
UNIT 2 DETERMINANTS OF PERSONALITY: ROLE OF HEREDITY AND ENVIRONMENT

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2.0 OBJECTIVES

The purpose of this unit is to provide an understanding about the determinants of personality. After reading this unit you should be able to:

- explain the role of heredity, learning and environment in personality development;
- describe the process of socialization and its role in personality development;
- discuss the relative importance of heredity and environment in personality development; and
- describe the moulding pattern of personality.

2.1 INTRODUCTION

The importance of personality increases as social life becomes more complex. A “pleasing” personality has a “marketable value” in a complex society and is highly prized and sought after. The term “personality” is derived from the Latin word ‘persona’, which means “Mask”. Among the Greeks, actors used masks to hide their identity on the stage. This dramatic technique was later adopted by the Romans to whom persona denoted “as one appears to others”, not as one actually is.

Various definitions of personality have been given by different psychologists. They define personality in such a way as to include motivational aspects as

well as other outstanding characteristics. Of these, the most widely accepted is the short but all-inclusive definition proposed by Gordon W. Allport. According to him "personality is the dynamic organization within the individual of those psycho-physical systems that determine his unique adjustment to his environment."

2.2 ROLE OF HEREDITY IN PERSONALITY DEVELOPMENT

The personality pattern is founded on the individual's hereditary endowment, but it is not inherited. It is the product of learning during the course of prolonged social relationships with people both within and outside the home. As Anderson has pointed out, personality is organized around nodal points or experiences which have received specific emphasis.

At the moment of conception each new human being receives a genetic inheritance which provides all the potentialities for his behaviour and development throughout his life time. This endowment includes potentialities for an individual's bodily equipment, for the development of specific skills, abilities and kinds of behaviour and for patterns of growth and change throughout a predictable life cycle.

The Mechanics of Heredity

At Fertilization, the male and Female germ cells unite to form a fertilized ovum containing about 46 chromosomes, half from each parent. The chromosomes are minute, threadlike structures containing many hundreds of ultramicroscopic particles called 'genes', which are the real carriers of a person's heredity. Together, the chromosomes probably contain from 10 to 15 thousand genes, of them a complex molecule consisting of thousands of atoms in special arrangements. The genes carry the blueprint for an individual's development and direct his growth from a one-celled unit to an adult. Within this inherited structure, lie the potentialities for behaviour.

Role of Heredity

The personality pattern is inwardly determined by and closely associated with the maturation of physical and mental characteristics which constitute the individual's hereditary endowment. Although social and other environmental factors affect the form a personality pattern takes, it is not instilled or controlled from without but evolves from the potentials within the individual. The principal raw materials of personality-physique, intelligence and temperament are the results of heredity. How a person will develop depends on the environmental influences within which a person grows.

The significance of hereditary foundations in determining the personality pattern has been stressed by many researchers. It is generally held that personality is formed from the interaction of significant figures (first the mother, later the father and siblings, later extra familial figures) with the child. The child brings to this interaction biological constitution, a set of needs and intellectual capacities which determine the way in which a person is acted upon by the significant figures in her environment.

In the course of interaction of hereditary and environmental factors, the individual selects from his environment what fits his needs and rejects what does not. Thus personality pattern develops through interactions with the environment which an individual himself has initiated.

One reason for stressing the role of heredity in the development of personality is to recognize the fact that personality pattern is subject to limitations. A person who inherits a low level of intelligence, for example, cannot, even under the most favourable environmental conditions, develop a personality pattern that will lead to adequate personal and social adjustment, than a person with high level of adjustment. Thus heredity sets limits to a person's development.

Furthermore, recognition of the limitations imposed by heredity underlines the fact that people are not totally free to choose and develop the kind of personality pattern they want. Using intelligence again as an illustration it may be said that a person with a low-grade intelligence cannot develop the personality pattern of a leader even though he wants to do so and even though he has a strong motivation to try to develop the personality traits essential for leadership.

Check Your Progress I

- Note :** a) Use the space provided for your answer.
b) Check your answers with those provided at the end of this unit.
- 1) Justify, in your words, the importance of heredity in personality development?

