

The Symbolic Violence Embedded in the Communicative Process & Its Impact on the Child's Personality Development

Benaoun Mouna

Faculty of Information and Communication - University of Algiers 3

, benoun.mouna@univ-alger3

Received: 05/05/2025

Accepted:26/12/2025

Publication : 29/12/2025

Abstract:

This research paper aims to shed light on the symbolic violence embedded in the communication process and its impact on a child's personality. The relationship between symbolic violence and the discursive process lies in the latter's role in transmitting this domination by incorporating it within the communicative messages directed at the child during their upbringing.

In order to describe the relationship between symbolic violence and communication and their influence on shaping a child's personality, this study seeks to define the phenomenon of symbolic violence, its characteristics, and manifestations. It also touches upon the pivotal role of effective communication in forming a child's personality, as well as the factors influencing its development.

Keywords: violence, symbolic violence, communication, child's, child's personality.

ملخص :

جاءت ورقتنا البحثية هذه لتسلط الضوء على العنف الرمزي المتضمن في العملية التواصلية وتأثيره على شخصية الطفل، وتكمن العلاقة بين العنف الرمزي "على أنه نوع خاص من أنواع العنف يتضمن شكلا من أشكال الإكراه الضمني الذي يمارس على الطفل و يعزز التسلسلات الهرمية الاجتماعية و ديناميات السلطة" و العملية التواصلية على اعتبارها المسؤول عن نقل هذا التسلط من خلال تضمينه في الرسائل التواصلية الموجهة للطفل أثناء تنشئته و تشكل شخصيته.

ولوصف علاقة العنف الرمزي بالتواصل وتأثيرهما على تشكيل شخصية الطفل حاولنا من خلال الدراسة التعريف بظاهرة العنف الرمزي وخصائصها ومظاهرها، والتعرج على أهمية التواصل الفعال في تكوين شخصية الطفل وأيضا العوامل المؤثرة في تشكيلها.

الكلمات المفتاحية : العنف، العنف الرمزي، الاتصال، الطفل، شخصية الطفل.

1. INTRODUCTION:

Although symbolic violence has existed since ancient times, it was only in recent decades that its identification and analysis became a subject of scholarly inquiry. Pierre Bourdieu was the first to highlight its dangers within social and educational contexts. The severity of this violence lies in how it undermines a child's self-esteem, body perception, and emotional stability. This is often manifested in a negative inner dialogue, where thoughts such as “I am not good enough,” “My body is wrong,” or “I do not belong” begin to dominate the child’s self-concept and disrupt their overall development.

This phenomenon is particularly critical when directed at children—whether within the family or at school—as it is frequently misperceived as a 'normal' part of education and socialization.

Consequently, symbolic violence is socially accepted, masking the intense psychological pressures it imposes. These pressures are clearly observable in lived classroom scenes, such as teacher–student interactions marked by subtle ridicule, peer comparison, or exclusionary language. This form of violence operates through communication and is rooted in the socialization messages transmitted by families, which children carry into the classroom, ultimately shaping their responses and self-perceptions

This type of violence is directly employed in the communicative process and is embedded in the socialization messages conveyed by families to their children during their early social development. Subsequently, other social institutions, primarily schools, continue to transmit the same messages, which, despite appearing as guidance and education, often conceal subtle forms of violence. These may significantly impact a child's personality formation.

In this research paper, we seek to answer the following question:

To what extent does symbolic violence embedded in the communicative process affect the formation of a child's personality?

To achieve the study’s objective, we have undertaken an analytical reading of key elements related to symbolic violence and its manifestations. We have provided a conceptual framework for the study by defining its characteristics and outlining the concept of the communicative process, as well as its role in shaping a child's personality when conducted effectively. Additionally, we have examined the concept of the child's personality, the key factors influencing its formation, and the stages of its development. A particular focus has been placed on understanding how the dominance of symbolic violence in the educational process affects the child's personality growth, highlighting its most significant consequences.

