

# HUMAN CHARACTERISTICS ARE INNATE OR LEARNED: IMPACT ON PERSONALITY, LIVING CULTURE, WORKING CULTURE AND ETHICAL DEVELOPMENT –A STUDY

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## ABSTRACT

HUMAN LIFE is such an outstanding gift given by God to us. It is a priceless presents. We are thankful to god and our parents to provide such a meaningful, ambitious and successful life to us. To make our life progressive, maintained living standard, survived in challenging situations is a result of well coordination and contribution of soft and hard skills. Innate and learned characteristics having every individual that indicates their potential and performance. Human attitude is the well organized presentation of soft and hard skills, along with learned characteristics make exclusive and outstanding results.

Our human values, ethical values ,social values, moral values, professional values, cultural values determines our personality having which type of original characteristics, learned characteristics or core competencies and skills ,knowledge implemented to young generations ,children, society and nation.

Our soft skill, hard skill and original characteristics play a prominent role to constructs or shaping a successful professional, meaningful, ethical and personal life.

Objectives of present study are to find out impact of learned and original characteristics on

personal and professional performances and development of human being, along with to search out difference between them both characteristics as well as to discover idea behind successful personality or spoiled personality.

Methodology- questionnaire and likart scale and direct observations methods.

Findings of the study confirmed that innate skills or characteristics are in born not changed over lifelong, another side acquired skills or characteristics are learned by somebody else and he or she may be teacher, friends, mentors, colleagues, seniors, juniors staff leader, group leader and so on to follow acquired characteristics.

Both characteristics play a significant role for professional, personal, ethical and social achievements. Each individual differ from innate and learned characteristics that indicates work diversity and leaves a sign of interdependence and supplements to each other.

Key words (HRP- Human resource planning, HRM- Human resource management, MGT- management)

## 1. Introduction

Innate character means which are belonging to existing or confirmed by elements present in an individual from birth. They are called in born characteristics. They are belongs to original or

genuine fixed qualities and skills of an individual, followed as heredity or genetics.

A behavior or characteristics that are closely controlled by individual genes and no external

influences are termed as innate or original characteristics. These behaviors do not have to be copied. They are real, genuine or original and do not need to be copied from anyone. They are something unique and special, outstanding in personality. For e.g. a person performs good sketch in age of 5-7 or any person performs remarkable speech or writing in age of 7-10 that determined his or her best expertise in art, anchoring or writing. Mean to say a person's genuine qualities have been explored in early childhood and attentive parents recognize original skill, abilities or competencies by behavior and performance of children. For e.g. well playing any sports or games. Dance, music, art, intelligent over the class, anchoring, leadership etc.

Whereas learned characteristics are called as acquired or practiced behaviors, they require daily practice, rehearsal, coaching or training. For e.g. Training of volleyball or cricket sports, dance and hobby courses, driving courses, computer courses etc. are learned in acquired behavior.

## 2. Review of literature

Regarding above study some major literature are listed below-

1. Valentine Joseph Owan<sup>1</sup>, John Asuquo Expenvona<sup>2</sup>, Onvinve Chuktu<sup>3</sup>, Michael Expenvona Asuquo<sup>4</sup>, Joseph Ojsshe Oquar<sup>5</sup>, Mercy Valentine<sup>6</sup> and Sylvia Okon<sup>6</sup>: *front Psychol*, 2022: 13:1024017, published online, 2022 Oct 28, PMID: PMC9650026, PMID:36389513.

Innate ability, health, motivation and social capitals as predictors of students' cognitive, affective and psychomotor learning outcomes in secondary schools.

This study was designed to examine the degree to which four students' input (innate ability, health, motivation and social capital) predict their learning outcomes across the cognitive, affective and psychomotor learning domains. A quantitative cross sectional survey design was adopted for the study.

This study discovered that innate ability, health, motivation and social capital combined predict

be practiced or training or learned, are also called instinctive behavior or characteristics.

But in case of music it comes both innate or acquired characteristics, because some people are having better musical skills by birth, no need to practice for them.

