

The Role of Family and Society in Developing the Personality of a Child

Moushumi Mojumder

Dept of Philosophy, Ulberia College, WB, India

Email id- moushumimojumder@gmail.com

Abstract: Social and personal growth in childhood occurs through the relationship between social factors, biological maturation and the child's social and self-representations. This interaction is seen in a debate on the effects of essential relationships, social understanding, personality growth and social and emotional skill in infancy. There has been considerable interest in researching a child's personality over the past decade for several socio-political, economic, scientific and clinical reasons. In recent years, concern about the consequences of increased parental participation has diminished. The latest interests and concerns among social service providers and clinicians seem to be exceptionally prominent.

Keywords: Child Care, Child Development, Moral Development, Personality development

Introduction:

Human beings are social and thus their evolution is influenced by the social system. The first social contact in a baby's life is only with his family, or the first social group that a child can deal with.

Comprehension of social development and personality deserves to study a child from three perspectives, which interact to form development. The first is that each child lives in a social context, particularly in relationships that provide safety, guidance and awareness. The second is biological maturation, which promotes social and emotional skills development and underlies the individuality of temperament [1]. The third is the creation of children's own and social world representations. [2] The continued relationship between these social, biological and symbolic dimensions of psychological development is better understood as social and personality development.

Oscillation means to embrace and follow the laws of the society in which we reside. Then we may conclude, -Socialisation is adopting oneself according to the customs, values and principles of the community to which the individual belongs. The child takes birth

in a family and family is the bond between the child and the community. The infant develops social characteristics and beliefs, inside the family. The first social action the infant learns is -smiling. His early social concepts are developed in the family by witnessing and learning his family members' social behaviour. He observes how visitors are handled in their home with dignity. How his family members share something with each other. He also learns to act in the same friendly way and share his things. He learns teamwork, respect, compassion etc. from his kin. He learns positive values, customs, religious beliefs and significance of community from his relatives. For example, he observes that all his family members or neighbours celebrate festivals together so he also learns to share happiness and sorrow with the people around him. Moreover, as he grows up, he reforms his early behaviour to some extent with the aid of intelligence, understanding and reasoning. He seeks to make himself appropriate and agreeable to the community.

Role of a family:

A. Mothers' role:

That a baby has the strongest and unique relationship with its mother is not a coincidence because not only does a mother bring the baby into this universe but performs as an institution per say in its life. The mother makes an immense contribution to her child's life, from a child's education to inculcating morality and values that are supposed to play a decisive role in its future growth.

The life of a child revolves around its mother or, better to say, the life of a mom is about her kids. A mother's love for her child is too precious, strong and sacred to be expressed through words. Nothing is needed is to claim that the relationship between a mother and a child is the best and the most delicate in the world. Nothing can kill it, but it is most vulnerable and is constantly being tested.

The role of a mother in the development of children is important. From the very moment a baby takes its birth, its mother is its first contact. He learns from her - he learns to walk, learns to communicate. His mother is his teacher. A child is the image of his mother. His mother is a friend to him. He plays with her and spends a good time. He looks up and as he grows up, he wants to be like her. His mother is his role model. A child knows how his mother behaves in the world. Through empathy, compassion, forgiving, humanity, equality, kindness, respectfulness, liberty and ethics, he learns. His Mother has a wealth of knowledge. A mother is an amalgam of feelings; she is a total package and indeed a child's best teacher.

For a child to play, learn and develop, a mother must build a proper atmosphere. She should know the time when her children need to take a meal, use the bathroom or play alone. She should give the child enough room for that when he is ready to do so.

A mother's unconditional love tends to spoil the children. The limits and consequences of pushing this boundary must be known to all children. A child's

discipline is essential to its successful education. When a mother teaches her baby discipline, it helps him realise what is appropriate and what are not. Inculcating discipline in a baby may prove to be demanding, Therefore, a must be consistent. The children will cultivate hideous behaviour due to a lack of discipline [8]. These kids grow up only to call trouble for themselves in future. A mother who strives to ensure her child's future does not overlook this important aspect of growth.

