I. ATTEMPT ALL QUESTIONS EACH CARRY EQUAL MARKS  10X2= 20.

1. The ............behind evolution is adaption to the environment
   Answer: Driving force

2. According to Darwin
   a) Survival is an ontogenetic adaption
   b) Learning is an ontogenetic adaption
   c) Growth is an ontogenetic adaption
   d) All of the above
   Answer: b) Learning is an ontogenetic adaption

3. Development is
   a) Influenced by historical factors,
   b) Influenced by environmental factors
   c) Influenced by socio-cultural factors
   d) All of the above
Answer: d) All of the above

4. Competition, threat and punishment are the examples of
   a) Intrinsic motivation
   b) Extrinsic motivation
   c) Adaption
   d. All of the above
   Answer: b) Extrinsic motivation

5. Theory of psychosocial development given by
   a) Erik Erikson’s
   b) Sigmund Freud
   c) Carl Rogers
   d) None of the above
   Answer: a) Erik Erikson’s

6. According to Freud there is a constant unconscious drive in humans to seek pleasure, which he called
   a) ID
   b) Ego
   c) Superego
   d) Libido
   Answer: d) Libido

7. Developmental changes are not multi-dimensional (True/False).
   Answer: False

8. Aspects of the child’s ecology comprised
a) Physical facilities,
b) Social institutions
c) Rituals
d) All of the above

Answer: d) All of the above

9. Development is shaped by the joint influences of both .......... and .......... in a cultural context

Answer: Nature and nurture

10. Change is one of the most important features of all living beings (True/False).

Answer: True

II. ATTEMPT ANY FIVE QUESTIONS (Write your Answers 150-200 Words) 7X5=35.

1. Elaborate the life span stages of development?

Answer: Even though development is a continuous process, some theorists believe that various stages can be identified for the sake of locating major shifts and determining the developmental tasks. This helps in monitoring the pace of developmental changes. It must be pointed out that there is no sharp dividing line between them. Each stage has certain characteristic features and prepares the ground for the next stage. Some theorists have suggested stages in specific areas of development.

Most psychologists identify the following stages of development:

- Prenatal period (from conception to birth): In this period, the single-celled organism changes into a human baby within the womb.

- Infancy and toddlerhood (birth-2 years): Rapid changes in the body and brain help several sensory, motor, social and cognitive capacities to emerge.

- Early childhood: (2-6 years): Motor skills are refined, language develops, ties are formed with peers, and the child learns through play.
Middle childhood (6-11 years): These are the school years when the child acquires literacy skills, thought processes are refined, friendships emerge and self-concept is formed.

Adolescence (11-20 years): This period is marked by puberty which signals the onset of rapid physical and hormonal changes, emergence of abstract thinking, sexual maturity, stronger peer ties, sense of self and autonomy from parental control.

Early adulthood (20-40 years): This is the stage of life when the youngster leaves home for the sake of education, or to find a career, and to form intimate relationships leading to marriage and having children.

Middle adulthood (40-60 years): At this stage the person is at the peak of his/her career. There is a need to help children begin independent lives, and to look after own parents who are aging.

Late adulthood (60 years till death): This period is marked by retirement from work, decrease in stamina and physical health, bonding with grand-children, and dealing with impending old age and death of self and spouse.

Though the stages of development are universally recognized, the exact age range is arbitrary and depends on cultural factors. In some cultures, for example, there is no distinct phase of adolescence with the stress associated with it. One simply moves from childhood to adulthood. The concept of old age is undergoing a change with enhanced medical, health and cosmetic facilities. Life-span expectancy has also increased and reached to 65 years in India.

2. Discuss the term emotion in detail?

Answer: Emotion is, in everyday speech, a person's state of mind and instinctive responses, but scientific discourse has drifted to other meanings and there is no consensus on a definition. Emotion is often intertwined with mood, temperament, personality, disposition, and motivation. On some theories, cognition is an important aspect of emotion. Those acting primarily on emotion may seem as if they are not thinking, but mental processes are still essential, particularly in the interpretation of events. For example, the realization of danger and subsequent arousal of the nervous system (e.g. rapid heartbeat and breathing, sweating, muscle tension) is integral to the experience of fear. Other theories, however, claim that emotion is separate from and can precede cognition.

