

## Class Inclusion Climate and Prosocial Behavior of College Students: An Empirical Study

Yue Zhang<sup>1, a</sup>

<sup>1</sup>School of Chongqing University of Posts and Telecommunications University, Chongqing 510000, China.

<sup>a</sup>1617768774@qq.com

### Abstract

**This study draws on the theory of social exchange. Discussing the influence mechanism of class inclusion climate on college students' prosocial behavior. There is also the mediating role of interaction justice between the climate of class tolerance and prosocial behavior. In order to explore the impact of class inclusion climate on the prosocial behavior of college students, the influence of class inclusion climate on the pro-social behavior of college students and the influence factors of prosocial behavior of college students were discussed. This study also examines the mediating role of interaction justice and uncovers the black box on the relationship between class inclusion climate and prosocial behavior. This article combines domestic and foreign related research. Based on a comprehensive use of class inclusion climate, interaction fairness, prosocial behavior, and social exchange theory. Through a questionnaire survey of 216 college students. Research indicates:(1) Class inclusion climate has a positive effect on interaction justice; (2) Interaction justice has a positive effect on Prosocial behavior; (3) Interaction justices plays an intermediary role between class inclusion climate and prosocial behavior.**

### Keywords

**Class inclusion climate; Prosocial behavior; Interaction justice**

### 1. Introduction

People's happiness not only focuses on food and clothing, but also pro-social behavior has become the focus of attention. In simple terms, prosocial behavior is an altruistic behavior that is beneficial to others and society and meets the expectations of society [1]. Today, as prosocial behavior is increasingly concerned, college students, as the hope of the country's future, should play a central role. In fact, many schools have already paid attention to the prosocial behavior of college students. Prosocial behavior can actually improve the quality of college students, cultivate the sense of responsibility of college students, strengthen the cultivation of college students' moral quality and have a positive impact on society. In order to promote the pro-social behavior, people in the whole society can bring benefits and help to others, and contribute to the development and stability of society. Therefore, it is increasingly important to study how to improve the prosocial behavior of college students.

There are many factors influencing the research on the prosocial behavior of college students, including individual characteristics, moral quality and environmental factors. These studies can help us to understand the prosocial behavior of college students more comprehensively. However, there are still many shortcomings in the existing research. The main research has focused on the influence of individual characteristics of college students on prosocial behavior, but less on organizational context factors, and the environment in which students are exposed will behave. It has an important impact, so this study prepares to explore the impact of class tolerance on the prosocial behavior of college students from the perspective of organizational

context. The class inclusive atmosphere does not directly affect the prosocial behavior of college students. This study draws on the theory of social exchange to further explore the mediating role of interaction fairness between class inclusive atmosphere and prosocial behavior of college students.

In summary, this study is based on the theory of social exchange, taking college students as a research sample, discussing the influence of class tolerance atmosphere on the prosocial behavior of college students, and examining the mediating role of interaction fairness between the two.

## **2. Theoretical Basis and Literature Review**

### **2.1. Social Exchange Theory**

The theory of social exchange was founded by Homans, indicating that all human behaviors belong to certain exchange activities. Such exchange activities can bring rewards and rewards, so human social activities are also a social exchange process. Social exchange In the theory, people get help and may react differently. If helping others can get benefits and let the equal exchange relationship last for a long time, this kind of behavior to help others is grateful. If social relations change from mutual help to loss by one party, the equal exchange relationship will become unbalanced, and unbalanced help will have a negative impact on the relationship. This study is based on the premise of class inclusive atmosphere. Under this premise, students conduct social activities and explore the prosocial behavioral tendencies of students based on this theory.