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2.3 ROLE OF ENVIRONMENT IN PERSONALITY DEVELOPMENT

No trait is so dependent on heredity that it would not require certain minimal environmental conditions for its development. This is true even of physical traits and certainly much more so of intellectual, social and emotional ones. At any given moment an individual is the product of countless interactions between his genetic endowment and physical and sociocultural environment. By physical environment we refer to the natural world surrounding the individual: Climate, terrain, food supplies, disease germs and so on. By sociocultural environment we mean the world of people, customs, values and man-made objects.

Physical Environment

People of the earth live under diverse conditions of climate, terrain and natural resources. Some live in dense jungles and others on barren deserts, some live on high mountains and others on flat prairie lands. Some live where it is

extremely cold and others where it is oppressively hot, some live where it rains most of the time and others where there is chronic drought. In some places food and other resources are plentiful, in others they are so scarce that most of the individual's life must be spent in eking out a bare subsistence. Some areas are infested with disease and other hazards to physical safety, others are relatively free to disease and danger.

Climate and Terrain

People inhabiting areas where conditions of climate or terrain are unfavourable tend to undergo adaptive physiological changes. For example, the circulatory system of the Eskimo tends to lie deep within a protective fatty layer which conserves his body heat.

Scarcity, Disease and Other Unfavourable Conditions

Even today millions of people live in areas where disease is rife and food supplies are inadequate. Such conditions take a tremendous toll in reduced physical vigor, bodily damage and loss of life. Because adverse physical conditions influence the way a group lives, we may assume that they also exert some effect, at least indirectly, on the personality development of individual members. However, the precise effect is difficult to assess, for again we typically find cultural factors complicating the total situation.

It becomes very difficult to evaluate the effect of physical environment on individual and group differences in development. Except in cases where unfavourable conditions lead to actual bodily damage, as in malnutrition and disease, the role of the physical environment seems a less important than that of the sociocultural environment.

Socio-cultural Environment

In much the same sense that man receives a genetic heritage which is the end product of countless million years of evolutionary history, so he receives a sociocultural heritage which is the end product of many thousands of years of social evolution. This heritage varies dramatically from one social group to another, but the various cultures of the world have enough in common to enable us to speak meaningfully of "human culture". Every group, for example, has its language, family and social structure, customs, values, music and art. These "institutions" are characteristically human and tend to be transmitted by similar means in every society. Sometimes the instruction is deliberate, but just as often it is not. Following are the chief means by which the sociocultural environment exerts its influence on individual development.

i) *Group Membership and Instruction*

Both deliberately and unconsciously, each society teaches its concepts, values and accepted behaviours to its children. This instruction is largely accomplished by the social institutions such as home, school and temple or their equivalents. Thus systematic instruction, together with the examples set by adults or other "models" tend to make for some degree of uniformity and to establish what may be called the basic personality type of the particular society.

The individual's basic personality structure is affected not only by the larger social group but also by the various subgroups to which one belongs—groups based upon his family membership, religion, occupation, social class, age and

sex. Each subgroup tends to foster certain values, beliefs and approved behaviour patterns which may in turn be subject to the restrictions imposed by society as a whole. The fact that each individual belongs to somewhat different type of subgroup tends to produce individual differences, just as common membership in the larger cultural group makes everyone somewhat alike.

The groups with which an individual identifies, or with which he would like to be identified, are called 'reference groups'—for it is in reference to the norms and values of that group that he sets his goals, models his behaviour and evaluates his worth. Sometimes reference groups from which the individual is excluded have greater influence on the person.

ii) *Status and Role*

In every social structure there are a variety of distinguishable positions - doctor, teacher, carpenter, parent, student, child and so forth - each of which contributes in some way to the total group functioning and is accorded a certain 'social status'. Status brings with it both privileges and responsibilities. For example, the medical doctor has the privilege of practicing medicine and also is held in high regard by other members of society. In return, he is expected to follow the ethical code of profession. If he fails to do so, he may have his medical license revoked and be relegated to an inferior social standing.

To clarify what is expected of a person with a given position and status, society establishes various roles for its members to play, each associated with a certain pattern of expected behaviour. Thus the role of an army officer calls for loyalty, decisiveness, courage and resourcefulness. Each person of the society, young or old, tends to develop the skills, behaviour and values that his role seems to demand. If he deviates too far from what is expected of him, he is likely to run into difficulties in his social relationships.