Both characteristics play significant role in required way, and combined them and mixture of both truly exploring a mature personality of an individual.

Main focuses of this paper is to find out the significance of these characteristics in framing a professional development as well as holistic development of an individual. Along with to discover some factors that interfering development of these behaviors and merits and demerits of these behaviors.

To search out what are the major impacts of these factors on working culture, living culture, personality development and ethical development of an individual is also purpose of the study.

students' learning outcomes generally and in the dimensions of cognitive affective and psychomotor domains.

This study indicates that students' innate ability predicts their learning outcomes generally and in the cognitive, affective and psychomotor domains. This study's result provides further empirical support to other studies that earlier found that students' innate ability determines the success of students in schools.

Furthermore, individuals who engage in risky activities, including not getting enough exercise, eating poorly, smoking or abusing alcohol or other drugs, are more likely to do poorly in schools and have a reduced chance of graduating.

Students' with good health tended to demonstrate better learning outcomes (across the three domains) than those with poor health. An explanation of this result is that students cannot learn effectively when they are sick, hungry, depressed or addicted to substance use.

Therefore students' poor learning outcomes among those with poor health conditions attributable to the inability to process information's, physical disability, lack of concentration, coordination and psychological imbalance.

Differently. For instances, some students are high achievers because they originate from families with good intellectual genetic signs, Differently and at a different pace, those with a good grasp are likelier to achieve better than those on the opposite end.

In case of motivation, the study discovered its significant relative prediction of students learning outcomes broadly and across the cognitive, affective and psychomotor dimensions.

This result implies that the more students are motivated to learn, the higher their chances of maintaining acceptable learning outcomes in secondary schools. The result of this study confirms that students' motivation relates positively to their academic achievements.

## 2. The role of personal values in learning approaches and student achievements

kelum A A Gamage<sup>1</sup>, D M S C P K Dehideniya<sup>2</sup> and Sakuntala Y<sup>3</sup> Ekanayake<sup>4</sup>, Scott D lane<sup>5</sup>, Academic Editor<sup>6</sup>: Behave Sci (Basel), 2021 Jul: 11(7): 102: published online, July 16 ,2021. PMID: PMC8301052, PMID: 34356719.

Zhao and Kuh: refers several studies and according to them, most learning communities incorporate active and collaborative learning. Activities and promote involvement in

A comprehensive review of the empirical literature from 1990-2018: Harrison. J K ell: published: 12 Feb, 2019

Overview of this study as teachers plays a critical role in the modern world. They can be a positive influence on a wide variety of their students short and long term outcomes, including their grades, state assessment sores, health, extracurricular activities college

The result suggests that students with a solid innate ability tended to achieve better learning outcomes generally in the cognitive, affective and psychomotor domains than those with a weak innate ability. The result of this study might be attributed to students' genetic differences which empowers students' traits. Furthermore, because the genes in learners make them grasp course contents.

Complementary academic and social activities that extend beyond the classroom. Such approaches are linked with such positive behaviors such as increased academic effort and outcomes such as promoting openness to diversity, social tolerance, personal and interpersonal development.

In parallel to that Stassen points out the results of the empirical studies collectively and shows that living learning communities have a significant positive effect on several students' outcomes, including student's gains in autonomy and independence, intellectual dispositions and orientations and generalized personal development and socialization. he also mentioned students in learning communities show greater institutional commitments, greater intellectual development and opportunities to analyze and socialization, integrate ideas ,greater tolerance for difference and appreciation for pluralism and demonstrate higher persistence and academic performance as measured by college grade point averages.

attendance adult incomes and retirement savings.

A personality trait constitutes one Therefore, the personal value development of students is important as it is beneficial for the individual in academic, professional and social life. Academic development achieved without personal value development is worthless because individuals who are not disciplined find it difficult to survive in the long run of professional and personal life.

They lack positive qualities such as punctuality, flexibility, willingness to learn, a friendly nature, an eagerness to help others, sharing and caring and many more.

