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Exploring The Nexus Between Social Learning Theory and Early Childhood Personality Development

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Abstract: Various educational psychologists hold different perspectives on how people learn and develop. This piece of writing will largely focus on the Social Learning Theory of Albert Bandura, as well as his views on the differences between behaviorist learning and cognitive learning, and how they are influencing today's development. Attention, memory, and motivation are the three key qualities he discusses. People also learn from one another through observation, imitation, and modeling (Rumjaun et al., 2020). The Literature Review is an attempt to look at what we know about early childhood character development to identify ways to increase character and social learning in early childhood education

Keywords: Social Learning Theory, Early Childhood Personality Development, Education, Behaviorist Learning, Cognitive Learning

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Introduction

Individual, personal, and asocial learning are different ways of learning from others. Social learning can lead to traditions or cultures, in which what people learn from each other spreads to form enduring characteristics of groups or populations. Albert Bandura's social learning theory highlights the importance of modeling and observing, where individuals imitate others' behaviors, attitudes, and emotional reactions. This theory examines how environmental and cognitive factors work together to shape human learning and behavior (Whiten & van de Waal, 2017). Various researchers have tried to merge psychoanalysis with stimulus-response learning theory to create a comprehensive explanation of human behavior, blending the clinical insights of psychoanalysis with the empirical rigor of learning theory. Bandura favored cognitive and information-processing skills as key mediators of social behavior rather than focusing on psychoanalytic and motivational elements. Both theories aim to offer broad frameworks for understanding human behavior, and their developmental components are still being refined. Nevertheless, Bandura has established a strong theoretical base, with his theory effectively explaining current developmental findings and guiding future research. It's a well-worn cliché that greater attention should be devoted to our youth's moral character.

Methodology

This literature review was conducted using a narrative methodology. All the articles cited in this review were found using Google Scholar as a search engine. The title of this review implies a broad thematic grouping of the major parts that needed to be investigated in the literature. With the use of keywords like social learning, early childhood, personality development, early education, and social elements, a total of forty research studies were reviewed. All of these ideas were discovered to be highly broad and hotly disputed in the literature. Based on relevance, the previously mentioned research studies were selected from a vast number of studies accessible on the internet.

Social Learning of a Child

Social learning is defined as learning behavior that is influenced by external influences rather than intrinsic or internal causes, according to psychological theory. Albert Bandura, an American psychologist, is a pioneering proponent of

social learning, often known as modeling. He has conducted various research demonstrating that children learn a range of behaviors by seeing others, including sharing, aggression, cooperation, social interaction, and delayed gratification. The concept of social learning is that children learn by observing others (Janik & Slater, 2000). When a child sees a sibling nicely ask for and receive a treat, they might apply what they've learned. Social learning is a term used in psychology to describe learning behavior that is influenced by external stimuli rather than intrinsic or internal elements. Bandura's seminal research on imitation learning revealed that children who observed a model being punished for violent behavior exhibited fewer aggressive responses compared to those who saw the model rewarded for similar actions or neither rewarded nor punished (Bandura, 1977). Followers of Bandura describe social learning as a three-stage process: exposure to others' reactions, acquisition of observed behaviors, and acceptance of these modeled behaviors as guides for an individual's own actions and attitudes. Based on this framework, the Bobo doll experiment was conducted to examine how children learn from their peers. Between 1961 and 1963, multiple studies were performed where children's behavior was assessed after watching an adult act aggressively toward a doll-like object that would rock back when pushed down. A key focus was on how children responded after seeing the adult either rewarded, reprimanded, or not punished for physically attacking the Bobo doll (Cherry & Swaim, 2020). These experiments highlighted the influence of observational learning on children's behavior. Albert Bandura's theories center on the development of child behavior. Additionally, Bandura introduced both Social Learning Theory and Social Cognitive Theory, explaining that Social Cognitive Theory is a subset of Social Learning Theory connected to cognitive learning theory. It integrates the idea that people learn from others with personal cognitive factors, behavior, and environmental influences to explain learning and behavior. Bandura further elaborated that humans are shaped not only by their environment and internal factors but also actively shape these elements themselves. The concept of self-efficacy holds particular significance within Social Cognitive Theory (Bandura, 1992).