The extent to which role expectations can influence personality development is well illustrated by Margaret Mead's study (1949) of the Tchambuli, a New Guinea tribe in which the sex roles are practically the reverse of ours. Women are supposed to earn the living, handle business transactions, take the initiative in courtship, and in general, act as head of the family. Men on the other hand, are expected to be coquettish, graceful, prone to gossip, good homemakers and interested in dancing and theatricals. The established roles for men and women among the Tchambuli, obviously tend to channel personality development along lines very different from those in our culture.

iii) *Interpersonal Relationships*

Man is a social animal and much of his personality development reflects his experiences with other people. In many societies a certain pattern of interpersonal relationships may predominate over others – for example, the norm may be for competition or cooperation, hostility or friendliness. In general, however, interpersonal relationships contribute to individuality rather than similarity of development, for no two of us have exactly the same acquaintances nor do we have an identical relationship with the people we do know in common. Even parents relate to each of their children in somewhat different ways. The experiences of love and hate, of friendship and distrust, of shared experience and misunderstanding that characterize our associations with other people are in each case unique.

Although we have many kinds of interpersonal relationships in the course of our lives, those that have the greatest influence in shaping our development are those with our parents and with members of our peer groups. Apart from that many other types of interpersonal relationships – with brothers and sisters, grandparents, teachers, neighbours – may play a significant part in shaping personality. Even a chance meeting with someone may change the direction of our lives.

Check Your Progress II

Note : a) Use the space provided for your answer.

b) Check your answers with those provided at the end of this unit.

1) Explain the role of physical environment in personality development.

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2) What are the chief means by which the sociocultural environment exerts its influence on personality development of an individual?

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2.4 ROLE OF LEARNING IN PERSONALITY DEVELOPMENT

Learning, in its various forms, especially conditioning, imitation and training, or learning under the guidance and direction of another, plays a prime role in the development of personality pattern. Attitude toward self, characteristic modes of responding to people and situations, attitudes toward the assumption of socially approved roles and methods of personal and social adjustment, including the use of defence mechanism, are learned through repetition and are reinforced by the satisfaction they bring. Gradually, the self concept develops, the learned responses become habitual, constituting the “traits” in the individual’s personality pattern.

Social pressures within and outside the home determine what traits will be incorporated into the pattern. If a boy is encouraged to be aggressive for example, because aggressiveness is considered a sex-appropriate trait for males, he will learn to react to people and things in an aggressive way. If on the other

hand, aggressiveness wins social disapproval or does not bring satisfaction; the person will try out other methods of adjustment until he finds one that meets his needs. He will then repeat it until it becomes a habitual form of behaviour.

Knowing that learning plays a role in the development of personality pattern, it is important for two reasons. First it tells us that control can be exercised to ensure that the individual will develop the kind of personality pattern that will lead to good personal and social adjustment.

Second, it tells us that unhealthy self-concepts and socially unacceptable patterns of adjustment can be changed and modified. As in all learning the sooner a change or modification is attempted, the easier it will be.

Check Your Progress III

Note : a) Use the space provided for your answer.

b) Check your answers with those provided at the end of this unit.

1) Give the reasons by which you can say that learning plays an important role in personality development.

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2.5 PROCESS OF SOCIALISATION AND ITS ROLE IN PERSONALITY DEVELOPMENT

The role of socialisation in the development of human personality may be shown by citing the two cases of Anna and Isabelle. Anna, an illegitimate child, was caused to be kept all alone in an upstairs room. When removed from the room at the age of nearly six years, Anna could not talk, walk or do anything, that showed intelligence. She was expressionless and indifferent to everything. She could not make any move on her own behalf. This shows that in the absence of socialisation the purely biological resources are too poor to contribute to the development of a complete personality. Communicative contact is the core of socialisation.

Isabelle was found at the age of six and half years. Like Anna she was an illegitimate child and had been kept in isolation for that reason. When found she was apparently utterly unaware of relationship of any kind. Her behaviour was comparable to that of a child of six months. Later attempts were made to teach her to speak. At first she seemed hopeless but later she responded, and ultimately reached the normal level of development by the time she was eight and a half years old.

Isabel's case shows that isolation upto the age of six with failure to acquire any form of speech does not preclude the subsequent acquisition of it. But

what would be the maximum age at which a person could remain isolated and still retain the capacity for full cultural acquisition is hard to say. Both these cases, however, show the role of socialization in personality development.

