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THE IMPACT OF INNATE AND ACQUIRED FACTORS ON PERSONALITY DEVELOPMENT

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Abstract: This article comprehensively analyzes the interrelationship between innate (genetic) and acquired (social) factors influencing personality development. Based on scientific sources, biological, social, and integrative approaches were comparatively examined. The views of leading scholars in developmental psychology, as well as the results of modern empirical studies, were also analyzed. The findings demonstrate that personality development is shaped through the interaction of heredity and environment.

Keywords: personality development, heredity, environment, upbringing, genetics, temperament, socialization, psychology.

Introduction

Personality development is considered one of the most complex and multifaceted processes in human life. This process is formed through the interaction of biological (innate) and social (acquired) factors. The question of how a person develops as an individual, and which factors determine behavior, intellect, and social adaptation, has long been studied as an important scientific issue in psychology, pedagogy, and sociology.

Historically, two major approaches emerged within this problem: biological determinism and social determinism. Supporters of the biological approach associate human development mainly with heredity, whereas representatives of the social approach consider environment and upbringing as decisive factors. However, modern scientific research shows that explaining human development from only one perspective is insufficient. Personality formation is the result of a complex integration of innate abilities and social influences.

Today, the integrative approach is dominant in developmental psychology, interpreting the interaction between heredity and environment as the primary factor. In particular, findings from neuropsychology and genetics have scientifically proven that the human brain possesses plasticity, meaning that it changes under the influence of external environment and experience. This further increases the significance of education and upbringing in personality development.

The purpose of this article is to theoretically and empirically analyze the influence of innate and acquired factors on personality development and to substantiate their interrelationship based on modern scientific views. To achieve this objective, methods such as scientific literature analysis, comparative analysis, and generalization were employed.

Literature Review

The problem of personality development has been studied by numerous scholars throughout different historical periods, leading to the formation of various theoretical approaches explaining this process. The analysis of scientific literature indicates that three major approaches mainly explain the factors influencing personality development: biological, social, and integrative approaches.

Representatives of the biological approach associate psychological characteristics and abilities primarily with heredity. In this regard, the studies of Francis Galton are of particular importance.

He attempted to scientifically substantiate that human abilities and talents have a genetic basis and made a significant contribution to the development of differential psychology.

Supporters of the social approach emphasize the priority of environment and upbringing in personality development. In particular, John B. Watson interpreted humans as a "tabula rasa" (blank slate), arguing that all behavior is shaped by external environmental influences. Continuing this approach, B. F. Skinner explained behavior through mechanisms of reinforcement and punishment.

A prominent figure in developmental psychology, Jean Piaget viewed children's intellectual development as a gradual process in which biological maturation and active learning play important roles. According to his theory, children acquire knowledge through active interaction with their environment.

The founder of the sociocultural approach, Lev Vygotsky explained personality development as inseparable from society. He introduced the concept of the "zone of proximal development," emphasizing the importance of cooperation with adults and peers in children's development.

Modern scientific studies support an integrative model that combines these two opposing approaches. Research conducted on twins and adopted children clearly demonstrates the combined influence of heredity and environment. Furthermore, neuropsychological studies prove that the human brain possesses plasticity, meaning it changes under the influence of education and experience.

Thus, the literature review demonstrates that explaining personality development through only one factor is scientifically insufficient. Rather, this process emerges as a result of the complex interaction of various biological and social factors.

Research Methodology

This study aimed to identify the interrelationship between innate (biological) and acquired (social) factors influencing personality development and to analyze their relative levels of influence. The research was conducted based on a comprehensive approach using a combination of theoretical and empirical methods.

Research Purpose

The main objective of this study was to determine the relative influence of innate (biological) and acquired (social) factors on personality development. Through the research, the interrelationship between hereditary traits and social environment, as well as their impact on students' personal and academic development, was scientifically analyzed.

