

The Role of the Family Environment in Shaping a Child's Personality

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Abstract

This Study examines the role of the family environment in shaping a child's personality and supporting healthy psychological, social, and moral development. It highlights the family as a primary institution of socialization and explores its influence on the child's behavior, emotional stability, values, and interpersonal relationships. The study discusses the foundations and mechanisms of family upbringing, different parenting patterns, and the significance of understanding childhood needs and developmental characteristics. It also emphasizes the importance of providing a supportive, balanced, and stimulating family environment that meets children's material and emotional needs. The article argues that effective family interaction and appropriate educational practices contribute significantly to the development of a well-adjusted and socially competent personality.

Keywords : Family Environment; Child Development; Personality Formation ; Family Socialization; Parenting Patterns

Introduction:

The family is one of the most important institutions that is based on the social upbringing of members of society, and the most influential in the life of individuals and groups. It plays a major role in shaping the child's personality, as one of its duties is to create a state of moral, psychological, and social balance in all areas related to the child in a diverse and integrated manner .

The family aims to achieve psychological support and integrated education for the child step by step. Accordingly, the family is required to provide all its children's needs in terms of living conditions so that the child's development is healthy and correct. Providing the appropriate and appropriate atmosphere and encouraging them to continue with their choices, and not contradicting any other aspect. Through what we talked about, we raise the following problem that centers on the family and the areas of child interaction. What is the concept of the family and its foundations? What are the mechanisms of upbringing in the family, and what are the patterns of upbringing within the family? What is the concept of childhood? How is a child's personality formed? What is the importance of knowing the child? What is the role of the family in building the child's personality? What is the nature of the family and the socialization of the child? And other questions that we will answer through this article .

The concept of family and its importance :

A family is a group of people united by kinship, and kinship is the blood bond that exists between people due to their branching out from one origin, or their coming together in one

origin, that is, it is the man's clan and his household. This concept includes the man's close relatives, and his relatives through whom he strengthens himself. Kinship only exists within the family. As for kinship by blood or breastfeeding, it is a causal kinship.

)Bakhti, 2013, p. 43(

It is certain that the mother and father share the responsibility of raising the children. Indeed, the mother's responsibility is more important and dangerous, because she accompanies the children from birth until they reach puberty, and any failure on her part to carry out this duty is considered a betrayal in carrying the trust and carrying out the responsibility. The Holy Prophet said: "May God have mercy on a parent who helped his son in his righteousness. They said: How, O Messenger of God?" He said: He accepts his good deeds and overlooks his bad deeds (ibid., p. 44).

1- Foundations of the family system :

The family system is based on a set of foundations and foundations, the most important of which are :

1-1/ Unity of origin and origin. This means that all people have one origin, which is Adam, peace be upon him .

2-1/ Affection and mercy. According to the Almighty's saying: "And We have placed between you affection and mercy" ((Justice and equality. Social solidarity. This is evident through the system of alimony and inheritance)). (Hajam, 2019, p. 13)

In terms of authority, the family has been known throughout the ages and in general five types :

A/ The patriarchal family: The authority is in the father. B/ The matrilineal family: The authority is in the mother

C/ Structural family: in which power is in the hands of the eldest son, and often appears in the event of the father's death or absence for a long period .

D/The family with equal authority between the spouses, with the mother's authority predominant. This model appeared in the transitional stage when authority was transferred from the mother to the father .

E/ The family with equal authority, with the father's authority predominant, which is the model of the Muslim family, which is known as guardianship (ibid., p. 16)

2- Mechanisms of upbringing in the family :

We find several mechanisms for upbringing in the family, which can be divided into two basic mechanisms :

1 2_Interactive acquisition: It is a group of processes through which the child acquires behavioral patterns from the environment through interaction, the most important of which are simulation, play and impersonation, and role and status relationships... and all of these processes are intertwined and take place automatically .