Aside from that, some psychologists have questioned whether popular television shows and movies, particularly those showing antisocial or violent conduct, provide children with "learning experiences." The impact of media violence has since become the subject of debate. Two contradictory hypotheses have been promoted: one argues that watching violent videos might permit these subjects to be experienced them, while the other believes that watching violent videos will just exacerbate the drive (Granic et al., 2014). A set of psychological features that distinguishes one individual from another has been termed personality. Personality emerges shortly after birth and continues to evolve throughout life. Many psychologists think that early childhood development, which includes both experiences and the developmental environment, determines personality.

Factors of Social Learning of a Child

According to Albert Bandura, four factors impact a child's social learning.

1. Attention: The individual must focus on the actions and their consequences, as well as form a mental image of the behavior to be mimicked. So, actions must first capture our attention because we observe a multitude of behaviors daily, many of which are ordinary (McLeod, 2011). As a result, it's critical to consider if a behavior inspires others to follow it. The model's conduct must capture the child's attention to observe the behavior and do observational learning. People are regularly exposed to a wide range of behaviors in their immediate environment, but they do not learn everything that happens; instead, they generally copy just the behaviors that capture their attention. A child also learns and imitates the behaviors which he/she observes in surroundings with their attention (Byrne and Russon 1998).

2. Retention: It is the conversion of short-term memory to long-term memory. Retention is the ability to remember an action. For long-term storage, the learner must pay attention and construct conceptual frameworks that make sense and have meaning. If the observed behavior is not remembered, there is nothing to remember. Retention is an internal memory event essential for learning a new habit. When it comes to social learning children learn many things and new concepts from their surroundings and then new learning will retain /her for the rest of their life, like language, culture, and behavior which we learn from our society and home environment.

3. Reproduction: The capacity to reproduce the model's behavior is known as reproduction. A youngster may wish to imitate the actions of someone he admires. Regardless of how often he witnesses the model's behavior, how much reinforcement happens, or how well he remembers it, if he doesn't have the capacity, he won't be able to. This has an impact on whether or not we strive to replicate it. Consider a 90-year-old woman who can't move because she's watching Dancing on Ice. She may admire the accomplishment, but owing to her physical limitations, she will not attempt to reproduce it.

4. Motivation: Even if a youngster can reproduce a behavior, he or she must want to do so. If a behavior is rewarded with something more valuable than the effort necessary to repeat it, people are more inclined to copy it. When a behavior is followed by punishment, people are less likely to replicate it.

Personality Development of a Child

A set of psychological features that distinguishes one individual from another has been termed personality. Personality emerges shortly after birth and continues to evolve throughout life. Many psychologists believe that early childhood development, encompassing both experiences and the developmental environment, is what sets one person apart from another and can be observed right after birth. A child's personality is shaped by temperament, environment, and character. Temperament refers to a set of genetically inherited traits that affect how a child perceives the world and learns from it (Rothbart, 2011). While DNA does not directly determine personality traits, certain genes influence the development of the nervous system, which in turn affects behavior. The second component of personality involves adaptive patterns linked to the child's specific environment. Most psychologists agree that temperament and environment play the largest roles in shaping personality. Temperament is often associated with "nature" due to its genetic basis, whereas environmental factors are linked to "nurture" (Izard, 2001).

Although there is ongoing debate about which factor has the greatest impact on personality development, experts concur that effective parenting is crucial for a child's growth (Louw & Louw, 2014). When parents understand how their child responds to various situations, they can anticipate potential issues and either prepare the child or, in some cases, prevent problems altogether (Walker et al., 1996). Parents who adapt their parenting style to suit their child's temperament are best positioned to support and nurture their child's personality development (Laible, 2004). Beyond temperament, personality also includes emotional, cognitive, and behavioral patterns that influence how a person thinks, feels, and acts in response to life experiences. While personality is influenced by innate traits and early experiences, it evolves over a person's lifetime and is shaped by moral development (Franz & White, 1985).

In 1956, psychiatrist Erik Erikson provided a detailed analysis of personality development based on his extensive psychotherapy work with children and adolescents from various social backgrounds. Erikson described socialization as a process divided into eight stages, each characterized by a "psychosocial crisis" that must be resolved for the individual to progress to the next stage (McLeod, 2013). Five of these stages occur from birth through adolescence and significantly influence personality development. The preschool years are connected with significant socialization changes in young children. Preschoolers, no longer completely reliant on their parents, begin the lengthy process of learning to operate independently in the environment. Children develop a sense of separation and independence from their parents during early infancy (ages 2–6) (Alwaely et al. 2021). Preschoolers, according to Erikson, must acquire autonomy, or self-direction (years 1–3), as well as initiative, or entrepreneurship (ages 3–6).