### **2.2. Review of Inclusive Atmosphere Research**

Whether in business, school or other organizations, an inclusive atmosphere should exist, truly achieving the inclusive concept of sharing people and people. An inclusive environment is to welcome different people, respect the differences between them, and recognize the differences between them. Inclusiveness creates a good environment and atmosphere, supports people's communication, encourages people to respect and recognize differences, participates in decision-making, and makes people's interaction fair and fair [4]. In an inclusive environment, everyone in the organization should be treated fairly and everyone has equal decision-making power. An inclusive environment is like an organization that abides by the commitments and techniques of integrating different cultural characteristics.

This study is based on Nishii and defines the class inclusive atmosphere. The so-called class inclusive atmosphere means that each individual in the class is treated fairly, and different opinions are valued, and an environment atmosphere that recognizes and respects the differences between individuals is recognized.

### **2.3. Review of Prosocial Behavior Research**

Prosocial behavior refers to altruistic behavior that is carried out by individuals and can promote social development, is beneficial to others and society, is willing to bring benefits to others, and can bring positive influences [6]. Prosocial behavior mainly refers to those who help others, make voluntary contributions, and do charity, and do not require rewards. As a social group, human beings need to rely on each other and help each other in order to survive and adapt to changes in the environment. Therefore, prosocial behavior is very important for the development of society and the survival of human beings. Prosocial behavior is a positive behavior, a social relationship formed between people, and this relationship wants lasting important content, prosocial behavior gets People with affordable support.

This study is based on carlo and defines prosocial behavior. It is considered to be beneficial to others and society, individuals are willing to bring benefits to others, and can bring positive effects to altruistic behavior.

#### **2.4. Review of Interactive Fair Research**

Interactive fairness is also a kind of social fairness. Interactive fairness refers to the fairness of others when they are communicating with others or with others. In organizations or groups, interaction fairness is often seen and is a kind of fairness that can be felt often. Interactive fairness is also considered to be the degree of being treated fairly and fairly in other people's interactions and exchanges. The interaction fairness is influenced by the subordinate behavior and the similarity of the superiors and subordinates, and has an impact at the individual level. This study is based on Colquitt and defines the fairness of interaction. It means communicating with others, or getting along with others, others are fair to themselves.

### **3. Theoretical Model And Research Hypothesis**

#### **3.1. Theoretical Model**

At present, the research direction of college students' prosocial behavior has morality, family environment and other aspects, but there are still many shortcomings. Many studies are based on the direction of personal characteristics. The research on the prosocial behavior of college students is rarely studied from the perspective of organizational context. In fact, the influence of organizational situation on prosocial behavior is not small. The class atmosphere of college students is also an influencing factor. The influence of class environment on the prosocial behavior of college students is very important. In the class environment, mutual help for learning needs is itself prosocial behavior. Interactive fairness is also very important among college students. When college students feel the interaction between them, they have a higher tendency to prosocial behavior. If they do not feel the interaction fairness, they will have a negative impact.negative effects.

Therefore, this study is based on the theory of social exchange, because the previous research rarely discussed the influence of pro-social behavior from the perspective of class atmosphere, and decided to study the influence of class inclusive atmosphere on the prosocial behavior of college students, how the class inclusive atmosphere will affect the students. Social behavior. There is also an intermediary role of interaction fairness between class inclusive atmosphere and prosocial behavior.

#### **3.2. Class Inclusive Atmosphere and Interactive Fairness**

The so-called class inclusive atmosphere means that each individual in the class is treated fairly, and different opinions are valued, and an environment atmosphere that recognizes and respects the differences between individuals is recognized. In a class in the university, students from all over the country may have different personalities, social classes, religious beliefs, and regional cultures. The class atmosphere is different. In a good class and inclusive atmosphere, college students can feel the welcome and respect they receive, which is conducive to interpersonal and mutual help among students. This positive, harmonious and inclusive class atmosphere will form mutual respect among students, allowing different perspectives to be positively interacted, communicated and responded in the class, thus promoting interaction and fairness among students. Studies have also shown that inclusive atmosphere can improve employee performance and job satisfaction, and promote the interaction between employees [12]. Interactive fairness means that different opinions and differences of each student in the class are treated equally. Interactive fairness allows students to feel that they can also play their role, whether they are learning or communicating, and can stimulate their potential and motivation.