2_2 Directed acquisition: It is a set of intentional, voluntary processes that adults undertake to establish certain behavioral patterns in the child, the most important of which are punishment and reward, commands and prohibitions, preaching, guidance, encouragement, the use of severity, and others. (Khawaja, 2005, p. 137)

3 _Patterns of upbringing within the family :

We find several patterns of family upbringing, the most important of which is :

3-1 The pattern of cruelty and tyranny: It is based on rejecting and preventing the child, being strict and harsh in dealing with him, placing him with responsibilities he cannot bear, and interfering in all aspects of his life, including eating, clothing, and studying ...

3-2 Excessive lifestyle: Overprotection creates the child's inability to be liberated, independent, interfere in all his activities, and act on his behalf in his duties, which makes him lose choice and unable to bear responsibility in his life .

3-3 Pattern of neglect: represented by indifference to the child's cleanliness, failure to satisfy his psychological and physiological needs, and failure to reward him if he performs important work, which generates a spirit of aggression in him and is negatively reflected in his growth and adaptation .

3-4 The pattern of oscillation: It is represented by the fluctuation in the ways of dealing with the child between gentleness and severity. One action is rewarded and punished, and in the use of means of reward and punishment, what generates constant oscillation and anxiety .

3-5 Discrimination pattern: by separating children in their treatment, and unequating them due to any factor related to gender, age, or rank, which generates a personality full of jealousy. (ibid., p. 138)

3-6 The normal pattern: It consists of achieving the psychological health of children and avoiding abnormal methods, which generates compatibility and psychological and social adaptation .

D.Baumrind summarized the methods of upbringing within the family into three :

A/ Authoritarian style: It is characterized by :

A-1/ Strictness and control .

A-2/ Punishment and repetition .

A-3/ Not listening to the child .

A-4/ Focus on behavioral rules because they are rules only .

This generates unhappiness, withdrawal, mistrust, hostility, and low academic achievement in the child .

B/ Educational style: characterized by :

B-1/ Moderate control .

B-2/ Assertiveness and communication .

B-3/ Love

B-4/ Corporal punishment sometimes .

B-5/ Reward. (Ibid., p. 139)

Giving explanations of the behavior and rules followed

This method generates a personality characterized by assertiveness, self-control, satisfaction, cooperation, appreciation, and high achievement .

C/ Excessive style: characterized by :

C-1/ Lack of strictness .

C-2/ Few rules of behavior .

C-3/ Scarcity of punishment .

C-4/ Lack of trust in the child .

C-5/ Lack of proof regarding his treatment .

It creates a dependent personality, with little control, an unhappy personality, and a low level of achievement .

وباعتبار الأسرة ليست أساس وجود المجتمع فحسب إنما مصدر الأخلاق والسلوك الأولي فإن نمط التنشئة التي يتلقاها الفرد داخلها ينتقل إلى الخارج ما تدل عليه كثير من الدراسات في الموضوع. (المرجع نفسه، ص140)

II The concept of childhood :

Childhood is the stage of life that young people spend from birth until they complete their development and reach maturity, which is

Psychologists also calculate the amount of time they spend in growth and advancement until they are able to rely on themselves in managing their biological and psychological needs, and completely dispense with their parents and families. (Bakhti, 2013, p. 19) .

In the language, a child means a small person or animal. It is from the time he is born until he has puberty. The origin of the word child is from tafala or softness, and it is called that as long as it is soft. The term is applied to male or female. Al-Shawkani stated that a child is called a young person from the time of his separation until puberty. The word “child” is mentioned in the Holy Qur'an, both singly and collectively

قال تعالى: (ثُمَّ نَخْرِجُكُمْ طِفْلاً) وقال أيضاً: (أَوِ الطِّفْلِ الَّذِينَ لَمْ يَظْهَرُوا عَلَى عَوْرَاتِ النِّسَاءِ).