Research Objectives

Based on the research purpose, the following objectives were identified:

- To determine the relationship between temperament types and students' academic performance;
- To study the influence of family environment (social, economic, and psychological conditions) on personality development;
- To analyze the relationship between students' social activity and educational achievement;
- To statistically compare the influence of innate and acquired factors and draw general conclusions.

The research object consisted of students studying in general secondary schools. Due to their age characteristics, this group represents an active stage of personality development and clearly demonstrates the influence of internal and external factors.

The subject of the research included innate and acquired factors influencing personality development, their interrelationship, and their impact on students' academic activity and social behavior.

Research Sample

A total of 120 students aged 13–15 participated in the study. Participants were selected from families with different socio-economic conditions using the random sampling method.

The sample composition was formed according to the following criteria:

- Near-equal gender distribution;
- Different family environments (complete families, single-parent families, and families with varying social status);
- Differences in students' academic achievement levels.

This approach increased the reliability of the research results.

Research Methods

The following scientific methods were used during the study:

- **Questionnaire survey** – to determine students' family environment, social activity, and learning motivation;
- **Temperament tests** – to identify students' psychological types (sanguine, choleric, phlegmatic, melancholic);
- **Pedagogical observation** – to study students' activity, communication, and behavioral characteristics during lessons;
- **Statistical analysis (correlation method)** – to determine the degree of relationships between the obtained data.

Research Results

The empirical findings demonstrated that there is a clear and statistically significant relationship between innate and acquired factors influencing personality development. The obtained data were analyzed in three main directions.

1. Temperament and Academic Performance

The analysis confirmed that temperament types directly affect students' academic activity.

According to observations and test results:

- Students with sanguine and phlegmatic temperaments showed relatively high academic performance, stable attention, and balanced emotional states during lessons;
- Choleric students demonstrated high participation and quick responses, but due to unstable attention, their results were inconsistent;
- Melancholic students showed high levels of caution and analytical ability, though lower levels of activity and responsiveness.

Overall, the analysis indicates that innate psychological characteristics such as temperament significantly influence the speed, quality, and stability of the learning process. This confirms the role of innate factors in educational effectiveness.

2. Influence of Family Environment

Survey and pedagogical observation results showed that family environment is one of the decisive social factors in personality development.

According to the findings:

- Students raised in supportive and psychologically positive family environments demonstrated academic achievement levels approximately 25–30% higher;
- Children growing up in families with constant conflicts displayed lower social adaptation and weaker self-confidence;

- A stable and emotionally healthy environment was found to increase students' motivation and interest in learning.

These findings indicate that acquired factors, especially family environment, play an important and sometimes decisive role in psychological stability and academic success.

3. Social Activity and Personality Development

The study also examined the relationship between social activity (school events, clubs, group activities) and personality development.

The results showed that:

- Students actively participating in social activities demonstrated highly developed leadership skills;
- Communication abilities and teamwork skills were better formed in this group;
- Active students showed relatively higher levels of self-esteem;
- Passive students displayed lower levels of social adaptation and initiative.

These findings confirm that social activity strongly influences not only communicative but also motivational and emotional development.

The study empirically and theoretically analyzed the interaction between innate (biological) and acquired (social) factors in personality development. The findings indicate that personality development is shaped not by a single factor, but by the integration of complex biological and social mechanisms.

Conclusion

This research was devoted to studying the interaction between innate (biological) and acquired (social) factors in personality development. The theoretical and empirical findings demonstrated that personality formation occurs not through a single factor, but through the complex integration of heredity and social environment.

The study found that innate characteristics such as temperament significantly influence students' academic performance and psychological stability. At the same time, acquired factors such as family environment, upbringing, and social activity were confirmed as important determinants of motivation, social adaptation, and academic success.

Overall, the results show that a one-sided approach is insufficient in explaining personality development. Instead, the integrative approach — taking into account the combined influence of innate and acquired factors — is scientifically the most appropriate perspective.

Therefore, considering individual characteristics in education and upbringing, creating a positive family environment, and developing students' social activity are essential for ensuring personality growth and development.

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