatted.
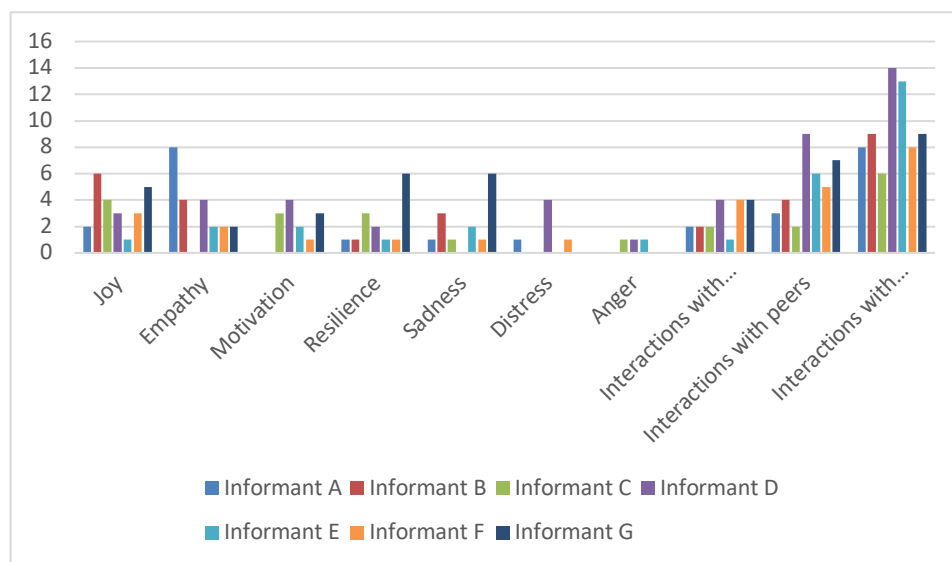
RESULTS AND DISCUSSION

Figure 1. Research questions and relevant criteria/themes explored

Theme one: positive psychological states

Subtheme one: Joy

Feeling happy

The informants mentioned that the children tended to feel happier and more willing to communicate after participating in the community activities. After took part in the activities, they overcame their timidity and had an interest in being involved in the activities later.nInformant D shared in the interview,

> *"He likes to participate in the activity and then we slowly brought him out to participate in activities. You see, he has now taken the initiative to participate in the activities he participated in." (informant D)*

> She also told during the interview *that "Well, it's very effective. Now I participate in activities. Every time on the weekend, he asks me if there are any activities this week. He tells me that he wants to participate. Sometimes I will spare half a day alone and bring him to the activities. We participate in this community program." (informant D)*

Informant G also mentioned in the interview that his grandson is willing to take part in the activities, and he always pushed the grandfather to take him to the activities together. The grandfather conveyed his words by saying,

"He is very happy to participate in community activities. He liked it, he was happy. As soon as he hears about there will be an activity held in the community, he wants to attend." (informant G).

In summary, most of the informant said that the children were eager to take part in the activities, especially the activities about Chinese culture and the activities related to handicraft. Children experienced increased joy and happiness after participating in the community education programs, particularly enjoying the diverse and engaging activities offered.

Like to talk

The informants also expressed that their children incline to be more talkative after they took part in the community education programs. It is a good chance to encourage child to feel free to talk with peers and make friends with them. Moreover, the happiness they gained from the activities is an incentive for them to talk about the fruitful gain they got through the activities.

Informant G mentioned,

"His disease is invisible to others. Others cannot tell that he is sick. Moreover, he especially likes to communicate with others in diplomatic situations. He likes crowds, and communicating with strangers is his favorite habit" (informant G)

In summary, children became more joyful to talk with others after they participated in the community education programs. They can feel free to talk with other children, teachers at school, social workers, strangers and parents etc.

Other things they feel joyful

Despite of the COVID19 pandemic, children who took part in the community education programs cultivated more interest than other children who didn't attended community education programs in sports, music as well as art. They experienced the joyful of sports, music and art, which accelerated the development of their moods.

Informant E's daughter has an interest in arts, and she cultivated her interest in handicraft in the community education programs. Informant E said,

"She usually likes to draw and do crafts" (informant E)

In summary, children feel joyful when they take part in the community education programs about handicraft and painting.