**3. Personality traits of entrepreneurs: review of recent literature:** Nov. 2017; working paper18-047 Authors: Sari Pekker<sup>1</sup>: Wellesley college: William R Kerr<sup>2</sup>: Howard Business school: Tina Ku: Wellesley College.

Measurements procedures that align with detailed personality traits.

**4. Do Teachers' Personality Traits Predict Their Performance? A Comprehensive Review of the Empirical Literature From 1990 to 2018:** Harrison.<sup>1</sup> Teachers play a critical role in the modern world.

Teachers can be a positive influence on a wide variety of their students' short- and long-term outcomes, including their grades, state assessment scores, health, extracurricular activities, college attendance, adult income, and retirement savings (Chamberlain, 2013; Chetty, Friedman, & Rock off, 2014). Given teachers' pervasive impact, considerable effort has been expended trying to understand the characteristics that differentiate effective from ineffective teachers, as teachers differ in the extent to which they have a positive effect on student outcomes (Rivkin, Hanushek, & Kain, 2005; Rock off, 2004). Research into these characteristics serves the important purpose of helping to promote basic understanding of how such characteristics are related to effective teaching practices—but it also informs practical needs, such as identifying variables that might help eventually improve teacher hiring policies. Kell, 1st published 12 Feb 20 Personality traits constitute one domain whose promise for

the increasing availability of detailed longitudinal information on demographic characteristics of entrepreneurs including their human and financial capital endowments as well as on entrepreneurial environments provides an opportunity to reduce both heterogeneity and endogeneity, in studies of entrepreneurial traits it requires the development of theoretical constructs and

predicting teacher performance is currently being investigated. Some in the United States (e.g., Kennedy, 2012; Rose, English, & Finney, 2014; Thornton, Peltier, & Hill, 2005) advocate not only for the study of the relationship between teachers' performance and their personality traits but also suggest that personality traits potentially be given explicit consideration during the teacher selection and hiring process. Despite this recent interest for exploring—and capitalizing on—the relationship between teachers' personality traits and their effectiveness, it is often remarked that current knowledge about that relationship is limited (e.g., Robertson-Kraft & Duckworth, 2014). The purpose of this report is to fill this gap in the literature by comprehensively surveying what is known about the relationship between teachers' personality traits and their performance. We first review how personality traits are conceptualized in the contemporary psychology literature, along with the practical outcomes they are associated with. Next, we review the variety of ways teacher effectiveness is measured, along with historical concerns about studying how it is related to personality. We then describe our literature review strategy and highlight its most important results. The final section of the paper discusses the implications of these findings and makes recommendations for future research and practice based on the relationship between

teachers' personality traits and their performance. The term trait comes with some unhelpful connotations (Guion, 1987). Well-respected educational psychologist Richard Snow noted, "The term 'trait' was borrowed by early theorists from biology, where it still often refers to hereditary, permanent, and physically based characteristics. It is a treacherous term" (Snow, Kyllonen, & Marshalek, 1984, p. 53). Nobel laureate James Heckman remarked that the term conveys "a sense of immutability or permanence" (Heckman & Kautz, 2014, p. 6) and some popular sources explicitly treat traits as being "natural born" (Gregoire, 2014). Such perceptions of personality traits are at odds with the nuanced accounts that dominate contemporary personality psychology research. <https://doi.org/10.1002/ets2.12241>, citation -16

This study focus on the Five Personality Traits-

1. Agreeableness - That describe highly agreeable people include warm, kind, and cooperative; those for highly disagreeable people include cold, selfish, and distrustful. Agreeableness is positively associated with tendencies to use negotiation (versus retaliation) to resolve conflicts and engage in helping behaviors and negatively associated with aggression, prejudice, and competitiveness. Highly agreeable people tend to effectively regulate the frustration that sometimes arises during interpersonal interactions, experience empathic concern when they observe people in distress, and be motivated to maintain harmonious relations with others.