Meaning of Socialisation

Human society is not an external phenomenon but exists solely in the minds of its members. The human infant comes into the world as a biological organism with animal needs. He is gradually moulded into a social being and he learns social ways of acting and feeling. Without this process of moulding the society could not continue itself, nor could culture exist, nor could the individual become a person. This process of moulding is called 'socialisation'. It is through the process of socialisation that an individual becomes a social person and attains personality.

Socialisation involves inducting the individual into the social and cultural world, of making him a particular member in society and its various groups and inducting him to accept the norms and values of that society. Socialisation is a matter of learning that enables the learner to perform social roles.

Agencies of Socialisation

Socialisation turns a child into a useful member of society and gives him social maturity. Therefore, it is of paramount importance to know as to who socialises with the child. There are two sources of child's socialisation. The first includes those who have authority over her, the second are those who are similar to the child. The first category may include parents, teachers, elderly persons and the state. The second one includes peer groups, friends and fellows in the club. Briefly the main agencies of socialization are the following.

Primary Agencies

i) *The Family*

The parents or family constitute the first agency for the socialisation of the child. They are not only closely related to the child but physically also they are nearer to him than others. From the parents children learn language. They are taught societal morality. They start respecting persons in authority. In the family a child learns a number of civic virtues. The family therefore, is rightly called "**the cradle of social virtues**". A child gets her first lesson in cooperation, tolerance, self sacrifice, love and affection in the family. The environment of a family influences almost all aspects of growth of a child.

ii) *Neighbourhood*

The neighbourhood is the second important agency of socialisation. Good neighbourhood can make a child to grow as a positive person and responsible citizen.

iii) *Peer Group or the Play Mates*

The peer group and friends also constitute an important agency of socialisation. The relationship between the child and her playmates is one of equality. As stated above, the child acquires co-operative morality and some of the informal aspects of culture like fashion, fads, crazes, modes of gratification and forbidden knowledge. The knowledge of these things is necessary from the social point of view.

iv) *The School*

The school is also a very important agency of socialisation. In the school the child gets education which moulds the ideas and attitudes. Proper or adequate education can make the child a good citizen, while a bad education can turn him into a criminal. Education is of great importance for the process of socialisation. A well planned system of education can produce competent people.

Secondary Agencies of Socialization

All the above mentioned agencies are known as primary agencies of socialisation. There are few other agencies of socialisation which are known as secondary agencies of socialisation, They include

i) *Religion*

Religion has been an important factor in society. In the early history of societies religion provided a bond of unity. Though in modern society the importance of religion has diminished, yet it continues to mould our beliefs and ways of life. The child sees his parents going to the temple and performing religious ceremonies, and listens to religious sermons which may determine the course of life and shaped his ideas.

ii) *The State*

The state is an authoritarian agency of socialisation. It makes law for the people and lays down the modes of conduct expected of them. The people have compulsorily to obey these laws. If they fail to adjust their behaviour in accordance with the law of the state, they may be punished for such failures. Thus the state also moulds a person's behaviour and personality.

Check Your Progress IV

- Note :** a) Use the space provided for your answer.
b) Check your answers with those provided at the end of this unit.

1) Which agencies of socialisation are important in personality development.

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2.6 RELATIVE IMPORTANCE OF HEREDITY AND ENVIRONMENT

Today, there is ample evidence that the form a child's personality pattern will take, depends not solely on the training methods used or the kind of environment in which the person grows, but also on the hereditary potentials a person brings into the world with him.

Conditions Affecting Interaction of Heredity and Environment

An individual's potential at the time of birth affects other people and the potentials themselves are affected by the relationships the individual has with significant people during early years of this life. The moulding of the personality pattern is thus a far more complex process than was previously believed and many more elements are involved than would be true if the newborn infant were "merely a plastic blob of protoplasm".

The development is a function of interaction of the significant others with the biological constitution and others potentials. In this interaction, significant people try to mould the child's personality into a culturally approved pattern. How they handle the child's basic drives determine what sort of a person the child will be.

The attitudes and behaviours of parents, siblings, peers, relatives and other people towards the child will also affect the interaction pattern and thus influence the moulding of personality. A child who has learned to be aggressive at home will instigate relationships with people outside the home which are characterized by aggressive behaviour. By contrast, the child who comes from a home where aggression is kept to a minimum will have friendly, cooperative interactions with outsiders.