Subtheme two: Empathy

Help others outside

Children were stimulated to help others during the community education program. Informant A said,

"If he completes the task quickly, he will especially want to intervene to help his younger sister complete her task quickly" （informant A）

Informant B mentioned that her daughter likes to help others, she said,

"She will also fetch water for her classmates. There are so many things like this that I can't even remember them" (informant B)

Similarly, informant D's son made a progress on the consciousness to help other people who are in need of help. She said,

> *"I think he will help others, well, when he is not at school and participating in activities outside, he will also help others. He has this kind of consciousness…   He will help others move things. He will move things for the staff participating in the event, or take them, or help in some way. He has that kind of spirit to help others. For example, if we go out and carry a lot of things, he will also help carry the things" (informant B)*

When children who show empathy to others, they can get on well with others more.

Subtheme three: Motivation

Doing something well can motivate the children to do it better later

Some of the children do things well after the encouragement, and the things they accomplished well can also be the motivation for them to continue to do the things. Among them informant D' s son is that kind of children, she said,

> *"He will be very happy if he gets the answer right, which is great. He is a child who needs encouragement, and encouragement is very useful to him (when he made a progress and did something well, he can be encouraged to make more progress)" (informant D)*

In summary, encouragement do help children to perform better.

Children tend to behave well to get rewards

Informant shared their children's experience on how they behave well for the rewards from the teachers at school as well as the social workers in the community. zAs informant said,

> *"Then when he comes back, he will share it with us and say that he raised his hands to answer the question today. Then the teacher praised him or something" (informant D)*

In summary, rewards from teachers, social workers as well as parents stimulate children to complete task better.

Subtheme four: Resilience

Children bounce back from the setbacks

Most of the children of the informants can persist on their goals instead of giving up after failures. Informant A said,

> *"My daughter will say not to replace her, she should continue practicing" (informant A)*

Although she played table tennis not so well, she insisted on playing again and again to gain more skills on table tennis. She never dares to fail.

The same of this case, informant B's daughter tried again and again to learn how to ride bicycles by herself. She also kept on doing things even after she failed.

Children can never dare to give up after they participated in the community education programs.

Theme two: negative psychological states

Subtheme one: Sadness

Informants discussed their children don't incline to feel sad.

For in formant B,

"She must be very sad when she didn't complete something… She rarely loses control of her emotions and rarely bursts into tears. Normally, she only cried when she felt pain on her body. She won't be like other children who incline to cry" (informant B)

Informant B's daughter adjusts well to avoid feeling sad.

Subtheme two: Distress

Each informant spoke of their children's behaviours related to distress.

Informant D said,

'Although this boy cries, he can be happy and stabilize his mood after a while. Crying for him seems like a way to express his sadness. '

In summary, it is okay for kids to cry to express their emotions. Children may cry after failure, but they can overcome the distress soon and regulate their emotion well.

Subtheme three: Anger

Children feel angry when they didn't get good results, are bullied, or are unsatisfied.

For Informant C,

'Oh, I have obviously put in a lot of effort, but why is the result unsatisfactory?' She will be very angry." (Informant C)

In summary, children know how to deal with unsatisfaction, and they can regulate anger in their mind.

Theme three: Social interaction

Subtheme one: Interactions with teacher

Respecting for teachers

Children participating in community education programs demonstrate a strong awareness of respecting teachers both at school and in the community. Informant C shared her daughter's experience:

"Because she feels that the teacher should make full use of the time from 4 to 6 p.m. to explain the questions that the teacher wants to talk about. If she encounters a question that she does not know, she should not disturb the teacher." (Informant C)

This girl understands the importance of not interrupting the teacher during class, recognizing that this time is crucial for imparting knowledge to all students.

Raising hands to answer questions

During community education programs, children are encouraged to raise their hands to answer questions.

Informant D's son, have shown significant improvement in this area:

"Answer. He will raise his hands, and we have been emphasizing to him and guiding him to answer the teacher's questions. When the ask questions, and he knows how to answer it, we ask him to raise his hands actively to answer." (Informant D)

Informant G asserted that his grandson is very active when he takes part in the community education programs. Whereas when he is at school, he is less active to raise hand to answer the teacher's question. Informant G added,

> *"During the community education programs, then he will definitely speak and answer enthusiastically!" (informant G)*

Children are more active during the community education programs. They always raise hands to answer questions.