Emotions are complex. According to some theories, they are a state of feeling that results in physical and psychological changes that influence our behavior. The physiology of emotion is closely linked to arousal of the nervous system with various states and strengths of arousal relating, apparently, to particular emotions. Emotion is also linked to behavioral tendency. Extroverted people are more likely to be social and express their emotions, while introverted people are more likely to be more socially withdrawn and conceal their emotions. Emotion is
often the driving force behind motivation, positive or negative. An alternative definition of emotion is a "positive or negative experience that is associated with a particular pattern of physiological activity." According to other theories, emotions are not causal forces but simply syndromes of components, which might include motivation, feeling, behavior, and physiological changes, but no one of these components is the emotion. Nor is the emotion an entity that causes these components.

Emotions involve different components, such as subjective experience, cognitive processes, expressive behavior, psychophysiological changes, and instrumental behavior. At one time, academics attempted to identify the emotion with one of the components: William James with a subjective experience, behaviorists with instrumental behavior, psychophysiologists with physiological changes, and so on. More recently, emotion is said to consist of all the components. The different components of emotion are categorized somewhat differently depending on the academic discipline. In psychology and philosophy, emotion typically includes a subjective, conscious experience characterized primarily by psychophysiological expressions, biological reactions, and mental states. A similar multicomponential description of emotion is found in sociology. For example, Peg described emotions as involving physiological components, cultural or emotional labels (e.g., anger, surprise etc.), expressive body actions, and the appraisal of situations and contexts.

3. Explain the different types of defense mechanism?

Answer: Freud argued that the human personality can be divided into three different parts.

The conscious mind: It includes everything that we are aware of. This is the aspect of our mental processing that we can think and talk about rationally.

Preconscious mind: Is our memory, which is not always part of consciousness but can be retrieved easily at any time and brought into our awareness.

The unconscious mind: Is a reservoir of feelings, thoughts, urges, and memories that outside of our conscious awareness. Most of the contents of the unconscious are unacceptable or unpleasant, such as feelings of pain, anxiety, or conflict. According to Freud, the unconscious continues to influence our behavior and experience, even though we are unaware of these underlying influences. When these components are in conflict within one another it creates tension and emotional problems. To get rid of this tension a person might use defense mechanisms which are ways of thinking about a situation to reduce anxiety.

Without defense mechanisms, Freud believed that the person with conflicting personality components would be under so much stress that they develop mental illness or kill themselves.

The different types of defense mechanisms are as below;
Displacement: Discharging pent up feelings usually of hostility on objects less dangerous than those that initially aroused the emotion.

Rationalization: Justifying one’s failure with socially acceptable reasons instead of the real reasons.

Reaction Formation: Transforming anxiety producing thoughts into their opposite unconsciousness.

Regression: Returning to more primitive levels of behavior.

Repression: Blocking a threatening memory from consciousness.

Denial: Refusing to admit that something unpleasant is happening or that a taboo emotion in being experienced.

4. Elaborate the concept of developmental tasks?

Answer: Each developmental stage is characterized by a dominant feature or a leading characteristic which determines its uniqueness. For example, a child is expected to go to school and study while an adult is expected to work and raise a family. Certain characteristics stand out more prominently than others and each period is called a stage. People learn certain behavior patterns and skills more easily and successfully at certain stages and this becomes a social expectation. For example, a child is supposed to be able to go independently to school in middle childhood. Such social expectations of a particular age common to all persons constitute “developmental tasks”.

If a person is able to master the developmental task of a particular stage, he or she is considered to have successfully moved on to the next stage of development.

5. Explain the principles of growth and development?

Answer: Growth means an increase in size, height, weight, length, etc. which can be measured.

Development: Development implies changes in shape, form or structure resulting in improved working. It implies qualitative changes.

The principles of growth and development are described below

(i) Development follows a pattern: Development occurs in orderly manner and follows a certain sequence. For example, the human baby can stand before he walks and can draw a circle before he can draw a square. He babbles before he talks, he is dependent on others before he becomes self-dependent.
(ii) Development proceeds from general to specific responses: It moves from a generalized to localize behavior. The newborn infant moves its whole body at one time instead of moving only one part of it. It makes random kicking with its legs before it can coordinate the leg muscles well enough to crawl or to walk.

(iii) Development is a continuous process: Development does not occur in spurts. Growth continues from the moments of conception until the individual reaches maturity. It takes place at slow regular pace rather than by ‘leaps and bounds’. Although development is a continuous process, yet the tempo of growth is not even during infancy and early years, growth moves swiftly. Later on, it slackens.