Relative Importance of Heredity and Environment

The relative importance of heredity and environment in the moulding of personality pattern depends on at least three variables — the trait that is affected, the feature of the environment that is brought to bear on the developing trait and the scope and intensity of environmental forces. Some traits are relatively stable. They vary little, regardless of environmental influences. Others are unstable and easily influenced by environmental conditions. Even the same trait may in some people, be primarily the result of hereditary conditions, while in others, it is the product of environmental conditions. One person may be retiring and reclusive because of inborn qualities, while another may become so because of conflict with environment.

Thus, it is apparent that, in some traits, training outweighs the influence of heredity, while in others, the reverse is true. In general, however, the more directly a trait is bound to structural inheritance, the less it can be modified and changed by environmental influences.

The kind and intensity of environmental influences likewise affect the degree to which different traits will change. Whether the environmental influences are physiological, intellectual or emotional will determine how much they can change different traits. Structural characteristics are usually more stable than traits that are more functional in nature.

Value of Knowing Relative Importance of Heredity and Environment

Which plays a more important role in personality development, heredity or environment ? The question cannot be answered in one word. For certain aspects of personality pattern, heredity is more important and for others environment. Also, it is the point influence of the two that is crucial rather than their separate effects.

For practical as well as theoretical reasons it would be extremely useful to be able to determine which influence is the more powerful. One practical application of such knowledge which has been suggested by Jersild is "If children differ, by reason of their innate characteristics, in their tendency to be sensitive, to become hurt, to be yielding or to be defiant, to acquire attitudes of shame, to tolerate much or little pain and frustration, then we might assume that they differ in their innate tendencies to grow up as neurotic or healthy-minded individuals".

The relative importance of the two influences on personality can not be determined once and for all because they may reinforce one another in their effect or they may conflict. The influence of the environment depends not on the environment alone but also on the person's hereditary endowment.

Check Your Progress V

- Note :**
- a) Use the space provided for your answer.
 - b) Check your answers with those provided at the end of this unit.
- 1) Discuss the relative importance of heredity and environment in personality development.

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2.7 MOULDING OF PERSONALITY

The belief that personality pattern is moulded early in life is not new. In the early part of 20th century, Freud emphasized the importance of the early years of life in determining the form the personality pattern would take during adult life. His theory was based on evidence that many of his patients who suffered from personality disturbances had unhappy childhood experiences. These unhappy experiences, Freud postulated, came from the frustration of some of their natural impulses.

Bartemeier has pointed out that unfavourable early experiences have a profound effect on personality because the personality pattern is less fully organized than it will be later. It may be noted that the damage from early experiences need not be permanent.

Why Moulding Begins Early

Moulding of personality pattern begins early in postnatal life because the capacity to learn develops early and is ready to function before the baby reaches her first birthday. What happens in the early years of life, what kind of people the growing child is associated with, what they expect of him and how they try to enforce their expectations – all influence the developing personality and determine what sort of a person she will grow up to be.

How the Personality Pattern is Moulded

The cultural group sets the pattern for the approved basic personality and expects every member of the group to conform to it. Personality is shaped and changed by the interactions with the culture in which the individual lives.

In the cultures where values are relatively static, the approved basic personality pattern likewise remains relatively static. Where values change frequently and radically, there will also be changes in the approved basic personality pattern. This, of course, does not mean changes in the total pattern but rather in certain aspects of it.

Sources of Moulding

In the moulding of the personality, the attitudes, feelings and behaviour patterns of the young are shaped first in the home and later reinforced or changed in the school, the peer group, and the community at large.

The 'family', as the child's first social environment and as the social group with which she has the most frequent and closest contacts, is the most important source of personality moulding. Some other important sources are the home, school, teachers, peer group, media, religion, occupation, etc.

Moulding Techniques

Two methods of learning are dominant in moulding the personality pattern to conform the culturally approved standards: first, learning through guidance and control of the behaviour by another, and second, learning through limitation of the beliefs, attitudes and behaviour patterns of another. The first is outer directed method of learning and is commonly referred to as 'child-training'. The second is self-initiated or inner-directed and is known as 'identification'.

It is impossible to say which plays the more important role in the moulding of personality pattern – child training or identification. The relative effectiveness of the two learning methods varies from one person to another and from one age to another. Furthermore, as has been pointed out, no two people react the same way.