The psychological characteristics that differentiate each person are referred to as personality. Personality characteristics and states exist in both children and adults (changeable characteristics, such as moodiness) (Roberts & DelVecchio, 2000). While there are many plausible explanations, most experts believe that by the end of early infancy, an individual's personality is firmly set.

The anal stage of psychosexual development, according to Freud, occurs around the second year of life, when parents encounter a slew of new obstacles while toilet training their children. Fixations at this age can lead to the emergence of distinct personality characteristics later in life. Anal retention (obsessive neatness, order, and withholding) and anal ejection are two personality characteristics to watch out for (messiness and altruism) (English, 1947). Following Freud, personality theorists sought to explain early childhood personality formation. Classic

conditioning (Ivan Pavlov's learning by association), operant conditioning (B. F. Skinner's learning by reinforcement and punishment), and observational learning (Albert Bandura's learning by imitation) are all theories that say personality develops as a function of learning. Identification, or internalization, is the process through which children see and accept the values, attitudes, and standards of those around them. Indeed, personality development starts with temperament begins with biological underpinnings and grows over life to become more complicated, enlarged, and refined. As a result, the baby that drew their attention grows into an adult with a deep and nuanced personality.

In the end, no single viewpoint can completely describe the intricate processes of personality formation. The final determination of human features and states is likely due to a mix of psychological, parental, and biological forces.

Personality development, according to Erikson, is a hierarchically organized series of phases that go from an early narcissistic interest in oneself, through stages of identification and socialization, to growing individuation and the construction of individual identity. While Erikson emphasizes that this growth takes place within a widening network of significant persons, we feel his theory fails to account for the formation of multiple types of interpersonal connectivity or attachments. While Erikson values both identity and closeness (the psychosocial "virtues" that emerge from his stages 5 and 6).

"What kind of person will this child become?" parents worry when they see their newborn infant. They look for signs of a developing personality in their baby's preferences, qualities, and responses. They have every right to do so because temperament is at the heart of human development. Temperament, on the other hand, is just one piece of the picture (described as early-emerging variances in reactivity and self-regulation). Temperament is biological, yet it interacts with the effects of early life experiences to form personality (Rothbart, 2011). Along with these temperamental dispositions are influenced by parental care, for example. More broadly, a child's personality is shaped by the compatibility of temperamental traits with contextual factors (Chess & Thomas, 2013). A physically active child whose parents take her on weekend hiking and fishing trips, for example, would be a good "match" for her lifestyle and help her develop her personality. As with many other aspects of social and personality development, personality is the consequence of a constant interplay between biological tendency and experience. To put it another way, temperament affects personality. Temperamental characteristics emerge and change as children grow naturally. Although a baby lacks significant self-control, temperamental variations in self-regulation become increasingly obvious as brain-based self-control skills increase. A crying infant, for instance, is not constantly cranky; given appropriate parental attention and stability, the child may become less likely to weep over time (Macklem 2007).

Aside from temperament, personality is made up of a variety of additional traits. A child's developing self-concept, incentives to achieve or socialize, goals and ambitions, coping methods, feelings of obligation and conscientiousness, and many other qualities all contribute to their personality. These qualities are influenced by biological inclinations, but it is the child's interactions with others, particularly in close relationships, that contribute to the development of distinctive characteristics (Kellert, 2002).

The formation of personality begins with the biological underpinnings of temperament and grows more sophisticated, enlarged, and refined with time. As a result, the baby that drew their attention grows into an adult with a deep and nuanced personality (Clark, 2005).

Characteristics of Personality Development

1. Temperament: Talking about genetically defined features that a child is born with. These characteristics have a significant impact on how a youngster perceives the world and learns. According to research, several of these genes regulate nervous system development and behavior.

2. Environment: How a child's personality develops is heavily influenced by the environment in which he or she grows up. To aid in the appropriate growth of the child, it is recommended that quality parenting be provided.

3. Character: This is made up of emotional, perceptual, and behavioral patterns that are learned through experience and influence how a person thinks, feels, and acts. A person's personality grows throughout time, but we've seen how much of it is influenced by features they were born with and life events.

