# Adolescent Personality Development and Its Influencing Factors

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*Abstract:* Personality is a relatively stable and unique psychological behavior model formed by the action of social environment on the basis of congenital. It reflects the uniqueness of individuals and can effectively explain and predict individual behavior. Its development mainly includes two forms: one is difference continuity, the other is average level continuity; Difference continuity refers to the degree that the relative differences between individuals remain unchanged over time, while average level continuity refers to the degree of change of personality over time.

## 1. Introduction

In recent years, many researchers have shown that personality is an important factor affecting individual development, which is closely related to individual emotion regulation, decision-making, cognition, mental health and so on. Teenagers are in the key period of individual personality development, so it is particularly important to pay attention to teenagers' personality development. Some studies have shown that teenagers' personality types have a direct predictive effect on academic achievement, and also have a great impact on social development. Bad personality development will lead to teenagers more prone to internalization and internalization problems such as crime, bad interpersonal relationships and worse self-identity. Therefore, a comprehensive discussion of the development characteristics and influencing factors of teenagers' personality can not only explore the impact of genetic, environmental and other factors on Teenagers' personality development, but also provide practical guidance theory for schools and families to carry out personality education, which is of great practical significance to promote teenagers' academic achievement and physical and mental development. Based on this, this paper has two main purposes: one is to introduce the development characteristics of teenagers' personality, and the other is to explain the role of social culture, family, teachers and peers in teenagers' personality development.

## 2. Formation and Structure of Personality

### 2.1 Reasons for Personality Formation

On the cause of personality formation, the two opposing views of "genetic determinism" and "environmental determinism" have been debated for a long time. Different domestic scholars

explain it from different aspects. Some scholars put forward that the process of human socialization is the process of personality formation and development, and social practice is the motivation of personality formation and development. They believe that individuals play an active and important role in the formation and development of personality. In essence, the process of personality development is a process in which individuals actively interact with the external world with the help of their own experience, and construct a value system to coordinate their own behavior and social relations, in which the value system is based on wisdom The integration of three forces such as emotion, morality and will on their own and social relations, the result of the integration finally makes the individual psychology form some internal behavior tendencies, provides an internal source for the construction of the main characteristics of personality, and plays a role in evaluating and guiding the development of personality. This means that the process of self construction of value system and the process of personality formation and development affect and restrict each other, and the process of static and dynamic interaction. Once the value system has a high degree of stability, it will become the core part of the personality structure and the driving force and monitoring system restricting the development direction and health level of personality[1].The balanced mechanism is introduced to explain the development of personality. It is considered that individuals are born with some genetic schemata, such as sucking, grasping and other reflective schemata. In the process of personality construction, biological genetic schemata can assimilate social, cultural and educational factors, or adapt to social, cultural and educational factors, so as to form a unity affecting individual personality. Therefore, assimilation and adaptation play a key role in the development of personality.

## 2.2 Adolescent Personality Structure

In the past few decades, the big five personality structure (extroversion, agreeableness, sense of responsibility, neuroticism and openness) model has been widely studied and proved to have cross language, cross assessor and cross-cultural stability. It has been widely accepted by personality psychologists at the dimensional level. Now it has become the most influential personality theory model in the world. Therefore, it is widely accepted to use big five personality to describe individual differences. It is the best paradigm of personality trait theory at present. Although many studies have confirmed that the personality structure of children and adults in China basically conforms to the big five personality model, some domestic scholars put forward different opinions based on localization research. Through systematic research on personality structure, major research institutes have found that Chinese personality is composed of seven factors, namely "extroversion", "kindness", "acting style", "talent", "emotion", "interpersonal relationship" and "attitude towards life". Experts have systematically explored the localization of teenagers' personality development, and found that junior middle school students' personality is composed of five dimensions: serious self-control, prosocial, intelligent characteristics, emotional stability and extraversion[2].

## 2.3 Adolescent Personality Development and Gender Characteristics

The development of personality is relatively stable. It will change within a certain range with the change of environment. In the process of changing to teenagers, there is a temporary tendency to immature development in personality development. For boys and girls, the levels of extraversion, agreeableness, conscientiousness and openness decreased in early adolescence, and the neuroticism level of girls increased. From the middle of adolescence, personality development follows the principle of maturity, that is, the individual experience increases the characteristics that can enable them to better complete their work tasks. The level of humanity, responsibility and openness begins to rise, while the level of neuroticism begins to decline. Adolescent personality is divided into three

types: low control type, over control type and adaptive type. It is found that with the growth of grade, the proportion of adolescent adaptive type has a significant downward trend, and the proportion of over control type and low control type has increased. The proportion of adaptive type of female personality type is significantly higher than that of male, while the proportion of over control type and low control type is significantly lower than that of male. A cross-sectional study found that with the continuous change of social environment and age, the scores of boys in neuroticism, extroversion, preciseness, openness and agreeableness increased significantly, while the scores of girls in neuroticism, extroversion and preciseness increased, but their openness remained unchanged, but their agreeableness decreased.