Check Your Progress VI

- Note :** a) Use the space provided for your answer.
b) Check your answers with those provided at the end of this unit.

1) What are the main sources of moulding of personality?

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2) Which are the important moulding techniques?

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2.8 LET US SUM UP

In this unit we explained the determinants of personality. A brief idea has also been given regarding moulding of personality.

The development of personality depends upon a lot of factors. The factors of heredity, environment, learning and process of socialization are the important determinants of personality. Heredity of the genetic basis is a very important determinant of personality because the principal raw material of personality such as physique, intelligence and temperament are to a large extent dependent on the genetic endowment of a person. Environment is also a very important determinant of personality development. Physical environment, climate and terrain are important among the factors which affect one's personality development.

Learning plays a very important role in the development of personality. It is important for two reasons. First, it tells us that control can be exercised to ensure that the individual will develop the kind of personality pattern that may lead to good personal and social adjustment. Second it tells us that unhealthy and socially unacceptable patterns of adjustment can be changed and modified.

Socialization of an individual is very important for the development of personality. The agencies of socialization i.e. family, neighbourhood, peer group, school, religion, state and others helps individuals to develop healthy personality.

The question, which plays a more important role in personality development – heredity or environment has, to date, remained unanswered. There is evidence that heredity is more important in some areas of personality pattern while environment is more important in others. In reality the two jointly shape one's personality.

Studies show that personality moulding begins early in life and that the early years are critical ones – once the foundations are laid, environmental influences become less important with each passing year.

Environmental sources of personality moulding include the family, school, peer group, mass media, religion and occupation. The relative importance of these moulding sources varies from one age group to another and from one person to another.

Two kinds of learning are responsible for personality moulding. The first is outer directed learning and is known as child training. The second is inner-directed and is called identification.

2.9 KEY WORDS

- Heredity** : Heredity covers all the factors that were present in the individuals when he began life, not at birth but at the time of conception about nine months before birth.
- Socialisation** : Socialization is a process by which the new born individual is moulded into a social being and men find their fulfillment within society.
- Physical Environment** : By physical environment we refer to the natural world surrounding the individual : climate, terrain, food supplies, disease, germs and so on.
- Socio-cultural Environment**: By socio-cultural environment we mean the world of people, customs, values, and man made objects.

2.10 SUGGESTED READINGS

- Allport, Gordon, W. (1961), *Pattern and Growth in Personality*, Holt, Rinehart and Winston, New York.
- Hall C. and Calvin S. Lindzey (1985), *Theories of Personality*, Wiley Eastern Ltd, New Delhi.
- Hurlock, E. B. (1984), *Development Psychology*, Tata McGraw-Hill Publishing Company Ltd, New Delhi.

2.10 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress I

- i) Heredity is a very important factor for personality development. We can justify it by an example, a person who inherits a low-grade intelligence, cannot, even under the most favourable environmental conditions, develop a personality pattern that will lead to as good a personal and social adjustment as a person who inherits a higher level of intellectual ability.

Check Your Progress II

- 1) The role of physical environment in personality development is important. But it is more important in the cases where unfavourable conditions lead to actual bodily damage, as in malnutrition and disease.
- 2) The chief means by which the sociocultural environment exerts its influence on personality development of an individual are:
 - group membership and instruction
 - status and role
 - interpersonal relationships

Check Your Progress III

Learning plays an important role in personality development due to two reasons:

- 1) It tells us that control can be exercised to ensure that the individual will develop the kind of personality pattern that will lead to good personal and social adjustment.
- 2) It tells us that unhealthy self concept and socially unacceptable patterns of adjustment can be changed and modified.

Check Your Progress IV

- 1) The agencies of socialization which are important in personality development are
 - i) the family
 - ii) neighbourhood
 - iii) peer-group
 - iv) school
 - v) religion
 - vi) the state

Check Your Progress V

- 1) The relative importance of the two influences on personality cannot be determined once and for all because they may reinforce one another in their effect or they may conflict. The influence of the environment depends not on the environment alone but also on the person's hereditary endowment.

Check Your Progress VI

- 1) The main sources of personality moulding are :
 - the family
 - school
 - teachers
 - peer group
 - media
 - religion
 - occupation.
- 2) There are two important moulding techniques which are following:
 - a) Child training
 - b) identification