Analysis of Factors Affecting Children's Personality Shaping from the Perspective of Developmental Psychology

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Abstract: This paper analyzes the main characteristics of children's different stages in the process of personality shaping, and explores the possible influencing factors and the characteristics of their personality self-development. In recent years, the issue of the cultivation of children's healthy personality has received extensive attention. Having a good personality requires not only the child's personal efforts, but also the needs for the community to intervene and regulate according to different factors. According to the literature, the author combs and summarizes that personality formation is mainly caused by biological factors, such as congenital temperament, physical appearance, constitution and mature rate. In personality shaping, family and peers play a great role. In addition, the development of children's personality is ultimately their own development, and the role of subjective initiative cannot be ignored.

1. Introduction

There is still controversy in the academic circle about the concept of personality. Foreign scholar Gordon W. Allport believes that personality is the dynamic organization of the individual's internal psychological and physiological system, which determines a person's unique thoughts and behaviors. In addition, the research of Guo Yongyu, a Chinese scholar, shows that personality is the unity of internal dynamic organization and certain behavior patterns formed by individuals in various interactions; it is not only the external behavioral pattern of individuals, but also the internal dynamic organization of individuals, the latter itself including sTable motivations, attitudes, beliefs and values, as well as habitual ways of emotional experiences and thinking. In addition, he also points out that personality unity is the process and result of various interactions, with characteristics of stability, integrity, complexity and uniqueness.

In recent years, many scholars have great interest in the exploration of children's personality shaping in the field of developmental psychology because there is much important value that has been seen. Shaping is divided into formation and development. The formation of children's personality is the premise of development, while development provides the basis for formation. Only by clearly recognizing the laws and connections among the factors of formation and development can we properly regulate and systematically intervene the development process to support the practice of child development psychology.

2. The Factors Influencing the Formation of Children's Personality

Firstly, it analyzes the factors of the early stage of child personality shaping. The author concludes that the main reason is the biological factors. There are some details as follows.

2.1 Congenital Temperament

There are many interpretations of temperament in the academic circle. This paper regards the definition of temperament as the individual differences in stable quality and quantity in terms of emotional response, activity level, attention and emotional control. For the division of the various dimensions of congenital temperament, the relevant views of A.Thomas and S.Chess have been widely supported. They divide the congenital temperament into nine dimensions and explore their similarities and differences.

It is worth noting that although a large number of studies support the long-term stability of temperament, it still has some variability. The specific reasons are: first, the temperament itself will develop with age, and the early behavior will be integrated into new and more complex systems; secondly, the meaning of certain behaviors changes with age, and these behaviors reflect the characteristics of temperament; finally, the environment has a certain shaping effect on temperament.

Therefore, there is a correlation between congenital temperament and parenting. And the R-squared model can be used to analyze the matching degree between the child's congenital temperament and the upbringing environment so that parents are able to create the appropriate parenting environments that are consistent with the temperament of children in the early development of children's personality.

Table 1 Dimensions of Thomas and Chess's Research

Dimensions	Meaning and Examples
Activity Level	The Ratio of Active Time to Inactive Time
Rhythmicity	The Regularity of Body Function
Distraction	The Extent to Which External Stimuli Changes Behavior
Exploring and Retreating	The Reaction to Sex, Food and Strangers
Adaptability	Adaptability to Environmental Changes
Attention Breadth and Persistence	Time to Concentrate on An Event
The Intensity of the Reaction	The Energy level or Intensity of the Reaction
Reactivity Threshold	Required Stimulus Intensity to Arouse a Response
The Nature of Mood	Happy and Friendly Behavior Compared to Unhappy and Unfriendly Behavior

2.2 Physical Appearance and Constitution

Physical appearance and constitution is also one of the important factors affecting the formation of children's personality. The degree and direction of its influence on personality depends on the views of people regarded as authoritative by children on their appearance to a large extent. With regard to the influence of physical appearance and constitution on personality, there are several possible explanations in the academic circle: the first constitution may reflect the differences in potential energy and temperament; the second parents and the surrounding people have different responses to persons who have different constitutions, which causes differences in the results of personality development; the three parents have different expectations for children of different constitutions, which affects the results of personality development of children of different constitutions.

2.3 Mature Rate

Hormones control sexual maturity. When hormone levels change, the rate of maturity is also affected to different degree. For adolescents, the phenomenon that girls' first menstrual cramps or boys' first night nocturnal emission marks sexual maturity.

Some studies have shown that early or late maturity is closely related to children's psychological development.

On the one hand, physical changes in pubertal development directly lead to psychological changes, such as premenstrual tension syndrome; on the other hand, physical changes will indirectly lead to psychological development. And the extent of impact can be influenced by personal or sociocultural factors, as well as by the interpretation from adolescents of the meaning and importance of the changes, others' reactions and whether the changes are consistent with the social norm. In addition, the differences in age which is a sign of physical maturity also play an important role in mental adaptation. For example, precocious boys and late-maturing girls are in a relatively favorable position in terms of emotion, personality and social adjustment.