## 3. Influencing Factors

### 3.1 Social Culture

This paper discusses the mechanism of personality formation from the perspective of Chinese culture, and finds that under the influence of filial piety culture that emphasizes "silence of joy and anger", "nature" and "I will examine myself three times a day", Chinese people are more inclined to inhibit their own spontaneity, creativity and emotional expression. In addition, some studies have made cross-cultural comparisons between China and the United States on children's personality traits, and found that the personality of Chinese children aged 4-5 began to show collectivist cultural tendency, while the personality of American children showed individualistic cultural tendency. This shows that social culture will inevitably restrict the formation of individual specific personality characteristics.

So how does culture affect personality development? Scholars have deeply discussed this and found that social culture not only has a certain impact on individual personality development directly, but also can be reflected indirectly through parenting methods and parent-child relationship in specific situations. Some studies have found that parents' views on education are consistent with localized cultural values, which leads Chinese parents to be more strict in their children's education. There may also be a demand and required relationship between children and parents, and that children are easy to lose their ideas and creativity in front of their parents. It can be seen that children's personality will also form characteristics consistent with cultural values under the influence of parents' parenting style and culture.

### 3.2 Family Environment

Family environment refers to the material living conditions, social status, relations among family members and the sum of language, behavior and feelings of family members, including physical environment, language environment, psychological environment and interpersonal environment. Bad family environment will cause children's bad personality traits, such as introversion, emotional instability, high mental quality and so on[3]. Parents' positive educational values can also positively predict the emotional stability and intelligence characteristics of children's personality. In addition, some studies have shown that family factors can also affect the gender differences in adolescent personality development. Family intimacy and organization are important family environmental factors affecting boys' personality traits, while family morality and religion are important family environmental factors affecting girls' personality traits.However, no matter what kind of concept, parents treat boys and girls differently, and their family environment is also different. Therefore, in individual early childhood, there are differences in personality and identity between boys and girls, resulting in fundamental differences in the social experience of boys and girls.

### 3.3 Teachers and Peers

In addition to parents, teachers and peers also play an important role in individual personality development. Childhood is a period of personality formation. During this period, individuals begin to go to kindergarten and primary school, which will make more contact with teachers and peers.

Peer acceptance is an important peer relationship, which refers to the degree to which individuals are liked or accepted by peer groups in peer groups. Peer acceptance is also a process of children's socialization. Whether it can be accepted by peer groups will directly affect the healthy development of primary school children's personality[4].

Similarly, some studies have found that teachers' personality, behavior, professional ethics and teachers' expectations all play an important role in the development of children's personality. For example, teachers expect to have a positive impact on Teenagers' serious self-control, extraversion, prosocialism and emotional stability through the teacher-student relationship, that is, when students perceive the teachers' positive expectations for themselves, the better the teacher-student relationship, the students will have a more positive performance and the mood will be more stable.Then children will imitate this positive way in interpersonal communication, learning and other things, and apply the imitated strategies to other aspects, which also indirectly promotes individual personality development.

### 4. Conclusion

Although many researchers have carried out in-depth research on personality structure, development characteristics, influencing factors and training, adolescent personality can be further discussed from the following aspects.

The relationship between Chinese traditional culture and personality needs to be discussed. At present, most of the discussion on Chinese teenagers' personality is based on the characteristics of collectivist culture. Some scholars believe that the concept of individualism collectivism has too much tolerance and loses its explanatory validity. Although traditional culture also reflects many characteristics of collectivism culture, Chinese traditional culture (such as filial piety culture) still has its unique context different from collectivism culture. Under this unique cultural context, social communication The influence of behavioral experience on Teenagers' personality development is still different[5].

Although this paper does not mention the relevant research of personality neuroscience, some scholars propose that the continuous impact of genes or environment on personality will eventually be reflected in the changes of individual brain, so neuroscience should be taken into account in the construction of personality theory. The follow-up research should adopt as many methods as possible to study the physiological mechanism of personality traits, so as to comprehensively and systematically talk about the biological basis of personality.

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