2. The Concept of Symbolic Violence, Its Characteristics, & Manifestations

2.1. The Concept of Symbolic Violence

Symbolic violence is a subtle and imperceptible form of violence, invisible even to its victims, exercised fundamentally through purely symbolic means of communication and knowledge (Bourdieu, *Masculine Domination*, 2009).

Every form of power constitutes symbolic violence; that is, any authority that imposes meanings and enforces them as legitimate simultaneously conceals the power relations that constitute the foundation of its strength. In doing so, it reinforces these power relations by endowing them with a distinct force—namely, symbolic power (Bourdieu & Passeron, *Reproduction in Education, Society and Culture*, 2007).

Any influence based on symbolic violence, or any authority that succeeds in imposing particular meanings as legitimate while obscuring the power relations underlying its authority, reinforces these relations with its own specific strength—that is, a uniquely symbolic power (Bourdieu, *Symbolic Violence*, 1994).

Symbolic violence may be described, in psychological terms, as a form of authoritarian violence. The concept refers to a non-material and invisible form of violence—a hidden mode of domination—that is nonetheless effective in imposing control and reinforcing inequality. It is characterized by its indirect and often imperceptible nature, operating through symbols, meanings, and values circulated within society. Even its victims may remain unaware of their exposure to this form of violence, while its perpetrators may believe that symbolic violence is a legitimate means to fulfill their needs or achieve their objectives.

2.2 Characteristics of Symbolic Violence:

- Symbolic violence is often invisible or imperceptible, as it infiltrates consciousness through cultural and social mechanisms.
- It is exercised by the dominant party through various symbolic and expressive methods that can cause psychological, mental, and social effects on the individual subjected to this type of violence. This can take forms such as contempt, belittlement, and non-verbal gestures, among others.

Characteristics of Symbolic Violence

Symbolic violence relies on the capacity to impose meanings, values, and cultural representations in such a way that they are collectively internalized and accepted as natural and legitimate, even by those who are subjected to this form of domination. This type of violence constitutes one of the most subtle yet powerful mechanisms of social control, as it operates through invisible and taken-for-granted structures, enabling the continuous reproduction and consolidation of social inequalities.

One of the fundamental features of symbolic violence is the **internalization of domination**, whereby individuals and groups exposed to it gradually adopt the value systems, norms, and classificatory schemes produced by the dominant power, despite the fact that these very structures contribute directly to their own marginalization. In this process, dominated groups become, often unconsciously, complicit in the perpetuation of the mechanisms that constrain them.

Gender represents one of the social domains most deeply affected by symbolic violence. Women are frequently constructed within social and cultural discourses as weak, overly emotional, or irrational beings. Furthermore, discriminatory and derogatory language is systematically deployed against women through expressions that diminish their worth, trivialize their experiences, and normalize their symbolic marginalization, thereby reinforcing gendered hierarchies at the level of everyday language and representation.

2.3 Manifestations of Symbolic Violence

Unlike physical violence, symbolic violence operates primarily at the psychological level, inflicting profound harm on an individual's sense of security, dignity, self-worth, and emotional stability. Its effects are often diffuse and cumulative, shaping subjectivities in ways that are less visible yet no less destructive. The main manifestations of symbolic violence may be summarized as follows:

Devaluation: Devaluation is expressed through behaviors marked by arrogance, hierarchical differentiation, and the systematic undermining of the social and symbolic worth of others, particularly those occupying subordinate social positions. Such behaviors materialize in practices of

contempt, belittlement, and both social and professional exclusion (Massad & Obeid, 2023). A particularly insidious form of devaluation is neglect, which functions as a hidden and invisible modality of symbolic violence. In this case, the perpetrator avoids overt confrontation, while the victim silently absorbs the psychological harm produced by persistent disregard. Neglect exerts profound effects on individual motivation and self-esteem, shaping patterns of interaction within families and across broader social environments.