Subtheme two: Interaction with peer

Most of the informant discussed that their children do not have enough time to play with peers during and after the COVID19 pandemic. During the time of school closure, children stayed at home and studied online lessons. And after the school started to run, their parents pick up them from school every day and after they went home, informants supervised their children to accomplish the homework. It takes a lot of time for the children in Xi'an to finish their daily homework, so they have few leisure time to relax.

Making friends

Community education programs provide opportunities for children to make friends. Informant G shared:

> *"He saw flowers and plants, and then he went to play bow and arrow, magic, there were many projects there… He also met several good friends there, and the Jian Nan community organized dance classes and handicraft activities for children." (Informant G)*

In summary, children do better in making friends after they participated in the community education program.

Talking with peers

Children's willingness to communicate with peers.

Informant F's son is timid, but during he participated in the community education programs, he started to have a conversation with other peers who sat near him. Informant F shared an experience of his son,

> *"Just like when he participated in the lantern-making activity, my child also chatted with an older brother next to him, saying what was going on with the tank, the car, and the gun. He can still interact a little bit with other children." (informant F)*

In summary, children are more talkative after they took part in the community education programs.

Tolerance

Children learn to tolerate others during interactions. Informant B's daughter is principled but willing to compromise on less important matters:

> *"But if she feels that she can do or not do this matter, and she doesn't really care, she will definitely compromise." (Informant B)*

In summary, children who are tolerant understand more about others.

Handling disagreements and conflicts

This is normal for kids to have disagreement with other kids, and they can even have a quarrel because

lacking of social skills. However, children who took part in the community education programs rarely have a quarrel with other kids. Children's approaches to handling disagreements vary. Informant B's daughter seeks moderated solutions:

> *"Or she will discuss it with the other one to communicate again, and find a solution. She usually goes to find friends to communicate with by herself." (informant B)*

Children who attended the community education program knows to discuss more with others to avoid conflicts.

Subtheme three: Interactions with parents

Share what happened to parent

Informants discussed that their children prefer to shall what they experienced and learned from the community education programs after they participated in the activities held by the community. Informant B mentioned,

> *"The teacher taught them some basic vocal music knowledge. Because she is not particularly sensitive to music, which means that she is not good at music. After that class, she was the last one to come out. She told me that she felt that she was not suitable for learning music. She communicated with me and express her own thoughts (this is a music class held by the community)." (informant B)*

By sharing the feelings that she was not that good at music with mother, the daughter knows more about her disadvantages and feel not that sad.

Informant C asserted,

> *"She likes to share with me what happened during the activities." (informant C)*

It is good for parents to share their feelings not only when they feel happy, but also when they have a bad mood.

Tolerating parents

Children sometimes tolerate parents' decisions even if they are reluctant. Informant D's son participated in activities despite initial reluctance:

> *"Before, he was reluctant to participate in activities and said, 'Mom, can I not go?' I just let him go. I said how about going, but he was still unwilling to go, but after he took part in the activities for several times, he came to participate in the activities spontaneously." (Informant D)*

Seeking help from parents

Children often turn to parents for help with homework or other difficulties. Informant E said:

> *"For example, if my child works hard for a long time and finally fails to do something, then she will come over and call me, and then I will help her search and find out the reasons why she didn't achieve this and what she made a mistake in." (Informant E)*

In summary, Children incline to seek help from parents when they cannot handle the problems. As children they rely on their parents or grandparents.

DISCUSSION

Theme one: Positive psychological states

Subtheme one: Joy

In the previous study, King & Defoy propose that joy is best understood as a psychological custom, a virtue, made up of distinctive adaptations, and provided significance by transcendent narrative identity. Joy therefore includes understanding, experiencing, and acting upon what is most important(King & Defoy, 2020). In this study, children gain joy by experiencing community education programs.

Joy's ultimate goals include three elements: (1) the developing self; (2) connection that benefit both parties; and (3) changing moral standards that guarantee the continued health and prospering of the self and society(King & Defoy, 2020). In this study, children learned to adjust to the society

The findings of this study are in consistent with the findings by Emmons (2020), who contends that joy reveals something very true about human nature and goal by exhibiting our enthusiastic nature. Our souls arouse in genuine joy, which gives our existence a certain flow and comfort(Emmons, 2020). Children felt joyful when they participate in the community education program. They felt their enthusiastic nature in the activities, and their souls were awakened by the true joy they got from the community education activities.