In the class-inclusive atmosphere, different people are welcome, the differences between them are respected, and the differences between them are recognized. Inclusiveness creates a good environment and atmosphere, supports people's communication, encourages people to respect and recognize differences, participates in decision-making, and makes people's interaction fair and equitable. Students can develop healthy and positive. In view of this, the research hypothesis is proposed:

H1: Class inclusive atmosphere has a positive impact on interaction equity.

### **3.3. Interactive Fairness and Prosocial Behavior**

Interactive fairness refers to the fairness of others when they are communicating with others or with others. Interaction fairness exists in people's interpersonal communication. Good interaction and fair habits can improve people's prosocial behavior. People feel that they are respected and welcomed, they will have a positive psychological state of mind, and then volunteer to help others. behavior. Studies have shown that interactive fairness has a positive impact on prosocial behavior, and social behavior is considered to be an ideal feature of their friends, so people are more likely to imitate their interactions with friends, and interaction between exchanges can improve prosocial behavior, indicating The impact of interactive fairness on prosocial behavior.

Barry research further demonstrates the role of interaction among students in pro-social behavior. The more frequent the interaction between students, the more important they feel the relationship between friends, the more they can strengthen prosocial behavior and promote the occurrence and development of prosocial behavior. In view of this, the research hypothesis is proposed:

H2: Interactive fairness has a positive impact on prosocial behavior.

### **3.4. Mediating Role of Interaction Fairness**

Class inclusive atmosphere plays a positive role in prosocial behavior. In a class inclusive atmosphere, different students are welcome, respect the differences between them, and recognize the difference between them. Students will be infected, and learning the good habits of different students will lead to prosocial behavior. Studies have shown that an inclusive atmosphere plays a role in relationships such as team satisfaction and employee happiness, and these effects can promote employees' prosocial behavioral tendencies [11]. The class inclusive atmosphere has a positive effect on interaction fairness. In the class inclusive atmosphere, it supports people's communication, encourages people to respect and recognize differences, participate in decision-making, and make people's interaction fair and fair. Interactive fairness has a positive impact on prosocial behavior, and good interaction and fairness habits can improve people's prosocial behavior.

Drawing on the theory of social exchange, social activities are an exchange process that helps each other. Class inclusive atmosphere has a positive effect on interaction fairness, and interaction fairness also has a positive impact on prosocial behavior. The influence of class inclusive atmosphere on prosocial behavior requires an intermediary, and this intermediary is interactive fairness. In the interaction between students, the prosocial behavior of students is also related to the degree of acceptance between the students. The relationship between the students is better, and it is easier to have prosocial behavior. Class inclusive atmosphere, interactive fairness and prosocial behavior are all related, and interaction fairness has a mediating role between class inclusive atmosphere and prosocial behavior. In view of this, the research hypothesis is proposed:

H3: Interactive fairness mediates between class inclusive atmosphere and prosocial behavior.

## 4. Research Design

### 4.1. Research Object

The subjects of this study were mainly undergraduate students, who were from different grades and classes. Among them, class inclusive atmosphere, prosocial behavior, and interactive public are filled out by the same students. A total of 240 questionnaires were distributed and 228 were collected. After eliminating the invalid questionnaire, the effective questionnaire for this study was 216. The effective recovery rate is 90%. Among them, 112 were men (52%) and 104 were women (48%). The grades of college students surveyed were mainly concentrated in seniors (41%).

### 4.2. Research Tools

This study used a 5-point Likert scale, with 1 representing very disagreement or very non-conformance, and 5 representing very agreeable or very consistent.