Supporting Theories/Models (Albert Bandura and Erik Erikson)

Social Learning Theory is commonly considered as a middle ground between behaviorism (Social learning theory) and cognitive theory. Behaviorism is a school of thinking that concentrates on one sort of learning: shaping behavior using reinforcement and repetition. (learning through memorization). On the other hand, the theory of cognitive learning, the process of the mind, may be used to characterize various learning processes (Rumjaun et al., 2020). Social Learning Theory (SLT) serves as a connection between behaviorist and cognitive approaches. It remains a valid framework for scientific teaching and learning. Science education involves not only understanding how scientific concepts are collaboratively developed but also enhancing learners' scientific process skills by engaging them in problem-solving, project work, group role-playing, and inquiry-based activities. These activities help students construct meaning through exploring scientific concepts, issues, and phenomena (Rumjaun & Narod, 2020). Such teaching and learning practices align with SLT, which includes components like observation, attention, memory, motivation, and various modeling techniques. Based on this, we contend that social learning theory and scientific teaching and learning principles are compatible.

Albert Bandura's social learning theory emphasizes the importance of modeling, observing, and imitating others' attitudes, emotional reactions, and behaviors. It examines how environmental and cognitive factors interact to shape human learning and behavior. Bandura integrates operant and classical conditioning, traditional behaviorist learning theories, within social learning theory. Children observe others' behaviors in diverse contexts (Bandura, 1977). The famous Bobo doll experiment illustrates this concept (Bandura et al., 1961). Individuals who are observed are called models. Children are surrounded by various social models, including characters on children's TV shows, parents, teachers, and peers. These models demonstrate how to observe and replicate different behaviors, such as gender-related behaviors, antisocial or prosocial actions, and more. Some models attract children's attention and influence their behavior, which children may then imitate.

Children may imitate behaviors regardless of whether they are considered appropriate for their gender, but certain factors increase the likelihood that a child will replicate behaviors deemed culturally suitable for their gender (Miller et al., 2006). For instance, children tend to pay more attention to and imitate individuals who resemble them, making it more probable they will mimic same-gender models. Additionally, the environment where imitation occurs can either reinforce or punish the behavior. Furthermore, when deciding whether to imitate someone's behavior, children consider the consequences experienced by others. Learning can occur indirectly by observing the outcomes of a model's actions; for example, a younger sister who sees her older sister being rewarded for a behavior is more likely to imitate it herself. This process is called indirect reinforcement. It is strongly linked to specific models who possess appealing traits. Children identify with various role models (Moschis, 1985), who may be people from their immediate surroundings, such as parents or older siblings, fictional characters, or media figures. The motivation to identify with a particular model stem from traits the individual aspires to have (Ushioda, 2011).

Identification happens when you identify with another person (the model) and entails taking on (or adopting) the individual's observable actions, values, beliefs, and attitudes. Moreover, word identification in Social Learning Theory is like the Oedipus complex in Freudian psychology. Adopting or embracing another individual's behavior, for example, is something they both do. Through the Oedipus complex, a child can only relate with his or her same-sex parent, but with Social Learning Theory, anyone (child or adult) can relate with anyone (Collins & Gunnar, 1990). Recognition varies from synthetic in that it can include a wide range of movements, whereas imitation typically requires only one.

The Impact of Bandura's Theory on Child's Social Development

"Learning would be extremely difficult, if not dangerous, if people were forced to rely only on the consequences of their actions to guide them." Albert Bandura (1977) felt that most human behavior is taught through observation of other individuals interacting and performing.

"Most human behavior is learned by observation and modeling: by seeing others execute new things, one may get a sense of how they are done, and this codified information can then be used as a guide for action.". Certain behaviors that we may have watched will never be used by us since the occasion never arises or it is not something we would do, potentially due to our personality. Bandura used youngsters to witness an adult engaging with a Bobo

Doll as an example. The adult was quite abusive with the doll, and the youngsters were just permitted to observe and not participate. When the children were eventually permitted to enter the room, Bandura saw the youngsters imitating the adult's nasty behavior toward the doll, something they would not have done if they hadn't initially witnessed the encounter (Cherry, 2012).