Subtheme two: Empathy

Many school-based programs concentrate on the increasement of empathy and other social and emotional learning skills. However, this study elaborates a community-based program, with the objective of improving the empathy of children who took part in the weekly activities accompanied by their parents. The study further proved that by taking part in the community education program, children incline to have a sense of empathy to resonance and understand more about others. It is asserted that empathy facilitate the ability of connecting one with others to increase trust, collaboration as well as taking care of each other (Silke et al., 2024) .

As it is said that in the classroom students thrive emotionally and academically, where they recognize who they are, form deep relationship with others, get to know their feelings, accomplish their individual objectives, and accept as well as give empathy for one another. This is fundamental part of social and emotional learning (SEL), an educational approach for the children to handle basic skills to live (Collaborative for Academic Social and Emotional Learning (2023). Fundamentals of SEL., n.d.).This is in consistent with what the excerpts, which highlight that empathy plays an important role in the developments in the aspect of social and emotion for children.

The following findings was further supported by Decety et al. (2016), who found that prosocial behaviour is largely facilitated by empathy, which stimulate children to provide prosocial helping. In this study, children incline to offer help to their family members, help people outside during and after they participated in the community education program.

Subtheme three: Motivation

There are many incentives which motivate the children. Motivation is formed by the need for success, the possibility of success, the rewards of completing the task and the rewards of avoiding failure (Ushioda, 2013). This study supports Ushioda 's finding that for encouragement, for applauses as well as for the satisfaction after doing correctly do motivate the children.

Referring to Ryan & Deci's (2020) findings on extrinsic motivation based on self-determination theory, the motivation from the externality such as punishment, do facilitate or undermine children's motivation(Ryan & Deci, 2020) . Findings in this study contains punishments such as ironic words and low scores do actively stimulate the motivation of children.

The excerpts from the interview of as follows proved that children tend to behave well to get rewards, which support Ryan & Deci's findings that external rewards do facilitate children's motivation externally(Ryan & Deci, 2020)

Subtheme four: Resilience

According to Masten (2014) , resilience is a sort of dynamic ability. Children's resilience is defined as their ability to adapt and bounce back from challenges, setbacks, and conflicts. (Masten, 2014) . The results in this study supports the idea of Masten. Children do bounce back from setbacks quickly by gaining the ability of resilience from the community education program.

These findings are further supported by Min et al. (2024) that children who were involved in COVID-19, are more possible to undergo more depression and anxiety, which may cause relational disconnection, so they need to handle the ability of resilience to overcome the subsequent depression as well as the anxiety brought by the COVID-19 (Min et al., 2024) . The results proved that participating in the community education program enhanced the children's resilience to overcome their stress during and after the COVID19, which improve children's capacity of social adjustment.

Theme two: Negative psychological states

Subtheme one: Distress

This study is about the children in mid-childhood, on which emotional distress also happens, which may also have influence on children when they become adolescents. Moreover, although it is asserted by Demkowicz et al. (2024) that early adolescence is a time when emotional suffering is more likely to occur. Distress is known to be linked to both social interaction with family members and peers as well as emotion control(Demkowicz et al., 2024), children in mid childhood also build the foundation for them to develop their emotion as well as confronting distress properly later.

Subtheme two: Sadness

Sadness is linked to deliberate thought, decreased physiological activity, and behavioral expression. It is triggered by the perception of goal loss that cannot be restored given present abilities(Lench et al., 2016). Initial study data indicates that sadness might help people cope with loss and that showing sadness can inspire others to help achieve targets(Lench et al., 2016).

Research indicates that sadness is linked to cognitive, physiological, and behavioral changes and that it causes circumstances involving objective failure that are beyond one's capacity to resolve. There is also no evidence that shifts linked to sadness can improve results when target failure occurs, either by encouraging adjustments that help resolve goal loss, like disengagement, or by enlisting the help of others(Lench et al., 2016).