2. Conscientiousness: That describe highly conscientious people include thorough, hardworking, and responsible; those for highly unconscientiously people include lazy, careless,

and negligent. Conscientiousness is related to many practically important variables: It is positively associated with longevity, educational attainment, job performance, and marital stability and negatively associated with criminality, smoking, and unemployment. Highly conscientious people tend to follow social norms, feel guilt and shame when they fail to meet others' expectations, and be able to delay gratification in order to achieve long-term goals.

3. Extraversion- That describes highly extraverted people includes talkative, bold, and energetic; those for highly introverted people include timid, unadventurous, and inactive. Extraversion is positively associated with positive emotionality, number of mates over the lifetime, and mortality and negatively associated with depression, anxiety, and feelings of insecurity. Highly extraverted people tend to strive for interdependence and intimacy, create positive social environments in the course of their interactions with others, and be biased toward attending to positive stimuli.

4. Neuroticism: That describe highly neurotic people include nervous, discontented, and tense; those for highly emotionally stable people include relaxed, at ease, and calm. Neuroticism is positively associated with cardiovascular disease, alcohol abuse, and the presence of many types of psychopathology (e.g., eating disorders, schizophrenia) and negatively associated with self-efficacy, subjective well-being, and relationship satisfaction. Highly neurotic people tend to feel self-conscious and insecure, act impulsively when upset, and be prone to finding minor frustrations emotionally overwhelming.

5. Openness to Experience: That describe people scoring high on openness include imaginative, creative, and curious; those for

people scoring low on openness include unsophisticated, unreflective, and uninquisitive. Openness is positively associated with appreciating art, divergent thinking, and political liberalism and negatively associated with right-wing authoritarianism, racism, prejudice, and religiosity. Highly open people tend to seek out novelty and originality, be competent in recognizing others' emotions, and be primarily attracted to other highly open people.

The Practical Importance of the Five Personality traits. The settling of consensus on the Big Five had enormous implications. It allowed for the development of theoretically informed personality assessments, which tend to demonstrate more validity than measures constructed without being based on overarching theory (Block, 1977; R. Hogan, 1991; McCrae & Costa, 1985; Salgado, 2003). It led to a greater focus on the constructs that personality assessments measure rather than on the inconsistent labels promiscuously applied to them (Barrick et al., 2001; Ghiselli, 1973). And it led to the theoretically informed classification and clustering of seemingly disparate traits, which revealed practically important relationships with criteria that did not appear when only extremely narrow dimensions were considered (R. Hogan, 1991; Hough & Schneider, 1995).

### **5. Teacher Effectiveness and Personality Traits**

As evidenced by article titles such as "Personality Tests and Teaching Ability" (Tyler, 1949), "What Are the Personality Traits of the Successful Teacher?" (Dodge, 1943), and "An Analysis of the Personality Traits of the Effective Teacher" (Witty, 1947), interest in the relationship between teachers' personalities and their performance was widespread in the first half of the 20th century. Nonetheless, in the first edition of the Handbook of Research on

Teaching, Getzels and Jackson (1963) concluded their seminal chapter reviewing the relationship between teachers' personality characteristics and performance with the following statement: Despite the critical importance of the problem and a half-century of prude. Do teachers 'personality traits predict their performance domain whose promise for predicting teacher performance is currently being investigated. Study concludes that personality traits potentially be given explicit consideration during the teacher selection and hiring process.

**6. Learning and development:** A comprehensive guide: AIHR- academy to innovate HR. That stress upon a person can well advance in generative AI and Digital skills development, building a culture of continuous learning, soft skills training as good communication, problem solving etc., micro learning is a set of bite sized amounts of information for learners each is under 20 minutes and focuses on single topic often delivered through Apps, videos, info graphics, contains an interactive sessions like quiz etc.

This study focused on learning is a basic tool to grooming of a personality, could boost some skills as adult learning expertise, project management, facilitation skills, instructional design, learning management systems etc.