A child's future depends on a mother's guidance and preparation, and it is important for the mother to spend as much time as possible with her child. Studies have shown that the formation of a better future for a baby is closely associated with the emotional connection between mother and infant. This attachment is necessary to create trust in the child. The lack of this bond, on the other hand, leads to the child's anguish, depression, enmity and attack. An emotional connection between mother and child is important. Research says that children with uncertain commitment to their mothers are likely to experience behavioural issues in their later lives.

Relationship among parents

Children ape and emulate their own parents' actions. They comply with the relevant parentage details obtained by means of books, websites or informal and formal advices. Another key determinant of their actions is the general attitudes of the parents and particular opinions, ideas, and feelings triggered during their parenting, even if their parents are troubled or unconscious of this effect. Researches have explored parenting attitudes, cognitions and the resultant motives (e.g., anguish or happiness) on the children due to the importance of parenting behaviour and the consequent impact on the social- emotional and cognitive development of children.

Attitudes toward children are cognitions that predispose an individual to act positively or negatively towards a child. Most often discussed attitudes include the degree to which parents are permissive or restrictive within the boundaries they set in their offspring or approval or coldness or rejection. More situational thoughts and schemes, i.e. filters in which parents view and respond to "especially ambiguous incidents"- have also been researched. They include cognitions, such as assumptions about parenting skills, perceptions about what children should do or should be expected to do and explanations for children's behaviour.

Studying parental behaviours, systems of belief and reasoning has altered children's conceptions. These developments have highlighted the bidirectional nature of relationships with both parents and children. Therefore, a fascinating extension of attitude and cognition research has been done that explains how child action influences the attitudes and thoughts of parents.

Our understanding of child development can be expanded by analysis of parent cognitions, attitudes, thoughts and feelings. It induces parents to act positively or negatively towards their kids through child-bearing cognitions. These convictions are regarded as strong forecasters of childhood actions because they show that children and parents work in an emotional environment. All in all, the parents observe their children in a filter of conscious and unconscious thoughts, convictions and attitudes, which guide their child's perceptions. They steer constructive behaviour when the thoughts are benevolent. When the feelings are right, they are generally optimistic. However, they distort parents from their present task and produce negative feelings and attributions that eventually affect successful parenting if they are skewed and distressful.

Parents' attitude to elder members of

the family:

Besides the parents' interaction with their children, there is another thing, which the children watch, ape and emulate in their behaviour and attitude: the parents' behaviour to their parents or elderly persons, both inside and outside the family. If the children see their grandfathers, grandmothers and such elders being respected, taken care of and honoured, the child develops an urge to do the same with their elders in their immediate life as well as in their adulthood. The same is true in case of ill treatment. Parents' ill-treatment towards the elderly encourages children to practice similar behaviour with all their seniors they meet or might meet in the future.

Basic education from family:

Children establish their first relationships within their families; hence, family plays a critical role in their children's social growth. [8] Numerous scholars propose hypotheses in which family is central. From a global viewpoint, children between the ages of 6 and 10 are consolidating their first childhood learning and planning for puberty. About the age of six, a significant cognitive shift occurs; the infant starts to comprehend the world around him/her, developing abilities for problem solving and answer generation, learning to reflect, judge, and realise that others may have a different perspective and that this may have implications for them and their relationship.

During that age, the child's life is characterised by contradictions between his or her autonomy and demands that can or cannot help the child develop self-esteem. Another significant aspect at this age is the start of kindergarten. At this point, the infant attends childcare and begins spending more time at school and participating in extracurricular events than with their parents, while still being affected by others who are at school. The family is the principal agent of socialisation and it is within the

environment that children first learn socially acceptable beliefs, attitudes and behaviours. Thus, socialisation provides a mechanism for adolescents to acquire attitudes, morals and socially acceptable behaviour [10]. The family and their interpersonal relationships are where the infant discovers the fundamental principles of socialisation, beliefs and responsibilities, which serve as the foundation for future attitudes and actions [11]. Since family interactions are distinct, the bond between parents and family is important for the child's social growth [12]. If the infant is born, a human growth process begins within the family by the acquisition of behaviours, beliefs and language codes that distinguish the child as special and distinct from others. As a result, the family environment is critical for the growth of children and adolescents' personalities [13]. In short, the infant learns emotionally and mentally through family learning and parenting [14]. The truth of family relationships will assist children in preparing for life outside of the family [15].