(1) Class inclusive atmosphere: The definition of class inclusive atmosphere adopted in this study is in an inclusive atmosphere. Everyone should be treated fairly, and different opinions and differences are valued. An inclusive climate scale prepared by scholars such as Nishii was used, and some modifications were made on this basis. There are 3 dimensions in this scale, 4 items in the practice fairness dimension, 6 items in the difference integration dimension, and 4 items in the decision-inclusive dimension. This study examines the effect of the overall concept of the inclusive atmosphere. The example entry is: students in the class participate in constructive debates to improve decision making

(2) Interactive fairness: This study uses Colquitt's definition of interactive fairness, which refers to the fairness of others in communicating with others or with others. Using the scale compiled by Colquitt, the scale is a single-dimensional scale with 5 items. The example entry is: the classmates are more honest in communicating with me.

(3) Prosocial behavior: This study uses Carlo's definition of prosocial behavior, which is considered to be beneficial to others and society, but not beneficial to oneself, but individuals are willing to bring benefits to others and can bring positive effects to altruistic behavior. Using the prosocial behavior scale compiled by Carlo, the scale has six dimensions, and five dimensions are used in this study. Among them, the emotional dimension has 3 items, the altruistic dimension has 3 items, the anonymity dimension has 3 items, the open dimension has 3 items, and the urgency dimension has 3 items. The example entry is: I am willing to help the victims or those in need.

(4) Control variables: We will use gender and grade as the control variables of the study.

## 5. Research Conclusions and Prospects

### 5.1. Research Conclusions

This study draws on the theory of social exchange, discusses the influence of class tolerance atmosphere on prosocial behavior, analyzes the relationship between class tolerance atmosphere and interaction fairness, the relationship between interaction fairness and prosocial behavior, and the interaction fairness in class tolerance atmosphere and prosocial behavior. The intermediary role between the two concluded:

First, H1 of this study describes the relationship between class inclusive atmosphere and interactive fairness. The empirical study supports H1 and shows that the class inclusive atmosphere does have a positive impact on interaction equity. Combined with this study, it is found that when the class creates a good atmosphere of tolerance, the class has a warm home feeling, which will make students feel valued and respected, and optimistically face learning and life. The ordinary exchanges and cooperation between the students will be like the loved

ones and friends, and they will treat each other consciously and fairly, and create an interactive fair. In this way, the class inclusive atmosphere is an important prerequisite for interactive fairness.

Second, this study confirms that h2 interaction fairness has a positive effect on prosocial behavior. Good interaction between students can make the two sides feel that they are respected and welcomed, will have a positive psychological state of mind, and then volunteer to help others and other prosocial behavior. The interaction of communication between exchanges can improve prosocial behavior, which reflects the impact of interactive fairness on prosocial behavior.

Third, the class inclusive atmosphere is an antecedent variable of prosocial behavior, in which interaction fairness mediates between the two. This study confirms that the class inclusive atmosphere does not directly affect the prosocial behavior, but is transmitted through the intermediary role of interaction and fairness.

## 5.2. Research Limitations and Future Prospects

Although this study has obtained some valuable results, understands the mechanism of the influence of class inclusive atmosphere on prosocial behavior, and also expands the research on the influencing factors of prosocial behavior. However, there are still some shortcomings. In terms of influencing factors, this study confirms that the class inclusive atmosphere is an antecedent variable of the prosocial behavior of college students, but ignores other factors such as the influence of campus atmosphere and social atmosphere on the prosocial behavior of college students. Future research should explore the impact of multiple factors on prosocial behavior. Secondly, in terms of mechanism of action, this study only confirms that interaction fairness plays a partial intermediary role between class inclusive atmosphere and prosocial behavior, which indicates that there may be other variables that mediate the relationship between the two, in the future. Research can be further explored. Finally, in terms of research methods, the subjects of this study are all students of Chongqing University of Posts and Telecommunications. The data collected are from a school. The collected data may really mine the relationship between variables, although the conceptual model proposed in this study has obtained data. Support and verification, but future research should expand the scope of research and even conduct longitudinal research.

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