3. The Factors of Children's Personality Development

3.1 Family Factors

3.1.1 Attachment

3.1.1.1 Development of Attachment

Attachment refers to the long-lasting emotional bond of an individual to another certain individual. It is characterized by seeking physical proximity to the subject of attachment. And once the attachment relationship is destroyed, it may cause emotional pain of individual. Firstly, the formation and development of attachment are based on emotional development, especially fear of emotions; secondly, the improvement of cognitive ability is also important, including memory ability and object permanency.

The attachment theory of ethology is represented by J. Bowlby. The main point is that many human behaviors come from the evolution of germline survival and continuation behavior.

3.1.1.2 Measurement of Attachment

Representative experiment is Strange Situation Procedure (M.D. Ainsworth etc.). The experimental hypothesis is that children are placed in a stressful situation caused by the separation of parent-child relationship and the emergence of strangers. The researchers need to observe how children behave with stress increasing, especially their behaviors reuniting with mothers after separation. The experiment has greatly promoted the study of attachment and is regarded as the most powerful and effective way to study the emotional and social development of infants. This method unifies the paradigm of attachment research and makes many studies comparable. However, there are also deficiencies. For example, hypothetical situation is different from the real situation; not universally suiTable for all materials and conditions and limited applicable age.

3.1.1.3 Types of Attachment and Factors Affecting Attachment

According to the above experimental results, there are four attachment types, including secure attachment, insecure - avoidant attachment, insecure - resistant attachment, insecure- disorganized attachment. The formation of attachment types is influenced by many factors. The quality of raising is an important factor, which is mainly reflected in the mothers' sensitivity and responsiveness. Some cultural factors also play a role in affecting the types of attachment. For example, in Germany, the children with avoidant attachment are more than the children from United States.

3.1.1.4 The Influence of Attachment on Later Psychological Development

Attachment is the earliest interpersonal relationship formed after the birth of a child, and is the epitome of the interpersonal relationship formed after adulthood. According to the classic internal working model in the field of psychology, the adult's interpretation of the early positive or negative attachment experience determines the quality of the attachment's internal working model. A healthy attachment pattern is based on the good functioning of the model. In addition, the insecure attachment pattern will form an insecure strategy in terms of emotions, social cognition, etc., and form an immature defense mechanism. At the same time, attachment relationships are transferable and can affect the relationships between children and children's offspring.

3.1.2 Parenting Styles of Parents

3.1.2.1 Four Types of Parenting Styles

Professor Baumrind from the University of California in the United States conducted three studies about the relationship between parenting behavior and child personality development for 10 years. This research has become one of the most frequently cited classic studies in developmental psychology. On this basis, Baumrind proposes two dimensions of parenting style. The first is the requirement that whether parents set appropriate standards for their children's behavior and insist that children should be up to these standards or not. The second is reactiveness, that is, the degree of accepting and loving children and parents' sensitivity to the needs of the child.
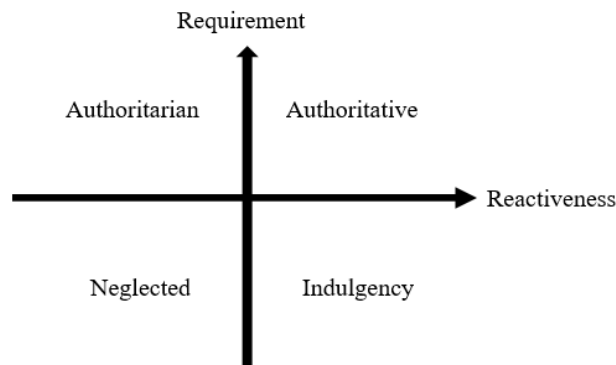
Figure 1 Dimensions and four categories of parenting style

3.1.2.2 Changes in Parenting Styles in the Family System

The adaptive trends of changes about today's parenting styles are that ,on the basis of caring for and loving children, parents are giving children more autonomy, but decreasing the direct control of children. The influence of different parenting styles on children reflects cultural differences. For example, the influence of authoritarian education pattern on the development of children from East or West is significantly different.

3.1.3 Family Structure

Different family structures have different influence on children's personality development. For example, for some nuclear family which have the only child , children's cognitive development has advantages; if children from a large family with several generations, they could be educated and cared by adults more so that they may have better social adaptation than average children. However, the possible problem is that dotage caused by inter-generational education and inconsistent opinions about parenting styles among adults.

3.2 Peer Factors

3.2.1 Development and Characteristics of Peer Relationships

In infancy, peers are interesting social subjects that can bring happiness to babies. Children with secure attachment are more likely to show confidence and boldness in their interactions with their peers. As the development of children's athletic ability and communication skills, in childhood, their social circle gradually expanded and there are different peer relationships formed.