Subtheme three: Anger

Anger is linked to heuristic reasoning, elevated physiological activity, and behavioural expression and is triggered by a perceived loss of purpose that can be avoided if a challenge is solved(Lench et al., 2016). There is initial proof that anger can encourage overcoming hurdles and achieving goals, as well as evidence that displaying anger causes people to remove themselves as barriers(Lench et al., 2016).

Another way to think of anger is as the feeling that an objective has been failed in, but unlike sadness, anger can be overcome by removing a barrier(Lench et al., 2011).

The information that is now available shows that anger is linked to behavioural, emotional, and mental adjustments as well as situations that could lead to goal loss but can be avoided by conquering barriers to aims. Additionally, there is evidence that anger-related modifications might improve results in obstacle-filled circumstances by either scaring or impressing people or encouraging changes that

facilitate accomplishing goals like physical force(Lench et al., 2016).

Theme: Social interactions

Subtheme one: Teacher interactions

As mentioned by J. Chen et al. (2020), children's social, behavioural, and educational growth in the classroom is greatly influenced by their interactions with peers and teachers. For the interfere from the parents, two types of teacher impact are taken into account: the supervision of interpersonal interactions by teachers at the school level and the intimacy and friction connections between teachers and children at the kid level(J. Chen et al., 2020). In this study, teacher-children relationship has profound influence on Children's social adjustment. This study echoes Chen's study, social workers as well as teachers have a deep influence on children's social adjustment.

Properly administered classrooms and pleasant caring interactions with instructors foster social ties and classroom acceptance, which helps kids grow socially and emotionally, cut down on troublesome behaviours, and lower their susceptibility to be bullied by their peers(Downer et al., 2012). In this study, what the informants mentioned is in consistent with Downer's research. The formation of the climate in the classroom is largely organized by the teacher. If the teacher administered0 it well, the climate will be positive, which benefits children's development.

According to the findings by J. Chen et al. (2020), teachers, as staff and representatives of authority in the classroom, play an essential role in influencing children's perceptions of their own social interaction advantages and disadvantages as well as the classroom social atmosphere, which functions independently of how they interact with other students(J. Chen et al., 2020). This study also revealed that teacher guides the children to interact with the peers as well as let them know the merits and demerits of themselves.

As R. Chen et al. (2024)concluded, students' connections can be deepened by teachers who provide them with emotional support, and a good teacher-student relationship may lessen social adjustment issues. The same with this study, teacher support did good on students' adjustment to the society.

Subtheme two: Peer interaction

Peer interactions are a crucial means of forming social bonds and have a significant influence on how well kids adjust to social situations and grow later in life(R. Chen et al., 2024). In this study, peer interaction is also a crucial part in children's social adjustment.

Children's active peer interaction is an invaluable asset for their social, emotional, and cognitive growth(Cameron & Tenenbaum, 2021). In this study, the findings support that after interact with peers, children's skills of socialization enhanced a lot, which means that after interacted with peers in the community education programs, children incline to be more talkative as well as be willing to share feelings. Additionally, they also knew how to deal with conflicts and disagreements.

Children acquire greater from peer discussion than when they merely attempt to absorb content on their own when they explore subjects like science, math, and moral quandaries. Learning is facilitated when teachers ask students to consider other people's viewpoints and reach agreement(Tenenbaum et al., 2020). Likewise, the findings in this study revealed that after children discussed a lot during the community education programs with peers, they gained other children's viewpoints and reflected more on their own opinions.

Children can also learn how to observe social standards that are essential for efficient social functioning, how to avoid making people feel uncomfortable, and how to avoid making a faux pas through peer contact(Cameron & Tenenbaum, 2021).

Children's chances to gain social skills and emotional maturity may be diminished by less peer contacts. Self-worth, connections with others, and overall health may all suffer from an insufficient

level of emotional maturity(Cameron & Tenenbaum, 2021).   In this study, it is proved that by taking part in the community education programs, children are more mature to understand other. They are conscious to do good deeds as well as give other children a hand to help them. The condition of their mental health is good.

Children's comprehension of groups may also suffer from a lack of time interacting with their peer group. For kids to form solid social ties, identify their place in the peer group, and comprehend how groups work, play and peer socialization are crucial(Cameron & Tenenbaum, 2021). Our findings align with recommendations by Cameron, by interacting with peer, children know the concept of collectivism, they know the social skills to handle problems or challenges in their lives.