Self-respect

Self-esteem and confidence are two of the most valuable gifts a parent can bestow on their child. According to psychologists, a child who loses motivation will be unable to attempt new or difficult activities out of fear of failure or upsetting others. This may end up limiting them later in life and preventing them from achieving success in their careers. Confidence's adversaries are discouragement and apprehension. Thus, a parent's function is to motivate and assist children in attempting challenging tasks. Here are few strategies that parents should use to help their children improve self-esteem.

Children must be commended for their contributions regardless of whether they succeed or lose. When a child is growing up, it is more important to focus on the trip than the destination. Therefore, if the kid scores the game-winning goal or

unintentionally boots it out of line, they should be commended. They should never be ashamed of attempting. They should be prompted to train in order to develop expertise. They should be encouraged to pursue their interests. They should be able to discover and resolve issues on their own. If parents do the difficult work with their children, they will never gain the skills or courage to solve problems independently.

In other words, it is preferable for a child to receive a few B's and C's instead of straight A's, as long as they are learning how to resolve issues and complete assignments. They should be permitted to behave appropriately with their age. One does not expect his child to behave in an adult-like manner. When a child believes that only superior performance is acceptable, this erroneous expectation will hinder effort. Striking a balance between advanced age aspirations and optimism can be difficult.

Another critical factor is curiosity. There is nothing wrong with being curious. Rather than that, they should be encouraged or prompted to be interested. Although a child's never-ending stream of questions can be exhausting at times, it should be welcomed. According to Paul Harris of Harvard University, posing questions helps children learn because it teaches them that there are issues, they do not understand; that there are invisible realms of understanding they've never visited.

When children enter kindergarten, those raised in homes who promoted curious questions have an advantage over their peers because they have practised absorbing knowledge from their parents, which transforms into acquiring knowledge from their teacher. In other words, they understand how to learn more effectively and quickly.

Children should be offered challenges that demonstrate their ability to set and fulfil specific goals in order to

achieve a larger objective. Additionally, parents can foster trust by increasing the number of obligations that must be fulfilled. There should be no exceptions or special considerations for the boy. Special care can convey an air of insecurity. Trust cannot be substituted for entitlement.

It is important to note that nothing discourages a child more than being criticised for their efforts. It is important to have constructive input and make recommendations — but they can never be told they are doing a poor job. If a child is unable to fail for fear of being punished or disappointed by their parents, they will never learn new things. Parental judgement also diminishes a child's self-esteem and inspiration.

Their errors serve as building blocks for future learning. Trust is built by learning from one's errors. However, this occurs only where a parent views errors as an incentive to improve and develop. They should be provided with opportunities for new experiences. A parent's responsibility is to maximise a child's sensitivity to and interactions of life so that he or she can gain faith in dealing with a wider environment. Exposing children to new experiences shows them that they can overcome it no matter how frightening or unfamiliar something is.

They should be applauded for their resilience in the face of hardship. Life is unjust. It is difficult, and any child will eventually have to understand this. When children face difficulties, parents should emphasise the importance of overcoming these obstacles in order to build their resilience. It is important to emphasise to a child that any path to success is fraught with setbacks.

Respect to others

Benefits:

Respect is amongst the most valuable characteristics a child can possess. Teaching a child to value others early in

life would ensure that they maintain healthy connections with their families, peers and community. Respect can be learned in a variety of ways, but fundamentally, it is about ensuring that children treat others in the manner in which they wish to be treated.

The following are among the most critical characteristics that a child will develop because of acquiring the virtue of reverence.

Tolerance: In a child's life, they are expected to encounter tension. Though they do not necessarily agree with or appreciate what is said or done, showing them empathy would mean that they make an effort to resolve disagreement constructively. Teaching a child respect enables them to connect effectively and encourages them to accept responsibility for their own errors and a greater tolerance for the errors of others.

Listening: Listening is a critical component of creating a fruitful and constructive dialogue.

Good communication requires the ability to listen, and can be learned by an appreciation for the value of respect. The kid should be taught how to listen intently, refrain from interrupting, and take turns in order to improve their ability to converse with others. We learn and flourish by listening with those around us.