"Just because something has been learned does not indicate that it will result in a change in conduct," he added, implying that not every youngster was aggressive towards the Bobo Doll because they may have previously gained sympathy and had that encounter with the doll. "Self-belief does not guarantee success; nevertheless, self-disbelief almost always guarantees failure." -A. (From the book Self-efficacy: The Exercise of Control, published in 1997). In addition, witnessing implies that modeling is being done by someone else. Not all observed actions are successfully learned, he noticed. TV/media, instructors, and parents/siblings are all potential sources of modeling. Most instructors and parents understand the value of modeling appropriate conduct because they realize that the youngsters watching and listening are taking in all they do. The youngster needs to have four abilities to learn the modeling approach effectively: attention, retention, replication, and motivation. First and foremost, the modeler must grab the observer's attention. Anyone, adult or kid, must be paying attention to learn. Anything that may cause the observer to become distracted is detrimental to their learning.

The modeler must do everything possible to maintain the audience's interest. Second, the retention of the observer is equally as important as well as their ability to pay attention (Marcus & MacKuen 1993). They are permitted to observe and be interested They can have whatever they desire, but if they cannot, save the information provided, they will be unable to retrieve the processed information for later use. After a youngster has mastered the first two skills, they can progress to reproduction. They paid attention, recorded the information, and can now repeat what they saw or heard. We've all heard the adage "practice makes perfect," and practicing indeed helps a youngster master their talents (Hembree-Kigin & McNeil, 2013).

Finally, they have completed the first three levels and are ready to move on to motivation. The youngster must be willing or eager to imitate what has been demonstrated to them. If they are not motivated, the work or project will fail and be abandoned (Schunk & Zimmerman, 2011). Bandura suggested that positive reinforcement and negative reinforcement are both necessary for motivational achievement. He presented an example: Student A was always a few minutes early to class, and the teacher rewarded him for it. Student B observed Student A's advantage and imitated it since there was something in it for him, the extra credit being his reinforcement. "Confidence in one's ability to plan and carry out the steps required to address any issues " (Bandura et al., 1961).

All of the talents, including attention, memory, and motivation, as well as observation, imitation, and modeling, can be effective, but they all require self-efficacy (Schunk & Zimmerman, 1996). All of the above might come together in different ways for each individual as their personality develops, according to Bandura's social learning theory. Social and environmental factors have a significant impact on one's personality. "A person's attitudes, talents, and cognitive capabilities compose what is known as self-esteem," Bandura continues. Self-esteem, also known as self-efficacy, has a significant impact on how we approach and respond to various circumstances. In a violent circumstance, for example, one person may flee and hide while another may turn and fight, depending on their personality and self-efficacy. An individual may have the raw power to overcome their adversary, but because their elders told them they weren't good or strong enough as children, and the individual believed them, they now have very low self-esteem and figure they will fail if they don't try (Collins & Gunnar, 1990). With a maturing individual, self-esteem is quite important. Parents, teachers, siblings, and others must see this and assist their children in developing positive self-esteem so that they can achieve in life (Cherry, 2012). The quotation above this paragraph refers to a person's confidence in his or her capacity to achieve in a certain scenario. If a kid begins establishing self-esteem early in infancy, it will evolve throughout their life as they meet new people, gain new talents via observation, and have new experiences and understandings. People with high self-esteem view things differently than people with low self-esteem. Those who are positive about the situation might perceive obstacles as challenges, have a strong feeling of devotion to their hobbies or joining groups, will attend social events, and can recover more quickly when they fail (Cherry, 2012).

Those who are pessimistic about a scenario may see it as unattainable, ignore it entirely, or feel it is beyond their capabilities- without even trying- and dwell on their previous failures, which quickly causes them to lose confidence and fail before they even begin.

Erik Erikson created this hypothesis, which has since become one of the most widely accepted in developmental psychology. From childhood to adulthood, human beings go through eight phases, according to him. Each stage is defined by a crisis that an individual must overcome to effectively go to the next. Three of these phases are critical and occur throughout early infancy, whereas the others occur from early adulthood to late adulthood.

The first stage is hope, which lasts from the moment the kid is born until they turn one year old. This stage is primarily concerned with how primary caregivers meet a child's fundamental wants and aspirations (Ryckman, 2012). A child's primary source of nourishment and comfort is his or her parents. During this stage, the child's perception of the world is completely based on interactions with his or her parents. A youngster that is constantly exposed to warmth, kindness, and reliability will develop a trusting attitude toward the world. However, if the youngster is ignored, he or she will acquire a distrustful attitude toward others and will typically see them as untrustworthy (Ryckman, 2012)

The second stage, which occurs during the second and third years, is the stage of will. This stage involves a conflict between autonomy and guilt and doubt. The kid begins to acquire motor skills and control over body processes during this period. To assert their will, the kid is still quite reliant on parental protection at this period. Individual liberty will be cultivated by parents who are patient and encouraging. Parents that are restrictive and prevent their children from being self-sufficient will cause them to have worries about their capacity to solve difficulties in life.