(iv) Different aspects of growth develop at different rates: Neither all parts of the body grow at the same rate nor do all aspects of mental growth proceed equally. They reach maturity at different times.

(v) Most traits are correlated in development: Generally, it is seen that the child whose intellectual development is above average is so in health size, sociability and special aptitudes.

(vi) Growth is complex: All of its aspects are closely interrelated. The child’s mental development is intimately related to his physical growth and its needs.

(vii) Growth is a product of the interaction of the organism and environment: Among the environmental factors one can mention nutrition, climate the conditions in the home, the type of social organization in which individual moves and lives.

(viii) There are wide individual differences in growth: Individual differences in growth are caused by differences in heredity and environment.

(ix) Growth is both quantitative and qualitative: These two aspects are inseparable. The child not only grows in ‘size’; he grows up or matures in structure and function too.

(x) Development is predictable: It is possible for us to predict at an early age the range within which the mature development of the child is likely to fall. But mental development cannot be predicted with the same degree of accuracy.

6. Describe the various child rearing practices in detail?

Answer: Indulgent Parents: Indulgent parents make few attempts to direct their children's behavior. They avoid confrontation with their children and allow their children to make most decisions for themselves. Indulgent parents also tend to be particularly responsive to their children's needs. "Parenting Style and Its Correlates," children brought up by indulgent parents have more behavior problems and lower grades, but tend to have higher self-esteem.
Authoritarian Parents: Authoritarian parents believe their children's behavior should be controlled as much as possible. They set firm rules for their children and make sure they understand the consequences of breaking the rules.

Behavioral Expectations: Parents have behavioral expectations about their children that are similar in many cultures, according to the CDC. Among the areas of consensus: children should be respectful and polite, not interrupt, be honest, share and do well in school. However, some cultures have additional expectations. Asian and white parents expect children to exert self-control, while black, Latino and American Indian fathers often feel their children should have a religious or spiritual foundation, according to the CDC. Asian, Latino or black fathers often expect their children to be assertive, independent and willingly take responsibility for their mistakes.

Affection: One area in which cultures often differ is in the ways parents display affection toward their children. West African, Arabic and Asia-Pacific communities often stop such practices as kissing or fondling a child once she becomes a toddler. However, some cultures consider physical attention such as bathing, skin care or braiding a child’s hair to be appropriate physical ways to express affection. Monetary rewards and praise are also signs of affection in these cultures, according to a presentation at the 2012 National Foster & Kinship Care Conference.

Education: Many parents see educational attainment as desirable for their children. In some Chinese families, however, physical punishment might be used to induce children to study hard and get good grades.

Physical Punishment: Physical punishment is another area in which parents of different cultures act differently. Most parents view spanking as a last-resort strategy, but felt it was acceptable, according to the CDC. Black parents were more willing to spank a child in a public place because they felt the need to immediately respond to misbehavior. White and American Indian parents were less comfortable with spanking in public. Some black, Latino and white parents think it's acceptable to use a belt or strap for spanking for serious misbehavior, while Asian-American and American Indian parents felt that they should only use their hands. her than normal likelihood of getting into trouble.

7. Discuss the Freud’s structural model?

Answer: Sigmund Freud was the founder of psychoanalysis and psychoanalytic theories. These theories are based on the belief that developmental changes occur because of the influence of internal drives and emotions on behavior. From Freud’s psychoanalysis theories psychologists were given one possible insight as to how the conscious and unconscious mind works.

The Freud’s structural model comprised three components as; ID, Ego, and Superego
ID: Composed of biological instinctual drive. It is innate. It seeks immediate indiscriminant gratification. It is source of all mental energy. Obeys the pleasure principle, pleasure is good and nothing matter. There is a constant unconscious drive in humans to seek pleasure, which he called libido.

Ego: It is organized, rational and reality oriented system. Develops first two years of life, as infant experiences reality. Obeys the reality principle.

Superego: It is learned. It breaks ID urges. It strives for perfection. Irrational operates on extreme good and bad. It develops through rewards and punishment. It is formed around age five.