Open-minded: Instilling confidence in children means that they can take the time to get to know others before passing judgement. This behaviour will benefit them for the rest of their lives and will guarantee that they treat others with respect. Additionally, for some youngsters, diversity is a difficult term to grasp. However, instilling empathy in children from a young age means that they value others for who they really are.

Proper manners: Teaching a child proper manner can be challenging, particularly at a young age. Esteem, on the other hand, breeds good etiquette. Simple expressions of "please" and "thank you" will go a long

way, and with repetition, these movements can become second nature to your infant. By teaching a child proper etiquette, he or she can realize that all relationships prosper from a balance of give and take.

Learning respect takes time for all children, but it is never too early to begin exercising this critical life ability. Finally, teaching children respect would allow them to have more healthy relationships with their families and friends.

How to teach respect to a child:

Esteem, on the other hand, does not come easily – it must be learned. Parents must instill in their children an attitude of reverence towards others. This requires reverence for individuals ranging from peers to elders, for cultures and customs, and for laws and regulations. Of course, few facets of parenting are simple, and this is certainly one of them. Different children will have varying degrees of difficulties grasping abstract ideas such as reverence. However, how does a parent do this? Being too strict about it should teach children that reverence must be shown in order to escape punishment, rather than because it is the correct thing to do. Psychologists suggest some strategies for teaching children to value others. They are as follows:

Setting up house rules

Respect starts at home, so instill it by establishing such house rules that all adults, including children, must obey. Adhering to house rules is the first step toward a child's ability to obey regulations at school as well as in other areas of their future lives. These laws act as guidelines for children to understand how to follow boundaries.

Teaching apologies

It is important to encourage a child to say "sorry" and mean it at a very young age. Additionally, parents should apologise for their errors. The kid would quickly follow suit. Parents must teach their children how

to express their emotions. This teaches a child a more constructive way to express their emotions.

Another kind of appreciation that many children must experience is the respect for people who are unlike them. Without some kind of constructive regard, children will have difficulty later in life comprehending and accommodating others for whom they have little connection.

The most effective way to instill a sense of appreciation for diversity in your child is to introduce them to varied types of people from an early age. Bringing children to activities that include children from diverse backgrounds, ethnicities and communities can help them grow an appreciation for others.

Respect is not something that can be acquired. Any human being is deserving of fundamental dignity, and a child should be educated with this understanding. Without it, they will have more behavioural difficulties in the future.

It can be challenging to teach children about reverence. But, by upholding house laws, promoting constructive ways of self-expression rather than rudeness and exposing them to the world's diversity, it is possible. Long-term, their sacrifices will pay off as they grow into respectful, caring people.

Sense of gratitude

Gratitude is the state of being appreciative and the willingness to express gratitude for and return kindness. Gratitude is the act of expressing gratitude and appreciation for the positive things in life. We should be grateful for the things we get, the people that surround us, and the enjoyable experiences and activities we get to participate in. Gratitude encompasses far more than just expressing please and thank you. It is a mentality that children should cultivate and grow.

According to a 2019 report published in the Journal of Happiness Studies, gratitude is associated with

happiness in adolescents by the age of five. This suggests that instilling appreciation in children at an early age can help them develop into happier adults.

According to a 2008 study conducted in the Journal of School Psychology, grateful children exhibit higher levels of happiness, optimism and social support. Additionally, they express greater happiness with their classes, family, neighbourhoods and peers, as well as with themselves. Additionally, grateful children have more emotional assistance for others.

According to a 2011 report published in Psychological Assessment, thankful adolescents are more happy with their lives, contribute their skills to community improvement, are more interested with their schoolwork and activities, and earn higher marks. Additionally, they have been found to be less envious, lonely and materialistic than their peers who are less thankful.

According to a 2018 report conducted in the Paper of Positive Psychology, thankful adults are more optimistic and healthier. Gratitude outperformed other structures such as forgiveness, tolerance and even self-control as a measure of optimism and satisfaction.

Additional research has shown that grateful children are often happier, more interested in hobbies and schoolwork, have healthier relationships, and report greater overall satisfaction. Additionally, studies find that thankful children are less selfish, sad, and self centred than ungrateful children.