The impact of neglect becomes especially severe when directed toward children, whose identities and dispositions are still in the process of formation. Within family settings, neglect may be deployed as a mechanism of pressure or discipline. It may also emerge as a consequence of social reproduction, whereby parents who were themselves subjected to symbolic violence unconsciously replicate these patterns in their relationships with their children. Gender-based discrimination within the household further intensifies this dynamic, as girls are frequently marginalized and granted less attention than boys. In many cultural contexts, privileges are disproportionately accorded to male children, often justified by the belief that excessive affection toward girls may encourage them to transgress socially sanctioned norms.

It is crucial to emphasize that symbolic violence and male domination are not reproduced exclusively by men but are also sustained by women through the normalization and justification of existing power arrangements. Through socialization, women may come to perceive male privilege as natural and inevitable, rationalizing it through expressions such as “because he is a man.” In this way, both the dominated and the dominant internalize the same classificatory principles and perceptual structures. Over time, this process generates a durable sense of inferiority and inadequacy among women, as they are subjected to symbolic systems that continually privilege the masculine over the feminine (Bourdieu, *Masculine Domination*, 2009). These dynamics create the necessary and sufficient conditions for the persistence of symbolic violence.

Neglect is not confined to the familial sphere but extends into educational institutions. Within school settings, children who display modest academic performance may be marginalized in favor of high-achieving students. Socioeconomic background may also function as a powerful axis of exclusion, as students from low-income families—unable to afford socially valued forms of dress or material presentation—are often subjected to stigmatization and unjustified marginalization. A revealing example occurs on the first day of school, when teachers ask students, “What is your father’s or mother’s profession?”—a question that appears neutral yet implicitly operates as a mechanism of social classification. Such forms of symbolic neglect may lead children to withdraw socially, develop isolationist tendencies, or exhibit hostile and aggressive behaviors. They also undermine self-confidence and hinder the development of a resilient, integrated personality capable of confronting the structural and emotional challenges of social life.

Psychological Alienation: Psychological alienation manifests in the deprivation of individuals' rights and the denial of their legitimate social and professional privileges. It also includes restricting their ability to express their opinions, thoughts, and personal orientations. (Massad & Obeid, 2023) This falls under the concept of domination, which is not a natural given but rather a socially constructed form of hegemony established through implicit structures and directives within culture. Bourdieu argues that these structures shape the predispositions of individuals according to the classifications they impose, leading even the dominated party to behave and think according to the way society has categorized them. (Bourdieu, *masculine domination*, 2009)

Domination can affect both males and females within families under the pretext of discipline and behavior correction. This form of upbringing often involves emotional coercion and neglect of the child’s needs, leading to a distorted self-image. The child may feel disconnected from their true self and lose the ability to express emotions and needs freely, especially if the caregiver uses fear,

guilt, or shame to exert control. This manipulation makes the child doubt their abilities, thoughts, and emotions, and caregivers who engage in psychological alienation often disregard the child's emotional needs. This results in low self-esteem, difficulty in forming healthy relationships, behavioral issues, indecisiveness, and even anxiety and depression.

Overt hostile expression is another form of symbolic violence, manifested through verbal expressions, body language, and symbolic gestures that reflect the aggressor's power, rejection, and assertion of social or professional dominance over others (Massad & Obeid, 2023). It also falls under value denial, which consists of undermining an individual's abilities and skills to exert control, suppress potential, and limit talents.

For example, in Algerian society, the male head of the family often exercises this form of symbolic violence by denying women's capabilities, expressing it through phrases such as: "Be quiet! I make the decisions!" or "I am the man of the house!" He may also belittle his wife in front of relatives, ignore topics she brings up in discussions, downplay her knowledge, and imply that her understanding is inadequate or outdated. Additionally, he might diminish her professional success, make her feel incompetent in public settings, or mock, ridicule, or remain silent upon her arrival. When children are exposed to such discourse, they internalize the belief that women hold an inferior status compared to men. Daughters develop a self-perception aligned with expected submissive roles, while sons absorb the idea of male dominance, perpetuating the cycle of symbolic violence across generations. Since imitation in childhood is a fundamental learning mechanism, children absorb the cultural norms of both the family and the larger society, shaping their values, moral standards, and even myths and folklore (Awad, 1999).

