A Review of Family Education and Personalities

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Abstract. With the popularization of education and the development of society, great attention has been paid to pedagogy and individual differences. The connection between the two has been clearly demonstrated in schooling. However, the relationship between family education (focuses on oral education, behavior and attitude) and personality needs further research and summary. This review paper will combine XX empirical research papers to make a systematic summary of family education and personality. I hope it can lay a foundation for future research.

Keywords: Family education. Personality. Five-factor model of personality.

1   Introduction

In recent years, children's psychological problems caused by family education emerge one after another. Personality is both social and natural. Naturalness is based on the maturation of the nervous system, while sociality illustrates the social conditionality of character formation. The sociality of personality is closely related to family education and values. In the family, the bond between parents and children is very close. Children will imitate the social and emotional relationship between their mother and father if they think that is worth imitating. However, when children judge that their parents have a bad relationship, they will still try to establish good communication and refer to what they think is good value[1]. Values refer to the value orientation of the subject to itself and external people or things. Personality is the internal tendency and psychological characteristics of the subject's behavior in the social adaptation to people, things and themselves. To make a long story short, we could say values of people are included by personality. The Five-factor model of personality (FFM) was proposed by Costa and McRae in the 1980s which includes neuroticism (N), extraversion (E), openness to experience (O), agreeableness (A) and conscientiousness (C). Torgersen's typology includes eight types: the bystander type (low E, low N, low C) has little response to other people or situational cues, is emotionally flat, uninterested in social norms, and has little ambition in his or her work. Insecure (low E, high N, low C) are self-aware, dependent on the opinions of others, overly sensitive to their own mental and physical experiences, and poorly organized. Skeptical (low E, low N, high C) are relatively closed in their relationships with others, feel good about themselves, are emotionally stable, manage their lives effectively, but are somewhat rigid at times. The parenting

type (low E, high N, high C) is shy and withdrawn, ambivalent, insecure, and very cautious, dwelling on every decision and tending to give up easily when things get tough. The hedonic type (high E, low N, low C) is a socially skilled person, pleasure-oriented, emotionally and physically robust, but also unreliable. Impulsivity (high E, high N, low C) is pleasure-oriented, attention-seeking, requires social validation, has little control over their emotional responses, and appears chaotic and variable. The entrepreneur type (high E, low N, high C) is socially secure, independent-minded, domineer, level-headed, goal-oriented and effective. Complex (high E, high N, high C) intense emotions, occasional outbursts and subsequent feelings of guilt, sensitivity, dependence on others, self-awareness, and order [2]. According to these eight personality types, this paper will focus on the personality factors that education can influence.

2   Review methodology

In this paper, I will collect and use the literature review method according to the existing papers and data. The literature selected for this paper is from Google Scholar and ensures that it covers the topic of this paper. FFM is used in this paper for Personality standards We acknowledge that the FFM is important for understanding personality and provides an organizing structure for a myriad of personality scales structure. However, we believe that the breadth of the five factors of the FFM may be one of the reasons for the low validity observed in relation to the criteria and has been criticized by some international occupational psychologists. We do believe that even with low validity, personality tests are still useful in selection, because they provide more validity than cognitive ability, and because they can be used to assess the effectiveness of personality tests. more validity than cognitive ability, even if it is moderate. aggregated across individuals and over time can translate into great utility to the organization (conversely, not testing for personality means that this utility is lost). However, personality research suggests that in trying to improve our theories and predictions that we can do better than FFM [3]. The paper will discuss the independent variable (family education) and the dependent variable (personality formation) separately, and find their correlation in the end.

3   Personality

A person's personality is expressed in various aspects of mental activities such as knowledge, emotion and intention, including the characteristics of one's cognitive ability, behavior motivation, emotional reaction, interpersonal coordination, attitude and belief system, and moral values. Generally speaking, personality is formed and developed under certain socio-historical conditions and through social practice activities. A person's personality is a reflection of his entire past life history. The formation of personality is also related to the biological genetic factors of human beings, because the individual differences between human beings are expressed from the first day of birth. It is on the basis of these innate biological differences and under the influence of a certain socio-cultural environment that personality, as a distinguishing characteristic of

human beings, is gradually formed through a continuous process of social internalization. According to Livesley, personality refers to an individual's unique pattern of traits, and traits are any distinguishable, relatively enduring way in which a person differs from others[4].

3.1   Neuroticism (N)

People with a neurotic personality experience intense mental uneasiness when faced with psychological difficulties, and this leads to the misconception that psychosomatic and physiological changes such as uneasiness and discomfort, which are common to healthy people, are mistaken for pathologies or abnormalities. Home-schooling over-indulgence, over-protection or indulgence can cause children to develop infantile and neurotic personalities. Children may become selfish, unaware of helping others, self-centered, believe that everything is not as it should be, irritable and prone to temper tantrums[5].