Gratitude makes us feel good. It is also beneficial to our health. Positive thoughts, according to brain science, are beneficial to our bodies, minds and brains. Healthy emotions build upon one another. When we show thanks, we feel positive and happy, which makes us much happier. Gratitude has been shown to divert focus away from negative thoughts and decrease feelings of envy and jealousy. Positive feelings counterbalance pessimistic ones. Gratitude is akin to reversing one's course in terms of moaning and cynical thoughts. This style of optimistic thinking helps to alleviate tension and anxiety. Positive feelings create an infinite number of possibilities. Positive feelings enhance our capacity for learning and decision-making. When we express our gratitude and appreciation for others for what they do for us, we help deepen our bond with them. It fosters loving relationships and loyalty, as well as a sense of belonging and connection with others. And the sequence does not end with family members. We will develop a stronger sense of connection and satisfaction with our friends, education, culture, and even with ourselves.

Gratitude can also inspire constructive action. When we express gratitude for someone's generosity toward us, we are more inclined to reciprocate with kindness. Additionally, rewarding others increases the likelihood that they will do some act of kindness.

There is no question about the importance of gratitude in a child's life. On the other hand, Gratitude is one of the most difficult principles to teach youngsters, who are by nature self-centred. By cultivating appreciation, they cultivate an awareness of others' emotions and compassion and other life skills. Grateful children see beyond their one-person world and recognise that their parents as well as other individuals take actions and make efforts on their behalf. In the other hand, children who are not taught gratitude develop a sense of entitlement and are perpetually discouraged. It is not without justification that gratitude is regarded as one of the most beneficial feelings that humans can express. Indeed, instilling gratitude in a child early on would support him or her later in life. Individuals who are grateful show higher levels of satisfaction and hope – as well as lower levels of sadness and stress.

How to Teach Gratitude to Kids

We should really begin with manners. After teaching the children to say 'please' and 'thank you,' we will go on to more complex topics. Children crave acceptance from their parents and elders, and thanking them for their generosity toward others will go a long way.

Positive attention is often preferable. Individuals must encourage their children to search for the exceptional in the mundane. For instance, if a sunset is especially lovely, children should be encouraged to be appreciative of this gift. When we begin to see the world from new eyes, we know that nearly everything is always changing - the schoolyard, the scent in the air, the smiles of our classmates, and even the emotions we feel.

A Standard of Gratitude should be developed for children. Parents must set a precedent of gratitude by voicing it themselves. The infant would naturally

pick up information from his or her parents. If their parents do not practise gratitude, their children would not as well.

Gratitude does not happen by accident! It's similar to practising mathematical tables, which requires practise. One does not expect a flower to thrive in the absence of water, and similarly, one cannot hope to change his attitude in the absence of practise. That is why we need appreciation programmes for children to instill in our children an attitude of gratitude.

Role of society:

Teachers:

The teacher is the main influence in education and teaching. Generally speaking, a teacher is an individual who works in schools that allows students to achieve cognitive, sensory, behavioural and educational goals within the scope determined by the system.

A modern-day teacher also goes beyond this description. The teacher goes beyond just teaching, lecture, examination and graduation; he also assumed the functions of organisation, management, consultation, monitoring and evaluation. He also has an important role to play in shaping society, providing a solid base for the future of society and ensuring that such activities continue.

After the home, school is the child's first fundamental institution of socialisation. In addition to the parents, the teacher is essentially on the front seat in the student's personality and academic and social success. The understanding of modern education today places the obligation and task of successfully developing the child's intellectual development and the development of character only on the teacher's shoulders [7]. This obligation is fulfilled only through the teacher's ability to cultivate healthy personality values and provide an efficient way to develop his or her personality. The skills and features

required to be a good teacher are often the same factors that characterise good education. A good teacher has eight fundamental features: knowledge of materials; making decisions; critical thinking and solving skills; self-understanding and self-correction; reflecting; recognising the needs of the students and knowing the needs to learn.