Subtheme three: Parent interactions

Due to the unequal distribution of social materials, only a small number of kids are able to attain elite status, which is highly expected by parents, particularly in China. As a result, social stresses and rivals are increasing and parent's authority over kids is getting more severe(Fong, 2004). This study is inconsistent with previous studies. Children of the informants in my study was pushed by their parents to study at home to have higher academic results.

Generally, a parent's responsiveness and degree of demands are the two main characteristics   that determine their parenting style. Overall, responsiveness describes how a parent is kind, involved, and encouraging of their child's uniqueness. On the contrary, demandingness reflects the level of rigidity and standards parents set, which are consistent with family or social norms. Scholars have distinguished different parenting types, including authoritative, authoritarian, neglectful, and indulgent parenting styles, based on these two attributes(Villarejo et al., 2024). some of the parents push their kids to do what they declare denying them of chances for independent thought and discovery which lowers children's sense of self-worth and hampers their autonomous psychosocial functions(Fong, 2004). On the contrary, in this study, the parent gave love to their children. Instead of controlling the children, the informants guided the children and let them decide doing things independently under the informants' supervision.

In the Chinese social and cultural context, when children fail to comply with expectations, parents may take severe sanctions because they believe it is their responsibility to be strict(Chao, 1994). Conversely, informants who accompanied children to participated in the community education programs respect their children more. Simultaneously, they are strict when their children violet the roles. Additionally, they learn from the social workers as well as other parents when they participated in the community education programs.

In the previous researches, the mindsets of authoritarian parents are typified by a shortage of regard for their kids' viewpoints, harsh punishment, and little support, acceptance, or comment(Li et al., 2023). But in this research, parents incline to listen to the children and support the children to be more confident as well as take pride in themselves.
This parent-child relationship may influence the child's typical reactions in social situations, making them more prone to overwhelming emotions and violent conduct, which may result in peer victimization(Li et al., 2023). But in this study, parents try tend to make efforts to communicate with children, comfort their children, as well as telling them the methods to confront conflicts properly.

IMPLICATIONS OF THE STUDY
For children's growth, the studying of social skills and emotion skills are very crucial (World Health Organization and UNICEF, 2021). Additionally, it is known that early and middle childhood is a significant time for children to develop their social and emotional skills(Schaps, E., & Battistich, 1991). This study focuses on the social and emotional development of middle-childhood children. Through empirical research, it revealed the specific role of community education programs in promoting children's social adaptation. The findings offered a scientific basis for designing and implementing community education programs. They will also assist educational policy-makers, community educators, and parents in better understanding and utilizing community educational resources to support children's overall development. Moreover, the study explores ways to establish

closer cooperation among families, schools, and communities. This collaboration will help address the impact of special periods, such as the COVID-19 pandemic, on children's growth.

SUGGESTIONS FOR FURTHER RESEARCH

The Sunshine Community Service Centre in Shaanxi Province asks parents to participate in the community-organized educational activities with children together to improve the parent-child relationship as well as guide parents to educate their children in a more correct way.

Although there are handicraft courses, courses to learn about Chinese culture, study tours, courses to raise awareness of environmental protection, and various study tours for children in Xi'an, the number and richness of activities offered by communities around the country needs to be improved. Notably, enhancing the professionalism of teachers and social workers is very urgent. Simultaneously, the close cooperation among families, schools and the communities need to be stressed in order to promote the all-round development of children.

For only a few informants were interviewed, in the future research, more parents can be interviewed to get more information. Additionally, quantitative methods such as longitude quantitative studies are not covered in this study, so in the future studies, researchers can make more efforts on it.

CONCLUSION

The community education programs have a significant impact on children's social interactions, enhancing their respect for teachers, willingness to communicate with peers, and openness to learning from others. Parents play a crucial role in guiding and supporting their children's social development. Future programs should continue to foster these positive interactions while addressing the challenges of limited playtime and individual differences among children. In the future, stakeholders in Shaanxi need to explore various programs to do good to children's social adjustment. For the pandemic have gone now, there should be added other objectives to hold programs in the community to benefit the citizens including the children. The development of community education in Shaanxi should be done by referring to community education programs other provinces in China as well as abroad.

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