Identification, projection, denial, response creation, displacement, regression, rationalization, suppression, and withdrawal are some of the defense mechanisms used by children to cope with fear and anxiety. Anger, grief, compassion, joy, sensuality, and sexual curiosity are among the feelings that children are supposed to suppress (McLeod, 2013). Children have developmental tensions between their need to rely on their parents and their desire for independence, which Erikson labeled "autonomy vs. shame" and "initiative vs. guilt."

According to Erikson, if parents promote exploration and independence, children develop more independence and autonomy, whereas if they are limited and overprotected, they suffer guilt and self-doubt. Furthermore, children's perceptions of themselves alter dramatically as they struggle to reconcile their desire to behave independently of their parents with their guilt about unexpected repercussions of their activities. Positive reactions from parents can assist their children to avoid feeling guilty. As children get older, they participate in social pretend play that includes the use of imagination, sharing of imaginations, and the application of agreed-upon norms (Møller, 2015). This is overcoming concerns, providing friendship during lonely times, and providing reassurance.

According to studies, 65 percent of young toddlers have imaginary friends. Children may practice social skills and converse with imaginary pals. Children with strong imaginations may have an easier time grasping symbolic representation in the actual world. Children who are bullied by their peers in elementary school are more likely to be bullied in middle school. They are also more prone to suffer adolescent and adult adjustment issues. Rejected children may be violent or withdrawn, and their activities and social interactions may be out of sync with their classmates' (Kranowitz, 2006).

Purpose assists youngster is the third stage of early childhood development. This stage is marked by a battle between initiative and remorse. The child's goal at this stage is to develop his or her autonomy by studying fundamental scientific ideas. During this stage, a kid attempts to carry out activities to achieve a goal. A youngster quickly learns to talk and count, as well as tie his shoes and button his clothing. A youngster also learns to feel guilty at this age. This guilt, on the other hand, might come even when it shouldn't, such as when a child's behaviors don't provide the desired effects. This stage, according to Rickman (2012), is primarily concerned with developing a feeling of judgment.

Through internalization, children learn to absorb the values and morality of their society into their sense of themselves. Children form their self-concept, identity, or set of beliefs (Rodgers & Scott 2008). Young children often use physical qualities, belongings, or hobbies to characterize themselves. People are more likely to characterize

themselves in terms of social relationships. Children often follow in the footsteps of their parents. Parents who praise their children, encourage and give them tasks, enable them to develop their potential freely, and show them unconditional love boost their children's self-esteem. By the time youngsters enter preschool, they have a strong notion of whether they are male or female (Chapman & Campbell 2008). Children acquire gender-related behavior and expectations through observation, as well as literature, media, and television. Parents play a critical role in the development of young children, especially in terms of how they exercise control and demonstrate warmth. Children raised by authoritarian parents are more likely to be withdrawn, afraid, dependent, moody, unassertive, and irritable. Children raised by permissive parents are more likely to be rebellious, aggressive, self-indulgent, socially incompetent, creative, and extroverted.

Impact of Social Learning on a Child's Personality Development

A distinctive personality is typically a key factor in a person's success in all aspects of life. A person's personality is defined by a set of behaviors, characteristics, and attitudes. Most of the personality formation occurs throughout childhood, and this is when an individual's qualities are formed. As a result, your youngster must invest in themselves, their traits, and their development. Along with their personality, a child's social development is crucial since how they interact with people and comprehend their worries can influence their emotional quotient. Internal variables such as genes and hormone levels can influence an individual's physical and emotional features, influencing personality development in children. External influences, on the other hand, can be regulated, so a closer look at those factors is described further.

1. Parental Influence: The way parents interact with their children, the allowances they give, the home environment they create, and even how they treat others all play a role in shaping a child's personality. Since children often mimic their parents' traits, parents need to behave appropriately around their children and act as positive role models.