The teacher's impact on the growth of the individual and progress of the students cannot be ignored in this whole process. The teacher, either positively or negatively, guides their life, has a positive or negative impact on the attitude towards him or the public in general, influencing the growth of the ability to interact, investigate and be imaginative (Ataunal, 2003). Learners directly embrace and copy the teacher's actions and method, which leaves them with a great deal of responsibility. Studies conducted today show clearly the impact of reciprocal contact between students in teacher-pupil relations, teachers' approach toward the students, and, particularly, the students' perception of this.

For a teacher, being able to communicate with the student and demonstrate good conduct like questioning, thinking, showing curiosity and gratitude increases the motivation and achievement of the students. While teachers focus on providing knowledge, experience and behaviour to students at a particular level of development on a given subject, teachers become the role models for students through their own behaviour. Positive attitudes lead to succeeding while negative attitudes lead to failure and therefore success will lead to positive Ego attitudes. For example, if the teacher makes minor remarks about a student because of his / her weakness, the negative consequences will be unavoidable.

Classmate attitude:

Having friends is a critical aspect of growing up for children and a necessary component of their social and emotional success. Numerous studies have

discovered that social intelligence, self-respect and self-confidence are all highly associated with getting friends. According to studies, partnerships help children discover more about themselves and establish their own identities. Additionally, as children grow, friends may assist them in coping with stress and navigating difficult developmental environments, especially during the adolescent years.

However, it is not just about the social and mental benefits; friends may positively affect a child's welfare. Children who played consistently with healthy peers were significantly less likely to mention obstacles to exercise, such as low self-esteem, self-consciousness or boredom.

However, this is not always simple for children to understand how to maintain friendships, and keeping and making new friends requires a variety of skills that young children must acquire. For certain adolescents, these abilities come naturally, as they effortlessly transition between friendship groups, share their stories and open up to new people. For others, navigating the realm of friendships will be significantly more difficult.

It is essential for children to manage and develop their own relationships, even though we as parents and caregivers may feel compelled to take responsibility or intervene. However, there are ways we can assist our children in navigating friendships, increasing their trust, and building and developing their social skills.

Children's first companions are their classmates. Classmate friendships can be a roller coaster ride. Although disagreements are a common part of friendships, it can be difficult for children to negotiate and comprehend them at times. Though they can seem minor and insignificant to us, these disputes may undermine a child's trust and cause them to blame themselves. Friendships with classmates are more than just playmates; they assist children in developing social skills such as communication, cooperation and problem solving. They work on self-control and listening to others' feelings. They acquire the capacity to reason through and negotiate various issues that occur in their relationships.

A child's academic success is impacted by having a positive classmate. When children have good friends at school, they have a more positive outlook about school and studying. Teachers are aware of the subtle influence of friendships: good students gravitate toward other good students. Grades are important, tasks and assignments are often completed, and success is a recurring theme. Students who are carefree club with other students who are carefree.

What can parents do to help their child make friends in schools?

Social skills are not innate in children. Parents must assist their children in developing the skills necessary to communicate effectively with peers. A parent's unconditional love, approval and appreciation for their child assist him or her in developing the fundamental trust and self-confidence required to venture out and form bonds with others.

Parents are role models that can show children how to meet and speak with others, collaborate with others, and ask for favours through their own actions. Parents should teach their children how to win or fail gracefully, apologise and accept apologies, and be polite, compassionate, and considerate. Parents should assist their

child in developing the skills necessary to be liked by others.

Parents should do a lot to foster good friendships among their children's classmates.

As guardian, they will have ways for the infant to interact with peers. Parents may invite other children to play at their house or allow their child to engage in class or team events. Parents should assist their children in developing an interest in games and activities. For school-aged children, the ability to participate in games and sports is important. It is easier for them to join in and have fun if they understand the rules and have the necessary skills to participate. However, parents must monitor their children's relationships with a firm, kind and respectful mind.

By allowing their children to interact openly with students both in and out of school, parents may teach their children how to deal with various social circumstances. Free engagement teaches the child to appreciate the perspectives of others. They can develop the ability to control negative emotions and resolve conflicts. Managing negative emotions and resolving conflicts are critical skills for fitting along with others.

Friendships with fellow students are important for the development of academic abilities, self-confidence and social skills.

Peers group:

A peer group is an age group, a social class and desires roughly the same. In general, as people communicate with peers, people are relatively equal in authority.