III. ATTEMPT ANY TWO QUESTIONS. 10X2=20

1. Explain the behavioristic learning theoretical approach to personality given by B. F. Skinner?

Answer: According to B. F. Skinner (1904–1990), through operant conditioning the consequences of a behavior produce changes in the probability of the behavior’s occurrence. A behavior followed by a rewarding stimulus is more likely to recur, whereas a behavior followed by a punishing stimulus is less likely to recur. For example, when an adult smile at a child after the child has done something, the child is more likely to engage in that behavior again than if the adult gives the child a disapproving look. In Skinner’s view, such rewards and punishments shape development. For Skinner the key aspect of development is behavior, not thoughts and feelings. He emphasized that development consists of the pattern of behavioral changes that are brought about by rewards and punishments. For example, Skinner would say that shy people learned to be shy as a result of experiences they had while growing up. It follows that modifications in an environment can help a shy person become more socially oriented.

The application of operant conditioning to education is simple and direct. Teaching is the arrangement of contingencies of reinforcement under which students learn. They learn without teaching in their natural environments, but teachers arrange special contingencies which expedite learning, hastening the appearance of behavior which would otherwise never occur. Skinner believed that more complex learning could be achieved by this process of contingencies and reinforcement "... through successive stages in the shaping process, the contingencies of reinforcement being changed progressively in the direction of the required behavior.

Applying the theoretical principles of Behaviorism to learning environments, it is easy to recognize that we have many "behaviorist artifacts" in our learning world. A dissection of the
traditional teaching approaches used for years would reveal the powerful influence that Behaviorists have had on learning. The concept of directed instruction, whereby a teacher is providing the knowledge to the students either directly or through the set up of "contingencies", is an excellent example of the Behaviorist model of learning. The use of exams to measure observable behavior of learning, the use of rewards and punishments in our school systems, and the breaking down of the instruction process into "conditions of learning".

Learning happens when a correct response is demonstrated following the presentation of a specific environmental stimulus. Emphasis is on observable and measurable behaviors. Learning is a change of knowledge state.

Knowledge acquisition is described as a mental activity that entails internal coding and structuring by the learner. Learner is viewed as an active participant in the learning process. Emphasis is on the building blocks of knowledge (e.g. identifying prerequisite relationships of content). Emphasis on structuring, organizing and sequencing information to facilitate optimal processing. Learners build personal interpretation of the world based on experiences and interactions. Knowledge is embedded in the context in which it is used (authentic tasks in meaningful realistic settings). Create novel and situation-specific understandings by "assembling" knowledge from diverse sources appropriate to the problem at hand (flexible use of knowledge).

Communicate or transfer behaviors representing knowledge and skills to the learner (does not consider mental processing). Instruction is to elicit the desired response from the learner who is presented with a target stimulus. Learner must know how to execute the proper response as well as the conditions under which the response is made. Instruction utilizes consequences and reinforcement of learned behaviors.

Communicate or transfer knowledge in the most efficient, effective manner (mind-independent, can be mapped onto learners). Focus of instruction is to create learning or change by encouraging the learner to use appropriate learning strategies. Learning results when information is stored in memory in an organized, meaningful way. Teachers/designers are responsible for assisting learners in organizing information in an optimal way so that it can be readily assimilated. Build personal interpretations of the world based on individual experiences and interactions (constantly open to change cannot achieve a predetermined, "correct" meaning, knowledge emerges in relevant contexts). Learning is an active process of constructing rather than acquiring knowledge. Instruction is a process of supporting knowledge construction rather than communicating knowledge. Do not structure learning for the task, but engage learner in the actual use of the tools in real world situations.

Skinner believed that human behavior, like any other natural phenomena, is subject to the laws of science, and that psychologists should not attribute inner motivations to it. Although he rejected internal states (thoughts, emotions, desires, etc.) as being outside the realm of science,
Skinner did not deny their existence. He simply insisted that they should not be used to explain behavior. Skinner believed that, because the purpose of science is to predict and control, psychologists should be concerned with determining the conditions under which human behavior occurs so that they can predict and control it. Skinner held that science has three principle characteristics: (1) its findings are cumulative, (2) it rests on an attitude that values empirical observation, and (3) it searches for order and lawful relationships.

Skinner recognized two kinds of conditioning: classical and operant.

A. Classical Conditioning

In classical conditioning, a neutral (conditioned) stimulus is paired with an unconditioned stimulus until it is capable of bringing about a previously unconditioned response, now called the conditioned response. For example, Watson and Rayner conditioned a young boy to fear a white rat (the conditioned stimulus) by associating it with a loud, sudden noise (an unconditioned stimulus). Eventually, through the process of generalization, the boy learned to fear stimuli that resembled the white rat.