This form of symbolic violence produces deep psychological wounds that affect the very core of identity and being, particularly in children. It takes shape through symbolic representations that operate as a system of perceptions, gestures, signals, warnings, memories, and unconscious processes, which the child internalizes in order to make sense of the world, recognize their social role, and determine their position within it. These symbolic perceptions and cognitive frameworks, absorbed largely unconsciously, play a crucial role in the formation of both individual and social identity. They are often the outcome of symbolic violence, whether directly imposed or embedded within cultural practices that exert an unconscious influence through processes of socialization and interaction. Collectively, these mechanisms play a vital and decisive role in the construction of identity and personality (Watafa, 2019).

3. Concept of the Communication Process, the Importance of Effective Communication in Shaping a Child's Personality, & Barriers to Effective Communication with the Child

3.1. Concept of the Communication Process:

The communication process refers to a set of learned verbal and non-verbal behaviors that enable the child to engage in positive interactions, whether within the family, at school, with peers, or with strangers. This process contributes to achieving the child's goals in a way that aligns with societal expectations. (Abdulah, 2009)

From this perspective, effective communication is the exchange of information, ideas, and emotions between the child and their environment. Proper communication helps the child build strong and positive relationships with their surroundings, allowing them to express themselves, their thoughts, needs, and feelings.

3.2. The Importance of Effective Communication in Shaping a Child's Personality:

- Effective communication allows the development of a child's speaking skills and encourages them to express their opinions. Developing speaking skills is essential for shaping the child's personality, enhancing their abilities and skills, and ensuring proper interaction with their environment. Acquiring communication skills, particularly the ability to speak correctly and employ these skills appropriately in daily life, is a key indicator of psychological well-being.
- Actively listening to the child makes them feel that their words are valued, especially when

accompanied by facial expressions and gestures that convey attentiveness. It is also important to provide quick feedback on what the child says without interrupting them or taking over the conversation.

- Physical contact during communication plays a crucial role. Touching the child while speaking to them provides reassurance and warmth, making them more receptive to guidance. It also strengthens their social skills, helping them become more adaptable and capable of interacting with others in the future. Conversely, depriving a child of affectionate touches in early childhood can lead to introversion, social withdrawal, and hesitation in engaging with others later in life (Abu Saad, 2007)
- Using appropriate vocal tones in communication is essential for the effective delivery of messages. When employed in interactions with children, this skill is often acquired naturally through observation and imitation. Indeed, observing how children speak frequently reveals that they mirror the communicative styles of their parents. Consequently, adjusting vocal pitch—raising it during moments of urgency or enthusiasm and lowering it in situations that call for kindness and compassion—enhances the credibility and impact of communication. Thus, effective communication depends not only on what is said but also on how it is conveyed.
- Setting aside regular time for communication with children is crucial. Failing to allocate sufficient time for effective interaction can create a gap between parents and their children. This gap becomes more pronounced when parents deliberately reduce their attention to their children's conversations, show indifference to their thoughts, or frequently silence them. Over time, this can hinder the child's ability to express themselves, making it difficult for parents to understand their inner thoughts and emotions.

3.3. Barriers to Effective Communication with the Child:

- Constant criticism of the child and focusing on their mistakes can lead them to believe they are incompetent or unloved. In some cases, persistent criticism may result in aggressive behavior as a reaction. Moreover, excessive criticism weakens the parent-child relationship and may push the child to form unhealthy relationships.
- Parents may have rigid expectations or preconceived judgments about their child's behavior or academic performance. This can create excessive pressure or a lack of acceptance when the child deviates from these expectations, damaging mutual trust and limiting the child's ability to express their thoughts and emotions.
- A lack of empathy is also a major obstacle to communication with a child. "Empathy involves the ability to put oneself in the child's place," understanding their feelings and perspectives. If parents fail to show empathy, the child may feel misunderstood or even rejected, discouraging them from sharing their personal experiences.
- Treating all children in the same way without considering individual differences in personality and abilities is another barrier to effective communication.
- Failing to allocate sufficient time for communication and active listening, as well as disregarding the child's emotions, hinders effective interaction.
- Sending mixed messages to the child, lacking clear and consistent rules, or being vague and dishonest—such as failing to fulfill promises made to the child—can create confusion and distrust.
- Conflicts or disputes between parents can generate a tense atmosphere that negatively affects communication with the child.