The child in this period of life is characterized by his complete dependence on his parents. Therefore, he had the right to raise him well in a way that would make him good and useful to his society. (ibid., p. 21)

1 -Forming the child's personality :

The child observes things around him, with his five senses, whether what nature, animals, or humans do, whether in relation to the child, or to each other, and he also notices the reactions to his actions in relation to nature, animals, or humans:

- For example: He sees the sun, water, trees, a fan, and a lamp, encounters air and heat, and hears natural, animal, and human sounds .
- He sees the treatment of some animal individuals with others, such as domestic animals and some human individuals with each other in speaking, getting to know each other, wrestling, and the like .
- He also sees that if he does act, the reaction becomes such and such, for example: If he goes to the fire, he gets burned, or to the ladder, he falls, or if he cries, they carry him, or feed him, and so on. Then he takes everything to see that it is good, and puts it in his mouth to know its taste, and so on .

(Saleh, 2007, p. 118.)

Characteristics of childhood stages :

The child is characterized at the beginning of his life by being unable to rely on himself to meet his biological and psychological needs. His survival depends on the care and care of his parents. It is also characterized by the influence of the family, school and social environment on the formation of his personality. One of the characteristics of a child's life stages is that he is highly influenced by his family members, especially his parents, through whom we call social values, feelings, and attitudes. (ibid., p. 26) .

2- The importance of knowing the child:

What is indisputable is that knowing the child is one of the most important things that helps parents and educators take good care of him. From this angle, we had to know the stages that the child goes through, and realize that his physical, mental, and psychological development passes through successive, completely distinct stages, which calls us to choose appropriate education methods and appropriate socialization methods, and deal well with him from one stage of development to another .(ibid., p. 26)

3- The role of the family in building the child's personality:

Scholars of Sharia, psychology, education, and others agree on the important role that the family plays in building the child's personality. This is because it is the first cell and the basic pillar in building a good and happy society. It provides society with good individuals, so that each one of them can play his role in developing society and protecting the nation from all the dangers that may threaten it .(ibid., p. 26)

4- Family and socialization of the child:

The literature and academic information available about the family indicate that there is no agreement among scholars in their definition of the concept of the family, and this is due to their differences in intellectual views and ideological, spatial, and temporal affiliations. Ogburn et Nimkoff defined it as a relatively permanent organization consisting of a husband and wife with or without children, or consisting of a man and a woman alone, with the necessity of having children in this case .

At the level of the Universal Declaration of Human Rights, the family is defined as "the basic natural unit of society and has the right to enjoy the protection of society and the state".

In summary, the family is "that social unit consisting of a man and a woman who are bound by a legal, socially and legally recognized marriage bond, who live with or without their children from their descendants, whether they are married or not, and perform a set of functions necessary for its continuation and survival " .(Hajam, 2018, p. 12).

The role of family problems in child delinquency:

Society imposes conditions on its members (values, customs, traditions, laws, and systems). If they apply to them, they become normal, and if they violate them, they are labeled as abnormal. This applies to members of any group who must abide by the rights and duties imposed by the group. Anyone who transgresses his rights is punished (even if the punishment is moral - ostracism). The role of this factor in deviance becomes clear when a new element (a child or adolescent) joins a group. The reason for his joining may be family problems or emptiness.) Temporal, emotional, etc.). This new teenager rushes into the group in order to get rid of many bad stimuli .(Al Habis, 2006, p. 62)

He is surprised that the group speaks in a certain way and that it takes certain paths that he was not accustomed to before. At first, he resists this trickery, but at the same time he has a desire to join the group, so the members of the group begin to invite him to practice behavior and follow the previous steps. If he rejects their values and refuses to follow them, he explicitly threatens the result by not joining them.

He would say to this new element, "By God, who cannot steal or is unable to drink alcohol, we are not honored to sit with him." This statement is rare for the new elements, but it may take a

veiled form. He is told, “Look at so-and-so, whom we expelled from among us because he is not a man. He did not have the freedom to go with us to rob such-and-such’s house, and he does not have the freedom to drink alcohol, so we expelled him from among us.” Or the bad companion seeks to make the teenager treat his family badly. (ibid., p. 63)

7- The role of family disintegration in child delinquency:

The family disintegration that occurs in societies with a low social and economic level sometimes leads to the delinquency of the members of those families. The disintegration results from divorce, the death or migration of one of the parents, and there may be some indications that family disintegration results from psychological disintegration and a lack of a sense of security .