Peer groups provide insight outside the point of view of the member. Members of peer groups are now learning how to improve social system ties with others. Peers and group members are becoming important social referents for teaching the customs, social standards and other members' ideologies [3].

While unhealthy peer stress has a negative impact on a child's development,

interactions with peers have many positive effects in a child's early life. According to the New York University Child Study Centre, childhood friendship is also essential for healthy growth. Peer experiences and childhood friendships foster overall welfare and growth in particular fields of learning.

Peers have the most apparent effect on the social growth of an infant. Children learn to work in collaboration, communicate with and relate to others by engaging with children of their own age. Interactions between peers often promote communication skills essential for the growth of society. Interactions between peers encourage a child to think of itself in relation to others. [4].

Peers have several different effects on the cognitive growth of an infant [5]. By learning through partner or community events, children exchange interests, ideas and perspectives. Children who engage in various learning and leisure activities are also encouraged to acquire the skills needed to solve problems and resolve conflicts. Therefore, children should be encouraged to attend various extracurricular events, clubs and meetings with peers.

Interactions with peers allow children to bundle and feel various feelings, such as approval and happiness. Peer camaraderie and partnership support self-esteem and skills that are essential for safe, overall growth as children grow up. Moreover, quarrels over playground spaces and toys benefit children's growth because they teach children how to deal with and communicate their annoyance and wrath in various ways.

Friends and colleagues will strongly affect the physical development of children. When young children meet outside to play, they acquire healthy bodies through physical exercises. Running, jostling, catching, playing hide-and-seek and even unstructured playground activities support the growth of motor abilities, strength and reflex [6].

Some ways to Develop Child's Personality:

Many parents believe that setting down rules and discipline for children is the best way to mould their personalities. However, rather than constantly hearing lectures on morals from their parents, engaging in activities with their parents teaches children morals more effectively. This also implies that the best way to give them a self-assured and stable personality is to lead them to perform everyday jobs representing their value.

Here are some approaches that we may adopt:

Staying Away from Labelling
Words make the world go round. When people, as parents, subconsciously or otherwise, begin to brand their child with those characteristics, the child starts to think he or she is similar to that. Labelling the child causes them to cut down on their abilities to correct themselves. As a result, it may trigger a low sense of self-esteem. It is likely to happen that he would act in a labelled manner around others. Therefore, when people fix their children's errors, they should keep their thoughts to themselves unless they are certain that they are right.

Being a Good Listener

The research cited shows that all children want attention but cannot express it in the same way. The more independent a child becomes, the more space he or she tends to have for personal growth. In the first two or three years of life, the preschooler and the kid talk often while their language skills are in development. By creating a trusting and open environment and talking frankly about their personal issues, we shall be able to help our kids grow more comfortable with us. When listening to others, this gives them the courage they may need to know more about the topic, but it also opens their minds to new ideas.

Modelling the Right Behaviour

A child's grasp of facts is derived more from visual imagery than oral

communication. So, it is important to keep doing things that we promise so that it leaves a lasting impact on them. There is a direct link between our treatment towards our visitors and the way our children will grow up. Think of the way we act with them as setting a tone for the rest of our own home. It is vital to be able to identify and correct hypocrisy and denial in our children as soon as it develops. The individual must practise what they preach if they want to follow their beliefs. Limit Screen Time
Parents these days have many difficulties because of their love of gadgets. Some researchers have shown that too much screen time spent on a computer diminishes the child's cognitive and social abilities. It is noted that when people spend excessive time playing games on gizmos, it leads to decreased contact with other people. More time should be given to our children to enjoy activities, including games and travelling, which is good for rearing other children as well as stimulating their cognitive development. We should encourage our child to focus on the positives of life rather than the material goods he perceives in the virtual world.

Conclusions:

The paragraph preceding this one shows that the social, personal and biological factors that had been spoken about previously during childhood affect a person's personality growth in adulthood. Later in life, social interactions, biological maturation, response to these, one's own reactions and attitudes concerning identity are equally important. In this sense, when an adult is looking to the future rather than in the past, they must inquire, "Who am I becoming?" A similarly multifaceted dynamic phase of self-analysis lies ahead.

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