3.2   Extraversion (E)

Psychologically extroverted, cheerful and lively, wide range of interests, easy to reveal feelings, decisive decision making, strong independence, unconventional, like to socialize, relatively rash, lack of self-critical courage. If the parents are very optimistic in family life, and also have a positive attitude towards social events, and treat their children with praise, such children grow up with more self-confidence, and can face setbacks, and can withstand setbacks. But if the parents do not talk all day, but also do not care about other aspects of the child, only concerned about learning, while still constantly accusing the child, such children are usually more introverted, and more sensitive and low self-esteem. That's why the family's education. It is able to influence the child's personality is introverted or extroverted type.

3.3   Openness to experience (O)

Openness to experience is defined as the proactive search for and understanding of experience for its own sake, as well as the tolerance and exploration of unfamiliar situations. A total of 483 children in grade 5 and 6 of primary school were selected by questionnaire method to investigate the urban-rural differences in openness to experience and its relationship with family environment and class environment. The results showed that :1) the score of openness to experience of urban children was significantly higher than that of rural children; 2) family (except control dimension) and class environment were significantly correlated with openness to experience. After controlling for school type, grade and gender, class environment, family socioeconomic status, knowledge and independence of family environment still had significant predictive effects on openness to experience[6]. Family education provides for the child's knowledge can directly affect the child's openness to experience.

3.4   Agreeableness (A)

Extraversion assesses the extent to which individuals prefer to be present with others, whereas agreeableness examines the attitudes individuals hold toward others that include, on the one hand, approachable, compassionate, trusting, generous, and soft-hearted, and, on the other hand, hostile, cynical, manipulative, vengeful, and ruthless. The broad range of interpersonal orientation described here. Parental companionship and love can help children learn how to love others.

3.5   Conscientiousness (C)

Conscientiousness is the personality trait of being meticulous and careful, or acting according to one's conscience. It includes self-discipline, carefulness, thoroughness, organization, and prudence (the tendency to think before acting). Children in families that don't give them too much warning but let them make mistakes are more likely to have conscientious personality traits. Because in such a family, children are aware of the responsibilities they should bear. Instead of thinking that parents will make decisions for them in everything.

4   Family Education

Family education is the first education a child gets. The task of the family, social network and school is to prepare children to function optimally as adults - to acquire the skills needed to earn a living for themselves and their families; to become responsible and capable people. In order to do this, the family, social network and school environment, need to transform the child from a state of total dependence to a state of reasonable independence and competence in order to function optimally in adulthood[7].

5   Relationship

The heritability of positive emotions (PEM) ranges from 35 to 76 percent. The heritability of negative emotions ranged from 28 to 56 percent. The remaining part comes from the parent-child relationship (non-shared environmental factors) and the shared environment [8]. For students from non-integrated families, being in school the increased time may have created a more stable environment with stronger interactions with teachers who served as additional adult referents. In contrast, these students may also have received less support at home to cope with the increased learning. The estimation results provide suggestive evidence for the former hypothesis with suggestive evidence; students who did not live with their parents throughout childhood suffered from openness in the results provide suggestive evidence for the former hypothesis; students who did not live with their parents throughout their childhood benefited from educational changes that contributed to an overall increase in extraversion in particular. Conversely, there is no evidence to support the hypothesis that these students are more open-minded due to a possible hypothesis that the lack of family support led to higher

increases in neuroticism: for all students with family situations, the increase in neuroticism was the same for all family situations[9]. Students of lower socioeconomic status are less likely to receive (adequate) support from their parents to meet the needs of the school. Thus, higher workloads may lead to higher stress levels in this group. However, in terms of the effect on neuroticism. In terms of the effects, we did not find any significant differences depending neither on the father's occupational status nor on the parents' education. The estimates even suggest a smaller, although not significant, increase in emotional instability among students whose fathers are working class [9].

6 Additional variables

6.1 Value

In addition to family education, there are other factors affecting personality.Value education from parents can also affect children's personality. "Rokeach also conceptualized values within the framework of personality theory. His view personality as a concentric subsystem of beliefs, arranged from the most central to the most periphery. At the core of personality is a set of beliefs about oneself, and the next layer is values of beliefs. Thus, a person's personality depends heavily on the values he or she believes[1]."

6.2 Shared environment

A shared environment is one that is shared by children growing up in the same household and has less impact on adolescent personality development. Plomin R et al argue that shared environments do not generally result in similarities in personality traits, values, and social attitudes among family members[10]. So, as we could see, while shared environments provide ample space for children to gain certain experiences and life experiences, not all of these experiences are connected to the shared environment in which the child lives.