B. Operant Conditioning

With operant conditioning, reinforcement is used to increase the probability that a given behavior will recur. Three factors are essential in operant conditioning: (1) the antecedent, or environment in which behavior takes place; (2) the behavior, or response; and (3) the consequence that follows the behavior. Psychologists and others use shaping to mold complex human behavior. Different histories of reinforcement result in operant discrimination, meaning that different organisms will respond differently to the same environmental contingencies. People may also respond similarly to different environmental stimuli, a process Skinner called stimulus generalization. Anything within the environment that strengthens a behavior is a reinforcer. Positive reinforcement is any stimulus that when added to a situation increases the probability that a given behavior will occur. Negative reinforcement is the strengthening of behavior through the removal of an aversive stimulus. Both positive and negative reinforcement strengthen behavior. Any event that decreases a behavior either by presenting an aversive stimulus or by removing a positive one is called punishment. The effects of punishment are much less predictable than those of reward. Both punishment and reinforcement can result from either natural consequences or from human imposition. Conditioned reinforcers are those stimuli that are not by nature satisfying (e.g., money), but that can become so when they are associated with a primary reinforcer, such as food. Generalized reinforcers are conditioned reinforcers that have become associated with several primary reinforcers. Reinforcement can follow behavior on either a continuous schedule or on an intermittent schedule. There are four basic intermittent schedules: (1) fixed-ratio, on which the organism is reinforced intermittently according to the number of responses it makes; (2) variable-ratio, on which the organism is reinforced after an average of a predetermined number of responses; (3) fixed-interval, on which the organism is
reinforced for the first response following a designated period of time; and (4) variable interval, on which the organism is reinforced after the lapse of varied periods of time. The tendency of a previously acquired response to become progressively weakened upon non reinforcement is called extinction. Such elimination or weakening of a response is called classical extinction in a classical conditioning model and operant extinction when the response was acquired through operant conditioning.

2. Describe the humanistic theory of Carl Rogers?

Answer: Carl Rogers (1902-1987) was a humanistic psychologist who agreed with the main assumptions of Abraham Maslow, but added that for a person to "grow", they need an environment that provides them with genuineness (openness and self-disclosure), acceptance (being seen with unconditional positive regard), and empathy (being listened to and understood). Without these, relationships and healthy personalities will not develop as they should, much like a tree will not grow without sunlight and water. Rogers believed that every person can achieve their goals, wishes and desires in life. When, or rather if they did so, self actualization took place. This was one of Carl Rogers most important contributions to psychology and for a person to reach their potential a number of factors must be satisfied.

The person-centered approach, his own unique approach to understanding personality and human relationships, found wide application in various domains such as psychotherapy and counseling (client-centered therapy), education (student-centered learning), organizations, and other group settings.

The fully functioning person;

- A growing openness to experience – they move away from defensiveness and have no need for subception (a perceptual defense that involves unconsciously applying strategies to prevent a troubling stimulus from entering consciousness).
- An increasingly existential lifestyle – living each moment fully – not distorting the moment to fit personality or self concept but allowing personality and self concept to emanate from the experience. This results in excitement, daring, adaptability, tolerance, spontaneity, and a lack of rigidity and suggests a foundation of trust. "To open one's spirit to what is going on now, and discover in that present process whatever structure it appears to have".
- Increasing organismic trust – they trust their own judgment and their ability to choose behavior that is appropriate for each moment. They do not rely on existing codes and
social norms but trust that as they are open to experiences they will be able to trust their own sense of right and wrong.

- Freedom of choice – not being shackled by the restrictions that influence an incongruent individual, they are able to make a wider range of choices more fluently. They believe that they play a role in determining their own behavior and so feel responsible for their own behavior.

- Creativity – it follows that they will feel more free to be creative. They will also be more creative in the way they adapt to their own circumstances without feeling a need to conform.

- Reliability and constructiveness – they can be trusted to act constructively. An individual who is open to all their needs will be able to maintain a balance between them. Even aggressive needs will be matched and balanced by intrinsic goodness in congruent individuals.

- A rich full life – he describes the life of the fully functioning individual as rich, full and exciting and suggests that they experience joy and pain, love and heartbreak, fear and courage more intensely.