2. Living Environment: A calm and nurturing home is essential for a child's mental well-being and stability. Children should feel comfortable and free to express themselves at home. Excessive protection or harsh punishment can lead to rebellion or dependency. Therefore, to support your child's personality growth, ensure your home is a welcoming place where they feel loved and encouraged.

3. Culture: The social behaviors and values of the culture in which a child is raised greatly influence their knowledge, beliefs, thoughts, and habits. Children absorb the cultural principles around them. For instance, a child raised in a religious household may develop a habit of prayer, while one growing up in a society that values art and intellectual pursuits may develop interests aligned with that culture (Flinn, 1997).

4. Family Dynamics: Certain personality traits are shaped by a child's family situation but can be modified if needed. For example, an only child might be overprotected, leading to negative traits like selfishness and difficulty socializing (Flinn, 1997). Therefore, it is important for such children to participate in group activities and learn to share and care for others.

5. Social and Mass Media: In the 21st century, entertainment platforms like YouTube, television, movies, Instagram, and other social media expose children to celebrities and influencers. Children often try to emulate their favorite stars by following related news and maintaining a social media presence. While it is beneficial to adopt positive traits from media, parents must ensure that exposure does not lead to undesirable behaviors. Thus, parents should monitor media influence to ensure it positively shapes their child's behavior (Flinn, 1997).

Challenges of Social Learning for Personality Development of the Child

Many personality flaws (referred to as "character defects") are healthy and adaptable up to a point until they cross a line and become unbalanced, causing issues for ourselves and others. They only become problematic and self-defeating when they trigger excessive or disproportionate reactions in thinking, feeling, and/or behavior, resulting in pain for oneself and/or others. For example, guilt is a normal sort of emotional suffering or discomfort that happens when a child thinks he has made a mistake, done something wrong, or failed to meet a commitment. When a child

consistently accepts more than our fair share of responsibility for issues or mistakes or feels that things go wrong for which children are not accountable, guilt becomes a personality difficulty.

Competitiveness may be a difficult personality trait to overcome. When the desire to be "better than" others or "the best" takes precedence above all else, competitiveness becomes maladaptive and causes. It may go out of balance to the point that almost everything is seen as a competition to be won, negatively impacting how children treat themselves and others. When this happens, competitiveness gets in the way of relationships and other important things.

Conclusion

Childhood social and personality development is shaped by a mix of social stimuli, biological maturation, and the child's views of the social world and self. This interaction may be seen in the influence of meaningful relationships, the development of social understanding, the construction of personality, and the development of social and emotional competence in children.

The biological, symbolic, and social components described above all have a role in social and personality development. Parents, children, and society value the ability of young people to be involved in socially constructive actions (such as caring, sharing, and helping), control aggressive impulses or hostile feelings, live according to meaningful morals, develop a healthy identity, and sense of self, and develop and use talents. These are some of the developmental outcomes for social and emotional competence. These advances in social and personality development are the outcome of a combination of biological, social, and representational processes. Consider the creation of conscience, which is an important component of moral development. Morality refers to the emotional, cognitive, and social processes that affect young children to create and adhere to internal behavioral rules (Widick et al., 1978). Conscience comes through young children's interactions with their parents, particularly in the formation of a mutually responsive connection that motivates young children to respond productively to the requests and expectations of their parents.

As children start to define moral ideals and consider them as entities that are moral, their conscience develops. By the conclusion of preschool, young children have developed a "moral self" in which they regard themselves as people who want to do the right thing, who feel terrible when they disobey, and who are uncomfortable when others misbehave. As children's social and emotional capacities develop, they build their conscience, laying the groundwork for future moral behavior. A mix of social, biological, and symbolic elements impacts gender identification and development (Miller et al., 2006). Children learn about gender via their parents, friends, and other members of society, and acquire their own opinions on male and female qualities (called gender schemas). They also contend with physical changes (such as puberty) that lead to the maturation of their sense of self and sexual identity. As the previous statement suggests, social and personality development continues throughout adolescence and adulthood, influenced by the same combination of social, biological, and representational elements that influenced childhood development. The roots for lifetime growth are laid by changing social roles and connections, biological maturation, and (much later) decline, and how a person reflects on experience and self. When an adult asks, "What kind of person am I becoming?" rather than "What kind of person am I becoming?" retroactively, an equally fascinating, nuanced, and multifaceted interaction of developmental processes awaits.

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