4. Concept of Personality, Factors Influencing the Development & Growth of a Child's Personality, & the Impact of Symbolic Violence on the Social Development Stages of a Child's Personality

4.1. Concept of Personality

Personality refers to the set of psychological & behavioral characteristics that determine how an

individual interacts with their environment. (La redaction, 2023)

Personality is the total sum of an individual's internal organic predispositions, inclinations, tendencies, desires, and instincts, in addition to their acquired tendencies and inclinations. Linton summarizes it as the structured psychological phenomena and recurring states of an individual (Khoury, 1996).

When discussing a child's personality, it is essential to highlight that it is a complex blend of psychological, emotional, and social traits that evolve as the child grows. This personality is influenced by the environment, genetics, daily experiences, and surrounding social factors.

4.2. Factors Influencing the Development & Growth of a Child's Personality:

- **Genetic Factors:** These relate to the genetic makeup inherited from parents. They include the most stable and consistent aspects of personality observed in children from an early age. The theory of heredity suggests that personality traits are passed from generation to generation through DNA (La redaction, 2023). Children may be born with varying temperaments that influence how they interact with the world. For instance, some children may be naturally calm and easygoing, while others may be more active and sensitive. Intelligence is also considered an inherited trait that affects how an individual interacts with their environment and shapes their personality.
- **Environmental Factors:** The environment in which children grow up plays a crucial role in personality development. Depending on the cultural and social context they live in and the emotional relationships they establish, children interpret and respond to the world differently. The more diverse their life experiences, the faster their development. During their formative years, children have a deep psychological need to connect with different social environments. (Awad, 1999) Among the environmental factors are:
- **Emotional & Social Experiences:** These include significant events occurring within a child's immediate environment. Early experiences involve attachment bonds formed with primary caregivers. As children grow, they encounter increasingly complex emotional and social situations, such as the birth of a sibling or starting kindergarten.
- **Values & Beliefs:** From an early age, children absorb and acquire the values and beliefs passed down by their parents. As a result, their behaviors are shaped by a set of rules and social norms (Counago, 2020). Since a child is exposed to the dominant culture within the family and broader society, they internalize traditions, customs, moral standards, taboos, rituals, myths, and legends. Thus, an individual grows and develops within a social framework that influences them and with which they interact, guiding their development and evolution. (Awad, 1999)

Therefore, personality is influenced by both heredity and environment. Genes can shape how a person responds to their surroundings. For example, an individual genetically predisposed to anxiety may be more prone to heightened anxiety in stressful situations. Conversely, the environment can influence how genes are expressed. A person with a genetic tendency toward anxiety may be less likely to develop excessive anxiety if raised in a stable and secure environment.

4.3. The Impact of Symbolic Violence on the Social Development Stages of a Child's Personality:

Freud was perhaps the first to propose a psychological theory emphasizing the developmental aspects of personality, highlighting the crucial role of early and late childhood in establishing the fundamental characteristics of personality.

According to Freud, a child undergoes a series of dynamically differentiated stages during the first five years, followed by a latency period lasting five to six years, during which a certain degree of stability and dynamic equilibrium is achieved. With the onset of adolescence, dynamic forces are reactivated, then gradually stabilize as the transition from adolescence to adulthood occurs.