(Al-Habis, 2006, p. 46) ,

This is made clear in the Psychological Diagnostics Series, page 68-69, where he says, “The results of survey studies show that the effect of the separation of parents from children is not the same for all circumstances of separation, as delinquency is mainly related to the breakdown in the family relationship that occurs after a stage of severe parental disputes, and is most associated with the death of one of the parents in and of itself. It also occurs in the family fractured due to divorce or separation. The most fractured family. Thus, these results assume that separation in itself is of little importance as a cause of delinquency. (ibid., p. 47)

8 -The family abandons its role:

If the family abandons its duty to raise children. If you neglect to care for them and do not satisfy them emotionally, this will most likely make it a fertile ground for the growth of delinquency, personality disorder, distortion, and corruption of character. That is, they will become shovels for demolishing the foundations of society and its annexation. This is contrary to the command of the Messenger, may God bless him and grant him peace, who said :

□Honor your children and behave well towards them. That is, value your children and respect their distinct personalities, give them a bright image of themselves, and give them a strong and sound social upbringing .

Social researcher Meriam Waters wrote: “The home must provide shelter”.

It is good for the child, nourishes his childhood with reassurance, keeps him away from the factors of early anxiety and disorder, enables him to obtain the level of health necessary to ward off the dangers of diseases, prepares him for a social entity, and trains him to confront the accepted standards of group behavior. It also trains him to respond to human situations that highlight great emotions such as love, fear, and anger, and nurtures in him the art of living in a small community - which is the family - in which human relationships are simple and compassionate. Finally, the home is its greatest mission in the youth system, but rather from dependence on others, to be freed from attachment to the compassion and simplicity that one finds inside the home, so that young people do not lose the spirit of struggle, work, and service in the field of human relations abroad. (Bakhti, 2014, p. 112)

The effect of family fracture on juvenile delinquency:

It is concluded from the research conducted in this field that if the juvenile’s family is unable to provide an appropriate atmosphere in which his inclinations are satisfied, and his basic needs

of love, affection, tenderness, food, clothing, housing, and health service are adequately met, then this will sooner or later lead him to delinquency, that is, it may become a source of feelings of discontent, deprivation, jealousy, and other personality disorders, which lead to violence and crime. (ibid., p. 114)

9- Satisfying psychological needs: Since behavior is defined as the activity that a juvenile brings about in his surroundings, stimulated by his innate and environmental motivations, some basic needs affect his behavior. It can be summarized thus:

9-1 The need for emotional satisfaction:

Emotional deprivation causes the boy to be distant from his mother in the first five years. He causes a psychological disorder in himself, because he is deprived of a sense of security and reassurance, and he becomes alienated, inactive, and lacks intelligence, and he will feel a lot of psychological tension that affects his social behavior .

In this regard, Fouad Al-Bahi Al-Sayyid says: A child who is deprived of love at the beginning of his life will have delayed physical, mental, linguistic and social development, become depressed and depressed, do not respond to the smiles of others, and suffer from bouts of severe emotion. (ibid., p. 114)

9-2 The need to feel secure:

The emotional atmosphere that the family provides for its children greatly shapes their personalities and methods of adaptation. However, if they do not enjoy a warm atmosphere, do not feel that their parents love and accept them, and are not surrounded by care, love, kindness and tenderness, this leads them to become aggressive in their quest to gain the sympathy and affection of others, and they develop a bleak outlook towards society. (ibid., p. 115)

9-3 The need to feel loved:

A person, regardless of his age, always feels that he needs people's love. God Almighty said about people's love for Moses, peace be upon him (وَالْقَيْثُ عَلَيْكَ مَحَبَّةٌ مِنِّي) :

That is, the child is in constant need of a good emotional relationship with his parents. Their love for him and their compassion for him. A family atmosphere full of affection and love is one of the most important factors that shape children's personalities and their good adaptation. (ibid., p. 116)

It is no surprise that a child's personality is the result of his interaction with those around him. If the family is broken up, this deprives the child of tenderness and kindness, and he grows up carrying within himself the feeling that he did not find anyone to care for him when he was young, so his heart becomes hardened and the springs of compassion dry up. Then it becomes characterized by aggression, which is linked to the instinct of destruction, which sees its victory in acts of violence and attacks on members of society and social institutions. As a result, he will not stop harming others, quarreling with them, stealing from them, exploiting them, and not empathizing with them. (ibid., p. 117) .