In addition, in the adolescent period, collective regarded as the social background of interaction with peers is increasingly important, and peers become an important source of youth values. The characteristics of the peers at this stage are as follows: the influence of peers reaches a peak in early adolescence, and then begins to decline; there are large individual differences in the degree of influence from peers and as the life circle changes, the influence from peers and the relative importance between peers and parents also become different. Small groups provide individuals with changes to get social skills and try various values and roles. Fraternity is the temporary identity of adolescents.

3.2.2 Evaluation and Types of Peer Relation

Peer nominations refer to measuring important differences in peer status. Peer evaluation is gradational. Children who are more welcomed by their peers are more likely to be nominated positively by their peers. In addition, there are rejected aggressive children and rejected withdrawal children.

Peer relations can effectively predict a child's future social adaptation, but it is not a fundamental factor that causes the final development outcome. The characteristics of the child himself, the practice of parenting, and the interaction between the two are the real causes of the final personality development. And they are also the fundamental factor determining the quality of the peer relations.

3.2.3 Development of perspective-taking ability and peer relation

Perspective-taking ability refers to the ability to use the others' perspective to understand others' thoughts and feelings. The famous psychologist Selman Abraham Waksman studied children from 3 years old to adolescence and he supposes there are five stages. For example, children aged 3-5 are generally self-centered while 6-10 years old is a period of rapid development of children's social perspective-taking ability. A good perspective-taking ability can help improve the status of children in the peer group and enhance the quality of friendship.

4. The self-development of children's personality

4.1 Self-awareness

Self is a dynamic system consisting of three aspects: cognition, emotion and volition. Self-concept, self-esteem and self-control are the most important aspects of the self-system. Self has two basic characteristics. First of all, the "sense of separation" differing from others, which is followed by the "sTable sense of identity" across time and space. Self-awareness is an individual's consciousness of the self (including physical, psychological and social relations' aspects), and it is a multi-dimensional, multi-level and comprehensive system of psychology. James, the father of American psychology, divides self into four components, namely physical, spiritual, social, and pure self. The humanistic psychologist Rogers proposed subjective self and objective self, authentic self and ideal self. Freeman (1992) found that the development of self-awareness is a curve change, which gradually decline from primary school to junior high school and then rises.

4.2 Self-knowledge and Self-experience

Self-knowledge is a cognitive component of self-awareness, including self-perception, self-concept, self-observation, self-analysis, and self-evaluation. The red dot experiment by Beulah Amsterdam (1972), a professor of psychology at the University of North Carolina, explores self-knowledge in infancy. American developmental psychologist and psychoanalyst Erikson emphasized the development of identity in adolescence. He believes that this is the core task of the adolescent stage. The identity must be integrated in seven aspects in order to make the personality develop soundly. The seven aspects mainly include role trials vs. fixed roles, gender polarization vs. gender variance, and ideological belief vs. value confusion. In addition, Marcia explored four states of identity.

Self-esteem is the emotion caused by the judgment of self-worth. There is an interaction between self-esteem and academic performances, self-esteem and initiative, or self-esteem and appearance.

4.3 Self-regulation

Self-regulation includes autonomy, self-discipline, self-monitoring, and self-control. Self-control refers to the ability to inhibit prepotent responses and evoke disadvantaged responses.

4.3.1 Early Development of Self-control

At 12-18 months, the child is aware of the caregiver's expectations and obeys the instructions. Development of cognition, such as the ability to regard themselves as an independent, self-motivated individual and having a certain ability to represent and remember. At the age of 2, children can delay their actions according to others' requirements. At the age of 3, children begin to associate their behavior with the requirements of their parents.

4.3.2 Delay of Gratification Paradigm

Delay of gratification paradigm includes the gift delay paradigm and EID paradigm of delay of gratification, which have a large range of applications. A survey 10 years later found that for children who waited for a longer period of time in a delayed gratification situation, their parents evaluate they have higher ability to endure frustration and stress, and they also get higher scores than their peers in the Academic Aptitude Test during the adolescence. Within the scope of

appropriate self-control, children with strong self-control tend to have higher achievement motivation. At the same time, lack of self-control may be one of the causes of ADHD.

5. Conclusion

5.1 Summary

The formation and development of personality is an important subject in children's development psychology. The paper analyzes the influencing factors, and finally finds that biological factors are the main reasons for personality formation, which including temperament, appearance and maturity. Family factors are also the main influencing factors of personality development, including children's attachment patterns to parents, parents' parenting styles and family structure. In addition, peer relationships are also crucial to personality development, and having excellent information acquisition ability is one of the factors for peers' appreciation. This article further extends the child's self-development, including progress, awareness, experience, and adjustment.

5.2 Outlook

This is an article of literature review. Although it has analyzed the influencing factors of children's personality shaping, it is mainly summarized and analyzed from previous scholars' works and papers, without empirical model. In the future research, the author plans to continue to conduct empirical analysis by means of questionnaire survey and typical case survey in sample survey to verify and deduce the conclusions of this study. It is suggested that scholars who are interested in this topic may also carry out in-depth research in this direction in the future to fill the gaps in the academic circles.

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