It is well established that both heredity and environment have a joint influence on mental, physical, and social adaptation development. A child's behavior and personality determinants result from an interaction between innate predispositions and environmental influences. (Awad, 1999) The stages of

personality formation are influenced by various factors, and symbolic violence embedded in communicative and educational processes can be one of the significant influences on a child's personality development stages, which can be summarized as follows:

- **Mistrust vs. Trust:** This stage corresponds to infancy, also referred to as the oral stage. It encompasses the first or second year of life. If a child is well cared for, adequately nourished, and loved, studies have shown that a mother's positive attitude toward her infant encourages prolonged breastfeeding, increased affection, & a stronger protective bond. Undoubtedly, warm and affectionate relationships between a child and their mother foster a positive adaptation pattern in infancy, leading to the development of a sense of trust, security, and fundamental optimism. Conversely, mistreatment results in the opposite outcome. (Massad & Obeid, 2023)

Many mothers, during this stage, limit their care to feeding and hygiene, neglecting sufficient physical and verbal interaction with their infants. This is often due to entrenched beliefs that excessive carrying and talking to a baby will make them too dependent, thus hindering the mother's ability to perform her daily activities. However, they overlook the fact that a neglected child, deprived of sufficient interaction, develops feelings of insecurity. Security is a crucial element in shaping personality, as its absence can lead to behavioral deviations.

Moreover, ineffective communication at this stage may hinder language development, potentially leading to speech difficulties later in life.

- **Autonomy vs. Shame:** Erikson believed that the second psychological crisis occurs in early childhood (ages 2-4), corresponding to Freud's anal stage. This period is marked by significant learning and behavioral regulation. A child who receives positive parental treatment during this stage experiences comfort and happiness, feeling pride rather than shame. (Massad & Obeid, 2023) During childhood, behavioral patterns are formed. A child's early experiences greatly influence their adult personality traits and social behaviors. Whether they become aggressive or peaceful, friendly or hostile, dependent or independent—all these attributes are shaped by their developmental history. A loving and affectionate emotional environment fosters self-confidence and attachment to others, whereas its absence contributes to emotional deprivation and the development of aggressive, antisocial behaviors. (Khoury, 1996)

At this stage, children require a calm and stable home environment with balanced discipline. (Awad, 1999) Balanced discipline means avoiding authoritarian control and harsh punishment, including symbolic violence, where parents impose rigid authority without considering their child's unique personality. Instead, behavioral adjustments should be implemented gradually and systematically, using reinforcement principles—both rewards and consequences—which play a crucial role in behavioral development.

- **Learning Initiative vs. Guilt;** According to Erikson, this crisis emerges during the play age, or preschool period, beginning at approximately three and a half years of age. At this stage, a typically developing child learns to use imagination, develop skills through diverse forms of active and imaginative play, and engage in cooperative interactions with others.

A child's sense of guilt is often linked to neglect, particularly the neglect of effective communication. Some parents do not provide their children with opportunities to speak or encourage them to develop their communication skills, despite the significant impact of such development on personality formation. Talking and engaging with children is one of the most effective ways to help them enhance their abilities and skills, particularly linguistic ones. This, in turn, enables them to interact properly with their environment. Learning to use communication appropriately is a key indicator of psychological well-being.

Learning Diligence vs. Inferiority: This stage occurs during the early school years, when children begin to master more formal skills, such as interacting within groups according to established rules, developing reading and arithmetic abilities, and gradually acquiring self-discipline. A child who has

lost confidence may become uncertain about the future, while a child burdened with unresolved guilt from earlier stages may experience feelings of defeat and inferiority (Massad & Obeid, 2023).

Attending school at this stage, separating from parents, conforming to systems established by groups outside the family, and participating in school activities constitute crucial milestones in a child's development. However, the manner in which parents and teachers manage these demands can either foster a positive and healthy school experience or create obstacles to personality development. One of the most common and serious challenges affecting healthy child development in school environments is excessive pressure to meet specific academic standards, as well as the use of coercion and threats to enforce certain behaviors (Awad, 1999).

Furthermore, children are often subjected to peer comparisons—frequently functioning as a form of verbal or symbolic violence—where parents or teachers compare them to higher-achieving classmates and label them as failures, particularly when parents express disappointment in academic performance. Such practices intensify children's feelings of guilt and inadequacy. Schools may further reinforce this dynamic by exclusively celebrating top-performing students in special ceremonies, thereby marginalizing others. This form of symbolic violence, manifested through neglect, generates a sense of inferiority among excluded students. When asked why they were not invited to the school's end-of-year ceremony, some children respond, "Only the top students were invited," reflecting an internalization of exclusion and an acceptance of a lower status relative to their peers.