9-4 The need for acceptance :

The family expresses acceptance of the child by giving him love, affection, joy in him, responding to his vital demands, interacting with him, and strengthening the emotional relationship with him so that he meets the demands of psychological and social development. (Ibid., p. 117) .

9_5 The need for appreciation:

When a boy's need for appreciation is not satisfied. He will not feel confident in himself or his talents. Nor his abilities and competence. He feels inferior, weak, and isolated from society. He also loses the ability to make decisions and is unable to act in difficult situations. (ibid., p. 119).

9_6 The need to play:

It is known that children's play is used as an outlet for their excess energy, which benefits their psychological effectiveness. Therefore, it can be used by harnessing them in useful activities, in which aimless venting is transformed into purposeful venting .

The importance of social play appears in the child's learning to deal with others, when he is assigned roles to play. This leads to learning social behavior and getting rid of isolation, which enables him to express and vent emotionally .

This shows us that play plays a constructive role in the child's social maturity and prepares him to develop normal behavior. Since play is a necessary psychological need, it must be satisfied. When it is met, children feel enjoyment and pleasure .

(ibid., p. 121)

10- General guidelines for dealing with children during crises:

10-1 /Parents should not assume that the children have no knowledge about the things that will happen, because they certainly know more than the parents might think. Children discover events by watching television programs or by communicating with others. Therefore, parents must correct insufficient or inaccurate information and misunderstandings without resorting to presenting something unrealistic or untrue .

) Amer. Muhammad, 2008, p. 39(

10-2 /Children must be helped to feel safe and reassured. When tragic things happen, such as wars, for example, children begin to feel afraid that what may happen on the warfield could happen to them. Therefore, it is important for parents to make children feel that they are out of danger and that they will do everything in their power to protect them .

10-3 /Different means of communication must be used to facilitate the process of children expressing their feelings by leaving room for them to freely express the feelings and feelings that live within them. Fears and ideas, and encouraging them to express themselves in all ways, such as drawing, writing, and playing, without interference from adults with sermons or instructions .

Interrupting a child who describes his feelings has negative effects. Failure to respect these feelings only leads to more frustration and turmoil. (ibid., p. 40) .

11 -Warnings that should not be taken:

11-1/ Alleviate the child and his feelings by using phrases such as: "Forget it, it is all over now."

Instead, parents can say to the child, "We understand that you are worried and we want to help you."

11-2/ Saying anything that is untrue or unrealistic, such as: "The war will end soon."

11-3/ Raising hopes with unrealistic promises or expectations that are difficult to achieve.

11-4/ Harshness, interruption, or ridicule and sarcasm during discussions with children.

11-5/ Do not let feelings of frustration and anger be directly reflected in the parents' dealings with their children.

It must be known that despite the child's limited thinking abilities, his emotional abilities and needs may have reached a sensitive stage that requires special care and treatment. Therefore, parents should not ignore it and pay close attention to it. Especially in times of crisis. (Ibid., p. 41).

Conclusion:

In the end, it can be said that the family is of great importance in a child's life, as it has a reciprocal relationship as it is primarily responsible for his care, upbringing, and social normalization, affecting his behavior directly or indirectly. To avoid family problems that drain the child's psychological energy, as well as trying to discover and investigate what they desire through their personal inclinations to achieve their goals when they grow up, and to encourage and motivate them to succeed and continue, parents must follow their children step by step and pay attention to all the details that are most important for a child and that are important for parents in how they deal with him. .

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