- Rogers, maintains that the human "organism" has an underlying "actualizing tendency", which aims to develop all capacities in ways that maintain or enhance the organism and move it toward autonomy. This tendency is directional, constructive and present in all living things. The actualizing tendency can be suppressed but can never be destroyed without the destruction of the organism. The concept of the actualizing tendency is the only motive force in the theory. It encompasses all motivations; tension, need, or drive reductions; and creative as well as pleasure-seeking tendencies.

3. What do you understand by the term personality? Explain the role of heredity and environment in personality development?

Answer: The term personality is used in a number of ways including the apparent features of a person. However, psychologists use it to refer to the characteristic pattern of thinking, feeling and acting. By characteristic pattern we mean the consistent and distinctive ways our ideas, feelings and actions are organized. When we talk about personality we usually refer to the totality or whole of the person. Thus, the enduring pattern expressed by the person in various situations is the hallmark of personality. Interestingly the theories of personality go beyond the literal meaning of “personality” which stands for large masks used by actors in ancient Greek drama. Contrary to this the personality theorists view ‘personality’ as the essence of the person. It is a person’s “true” inner nature. The unique impression that a person makes on others is equally important in understanding personality. However the concept of personality has been
defined by psychologists in many ways and it is the theoretical perspective or position which
directs our attention to particular aspects of personality.

Heredity: Heredity refers to the genetic inheritance received by every individual at the time of
conception. The origin of every human life can be traced to a single cell called zygote. It is
formed by the union of sperm and ovum. The sperm and ovum will contain 23 pairs of
chromosomes out of which one will be sex determining chromosome. Female will have 23 pairs
of XX chromosomes. Male will have 22 pairs of XX and 2 single, represented as XY. X
chromosome from mother and Y chromosome from father will lead to male offspring, XX from
both parents give rise to female. In each chromosome there are innumerable genes. These genes
are the real determiners of hereditary characteristics—which pass on from one generation to the
other. At the time of conception, the genes from chromosomes of both the father and the mother
fuse together and determine the traits of the offspring to be born. The physical characteristics
such as height, weight, colour of eye and skin, social and intellectual behaviour are determined
by heredity.

The role of heredity in the development of personality is an old argument in the personality
theory. Heredity refers to those factors which were determined at conception and reflexes,
energy levels and biological rhythms are characteristics that are generally considered to be
imported either completely or substantially by one’s parents. The heredity approach argues that
the ultimate explanation of an individual’s personality is the molecular structure of the genes,
located in the chromosomes.

The following classification of characteristics is said to be inherited by all humans:

Physical structure; Reflexes; Innate drives; Intelligence; Temperament

Nevertheless, the role of heredity on personality development cannot be minimized totally.
Physical attributes for instance may be largely attributed to heredity. Thus heredity plays a very
important part in shaping the personality.

Environment: In simple terms environment means the society, the fields of society and even the
whole world. But here, the word environment is restricted to mean the environment within
mother’s womb and just born, as well as the environment around the individual. Like heredity,
environment also has been found to play a very important role in determining the behaviour and
personality development of an individual. The environmental influences are those which act
upon the organism at the earlier stages of development, i.e., before and also after birth.

Environment includes all the extrinsic forces, influences and conditions which affect the life,
nature, behaviour, the growth, development and maturation of living organism.
Hence, we can say that environment means all that is found around the individual. The zygote is surrounded by a jelly like substance known as ‘cytoplasm’. The cytoplasm is an intracellular environment which influences the development. Though the life begins with single cell, in the process of cell division several new cells are formed and a new internal environment comes into existence. As the fetus develops the endocrine glands are formed. The hormonal secretion by these glands gives rise to another intracellular environment. Hormones are necessary for normal development, but defects in hormone secretion like over or under secretion may lead to congenital deformities.

Personality development owes as much to environment as it does to heredity. Environment is a broad term and includes such factors as culture. The methods by which an infant is fed and is toilet trained and makes transition from adolescence to adulthood are all culturally determined. While growing the child learns to behave in ways expected by the culture of the family to which the baby was born. One of those expectations has to do with sex roles. Most cultures expect different behaviour from males than from females. The cultural sub-groups exerts its influence on personality. Although culture has significant influence on personality development, linear relationship cannot be established between personality and given culture for 2 reasons. The cultural impacts upon an individual is not uniform, because they are transmitted by certain people, parents and others – who are not at all alike in their values and practices and The individual has some experience that is unique. Each individual reacts in his own way to social pressures, differences in behaviour being caused by biological factors.

Personality is the product of heredity and environment.