- **Identity Formation vs. Identity Disorders:** Developing a sense of personal identity by engaging in productive work characterizes this stage, leading to a new interpersonal dynamic between intimacy on one side and isolation on the other. Erikson describes a person capable of intimacy and affection in a way that closely resembles Freud's definition of a well-adjusted individual—one who is capable of love and work. During this phase, adolescents are expected to form an answer to the fundamental question: Who am I?

The development of a positive identity depends on the support of influential groups or role models. Adolescents who struggle to find a role or place in society may experience an identity crisis, which signifies failure in establishing a stable or independent identity. Some teenagers may temporarily withdraw from society or adopt a negative identity, which opposes the dominant values of their upbringing and community.

Parents must recognize that juvenile delinquency and deviant behavior often stem from poor parental treatment, such as harshness, humiliation, and neglect. These negative experiences can push children to seek support and understanding elsewhere, leading them to associate with negative peer groups.

Negative identity emerges when individuals lack societal support and an environment conducive to developing their inner potential. This can result in harmful consequences such as crime, social unrest, bias, or racial discrimination. (El-tantawy) It is important to note that childhood imbalances often lead to difficulties in adolescence. Children who experience a balanced childhood are more likely to navigate adolescence successfully. For instance, families that recognize and nurture their children's talents from an early age help them develop a strong sense of self-worth and confidence. Additionally, children who learn time management, responsibility, and are granted a degree of freedom (within guided and flexible supervision) tend to develop independent personalities. For example, allowing children to choose their clothes, friends, and explore their talents fosters a sense of autonomy. This approach helps build a strong, self-reliant personality in both childhood and adolescence, making them less susceptible to external influences.

- **Learning Intimacy vs. Isolation:** Intimacy in friendships is a crucial aspect that a psychologically balanced and self-confident adolescent can experience. Such an adolescent is capable of making appropriate choices, including selecting good friends. Self-confidence

plays a key role in enhancing a child's—and later a teenager's—ability to achieve, by acquiring experiences and skills that enable adaptation to the external world. This balance is achieved when...

This highlights the importance of self-awareness and understanding psychological traits in educators, allowing them to help children develop their innate tendencies and interests in ways that enable them to adapt to their environment. (zian, 2011) An educator must recognize that symbolic violence embedded in communicative messages directed at children can be a primary factor in destroying their self-confidence and making them feel powerless. This often leads to feelings of inferiority and inadequacy, which may result in social isolation instead of integration into their surroundings and the formation of healthy relationships.

- **Learning Generativity vs. Self-Absorption:** In early adulthood, psychological growth requires productivity, whether in marriage, parenthood, work, creativity, or innovation. Creativity and innovation skills are crucial aspects that should be nurtured in children from an early age. These skills help develop their cognitive and creative abilities, enabling them to think critically and solve problems in innovative and simplified ways. If a child successfully develops these skills, they will grow into a creative and innovative individual with unique abilities that set them apart and help them face life's challenges with confidence and positivity.

However, these skills cannot be fostered in a child who does not feel safe or lacks a supportive family environment. A child raised in a culturally rich atmosphere will naturally develop a love for reading and knowledge. In contrast, families that neglect their children's talents and abilities or fail to cultivate them will cause these skills to wither. As a result, the child may struggle with productivity in marriage, parenthood, and work, and their creative abilities and intellectual expansion may be significantly hindered.

- **Learning Integrity vs. Despair:** If the previous seven crises are successfully overcome, the mature adult reaches the peak of adaptation-integrity. At this stage, they trust themselves, feel independent, work diligently, find a defined role in life, develop a self-concept, and take pride in it. They become friendly, free from tension, guilt, regret, or detachment from reality, and feel proud of what they create or produce, whether in terms of children, work, or hobbies. (Massad & Obeid, 2023) Successfully overcoming these crises requires ensuring a balanced childhood, where both the child and later the adolescent undergo a proper social upbringing within a family environment governed by balance. Excessive pampering, extreme neglect, or preferential treatment of one child over others negatively impacts a child's behavior, whereas a stable parental relationship based on respect and trust fosters a sense of security and peace, aiding in overcoming all crises. In contrast, families experiencing instability and conflicts create fear and insecurity, leading to personality development issues in children.