6.3 Non-shared environment

Psychologists have found empirically that in addition to genetic factors, it is primarily the influence of the non-shared environment that causes variation in individual differences in personality. Genetics typically explains 40% of the variance in personality in scores on personality self-statement scales, shared environment is largely negligible, and non-shared environment plus measurement error is responsible for 60%. These scales generally have at least 80% consistency. This means that about 20% of the variance in personality can be attributed to measurement error, so in addition to these errors, the non-shared environment accounts for 40% of the variance in personality. It is these unique non-shared environments, rather than the shared environments in the family, that make children in the same family different from each other. Differences in the

degree to which children in the same family are favored by their parents can also lead to personality differences[11].

6.4   Genetic factors

Brunner- the Psychologist found out that the human body has a gene called MAOA, which produces an enzyme that regulates the activity of neurotransmitters such as dopamine in the brain to influence mood and personality. If MAOA gene activity is low, the amount of dopamine in the body is high, leading to more irritability and neuroticism; High MAOA activity, on the other hand, leads to low levels of dopamine in the body, which can calm people down. These genotypic differences contribute to different personality traits. The study was carried out on a Dutch family in which many of the male members exhibited strange forms of aggression, such as nudity, arson and rape. They seem to have a very low threshold for anger. Frustrations and stresses that might seem trivial to the average person can provoke these people into inexplicable madness and even assault those who provoke them. Genetic analysis revealed that the men lacked the gene for the enzyme monoamine oxidase.

7   Parents' personality

Parental personality influences parents' general feelings (e.g., parents' tendency toward positive or negative emotions), thinking (e.g., parents' attributions of children's behavior), and behavior (e.g., parents' expressiveness). Each of the five-factors model of personality is related to parenting behaviors. Individuals with high neuroticism tend to be prone to distress, anxiety, stress, and tension, and often lack emotional stability. This tendency toward negative emotions may diminish a parent's ability to initiate and maintain positive emotional interactions with their child and may limit the parent's ability and willingness to respond adequately to their child's signals. The tendency to experience anxiety may lead to intrusive and overprotective parenting styles. When children misbehave, highly neurotic parents may be more likely to blame their children for negative intentions, which may lead to harsh parenting. Conversely, these parents may distance themselves from their relationship with their child, thus failing to provide structure and guidance. The overall result may be highly unpredictable and inconsistent parenting behaviors. Extraversion reflects the amount and intensity of interpersonal interactions, activity levels, and the ability to be happy. Social competence, energy, and positive affect may also be reflected in parental behavior when interacting with children. A high level of involvement in extraversion traits may contribute to more stimulating parenting and more positive, assertive parenting behaviors during disciplinary encounters. Agreeableness reflects a person's interpersonal orientation on a continuum of thoughts, feelings, and behaviors from empathy to confrontation. Good, kind, and easygoing parents have the ability to provide warmth and protection. In addition, parents with high levels of agreeableness may tend to have more positive attributions for their children's behavior. Parenting requires caring for others, and parents who have a greater ability to empathize with their children may be better able to identify and

respond to their children's needs. Therefore, it seems reasonable to expect that agreeableness is associated with more positive, nurturing parenting and more respect. For the sake of child autonomy. Dutifulness reflects the degree to which a person is well-organized, thorough, and purposeful, as well as having a strong sense of purpose and high standards. Parents with high due diligence scores may also impose such standards in parenting, thereby providing a more consistent and organized parenting environment. Finally, openness reflects the extent to which a person enjoys new experiences, has a wide range of interests, and is imaginative. Parents who score high on this dimension may be more likely to engage with and provide more stimulation to their children[12].

7.1   Age of parents and children

"Similarly, the older the child, the smaller the relation between Agreeableness and warmth (b 0.62, z 2.53, p .05) and the smaller the negative association between Neuroticism and warmth (b 0.58, z 2.65, p .01). At this point, it should be noted that parent age and child age were highly correlated: r .94, p .001." [12] The relationship between warmth (often referred to as responsiveness) and other personality factors varies depending on the age of the parent and child. The older the parent and child, the weaker the relationship between agreeableness and warmth and between neuroticism and warmth.

8   Conclusion

The purpose of this review is to bring the two together by focusing on the literature related to personality and family education and to make efforts to address the relationship between the two. Because of the diversity of personality scale and the wide range of family education, there is still no definite answer to the question "how family education affects personality" raised in this paper. It can be seen from this that the types of family education can be further refined and further studied to help understanding.

9   References

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