Moreover, societal institutions, including schools, play a significant role in helping individuals navigate these developmental stages successfully. However, this requires avoiding certain authoritarian and symbolic forms of violence that these institutions sometimes impose, as they can have a lasting negative impact on a child's and later an adolescent's psychological well-being, affecting their journey toward maturity.

5. CONCLUSION

Symbolic violence is not incidental but institutional, woven into educational, familial, and cultural norms. It is characterized by its subtle nature and is often concealed under the guise of "tradition" or "discipline," making it resistant to criticism. Nevertheless, its effects are measurable, particularly in shaping and developing a child's personality across all stages of growth.

This study demonstrates that symbolic violence embedded in communication between adults and children affects psychological and social development, as well as the formation of a child's self-

concept. It shows that effective communication, which minimizes the use of symbolic violence in educational and pedagogical processes, plays a crucial role in fostering either trust or distrust in children. Moreover, it contributes to the development of a well-adjusted personality capable of independence, as opposed to an insecure personality struggling to confront life's challenges. A child who suffers neglect and marginalization—as forms of symbolic violence—and is not provided with genuine opportunities for meaningful communication may experience difficulties in personal growth, skill development, and intellectual expansion. This is an issue that parents and all social institutions involved in a child's upbringing, including schools, must acknowledge.

Inequality and discrimination among children within the family—whether based on birth order, gender, or social status inferred from appearance or parental occupation—along with academic achievement-based discrimination in schools, are manifestations of symbolic violence that significantly influence a child's personality. These issues must be addressed by experts and specialists to mitigate their effects and prevent the emergence of entire generations vulnerable to personality disorders.

6. Bibliography List :

Books:

- Abdulah, A. (2009). *The development of language skills and concepts in children* (p. 73). International Publishing House.
- Abu Saad, M. (2007). *Positive parenting through positive education strategies* (p. 35). Dar Iqraa.
- Awad, A. (1999). *Introduction to developmental psychology: Childhood, adolescence, aging* (p. 43). University of Knowledge.
- Bourdieu, P., & Passeron, J.-C. (2007). *In the general theory of the education system* (M. Tarmich, Trans.; p. 102). Arab Organization for Translation.
- Bourdieu, P. (1994). *Symbolic violence* (N. Jahal, Trans.). Cultural Center.
- Bourdieu, P. (2009). *Masculine domination* (S. Kaafarani, Trans.; p. 28). Arab Organization for Translation.
- Khoury, G. T. (1996). *Personality: Its components, behavior, and relationship to learning* (p. 14). The University Institution for Studies Publishing and Distribution.
- Zian, S. (2011). *Child rearing between theory and practice* (p. 36). Office of University Publications.

Journal Article:

- Massad, F & Obeid, Z. (2023, January). Symbolic violence and socialization: A relationship of influence and production. *Roufouf*, 11(1), 869–876.

Websites:

- Counago, A. (2020, December 4). The development of personality in children. *ÊtreParents*. Retrieved January 1, 2025, from <https://etrepants.com/le-developpement-de-la-personnalite-ches-les-enfants>

- El-Tantawy, H. C. (n.d.). Erikson's identity crisis. Faculty of Education, Department of Mental Health, Benha University. Retrieved March 7, 2025, from <https://bu.edu.eg/portal/uploads/Education/Mental>
- La Rédaction. (2023, June 26). Personality: Hereditary or environmental influence? Retrieved March 2025, from <https://umvie.com/la-personnalite-influence-hereditaire-ou-environnementale>
- Watafa, A. A. (2019, August 25). The symbolic alienation of identity. Retrieved February 2, 2025, from <https://tanwair.com/archives/5298>.