This study also enhancing to learning development methods as in terms of formal learning in a class room setting, experiential learning, coaching, mentoring, skill building, targeted training, remote training and new employee training. This contribution also enlightens difference between learning, development and training.

Learning is somewhat to acquiring new knowledge, skills or behaviors through training, experiences and other growth opportunities. Development is an ongoing long term process of enhancing professional capacities and career progression. Together both encompass initiatives designed to improve employee performance and business success through ongoing skills and capacity building. Whereas

training is an instructional event for a specific skill or task those employees need to learn for a work scenario. It can take place on site, off site or online and is typically aimed at groups of employees.

Asking why learning is important or impactful is like asking why it is important that we breathe fresh air or drink clean water, learning is essential, lifelong pursuit. By learning and development employees can become more agile and responsive to change. Learning and development centrally featured on attracting and retaining talent develop people and capabilities, creating a value based culture, building an employer brand and motivating and engaging employees.

Innate behaviors are present in a person as reflexes or instincts, and they are automatic. Examples include eating when hungry, coughing, and pulling back when unexpectedly touching something hot.

Innate behavior is automatic, like a reflex, and does not require conscious thought. It is hereditary, it is triggered by some specific stimulus, and it is performed the same way every time. Learned behavior comes from experience, and it comes

From learning how to respond to a situation or from being taught. Learned behaviors generally get better with practice.

**7. The innate behavior and learned behavior definitions. Compare innate vs. learned behavior characteristics and study examples of both types of behaviors:** Updated: 11/21/2023 by Lisa Roundy<sup>1</sup> and Ryan Johnson<sup>2</sup> (View bio).

Behavior is an umbrella term that describes the way living things act, from an individual person's social conduct to the how an organism reacts to stimuli. Behavior is what a living thing does in response to a situation. Behavior is observable and can be measured, and it can be classified in many different ways. Habits, Behavioral traits are just as much a part of an animal as physical traits. Research has shown that behavioral traits as well as physical traits are the results of interactions between genetic

and environmental factors. The debate between nature vs. nurture does not exist in biology. Rather, biology shows how both genes and environmental factors influence the expression of phenotypes. In some cases, the majority of individuals in a population exhibit the same behavior, regardless of environmental influences during development and throughout life. Behavior that is developmentally fixed is called innate behavior. Innate behavior is controlled by genetics. These behaviors produce responses that are automatic without any prior experience. Several animal movements are innate, meaning they are genetically programmed. These behaviors are often in response to stimuli. For example, organisms exhibit taxis, directed changes in movements, and **kinesis**, random changes in movements, in response to stimuli. Organisms, like a pill bug, exhibit kinesis by speeding up or slowing down in response to cues. A stimulus is anything that causes an organism to react. Fixed action patterns also occur in response to stimuli. Fixed action patterns, once triggered, will go on to completion even if the stimulus is removed. Reflexes, such as the sucking reflex in newborns, occur in response to stimuli. The newborn will suck any time something touches the roof of the baby's mouth (i.e.: bottle). There are numerous examples of innate behaviors. Organisms are genetically programmed to respond to the environment and do so in various ways. This section will focus on reflexes, taxis and kinesis, fixed action patterns and stereotypy and circadian rhythms. In each of these, the organism responds to stimuli automatically, which results in a movement either toward or away from the stimulus.

Reflexes, daily routines, and personality types are all ways to categorize behavior, but one useful way to do it is dividing between innate behavior and learned behavior.

Innate and Learned Behavior Examples-

When a person is born, basically all of their behavior is innate. An infant cries when it is tired, hungry, or uncomfortable. They have basic human reflexes, and they also have some baby-specific reflexes (they suckle, grasp, and hold their breath if submerged). Over time Some innate behavior emerges, but learned behavior will be the majority of new behaviors

for the rest of that person's life. Parents usually deliberately teach their children a variety of behaviors, but a person will develop their own set of learned behaviors based on their unique experiences.

### 3. Objectives of the study

Present study has attention to find out:

1. Role of innate characteristics and learned characteristics in human's personal and professional life.
2. Difference between innate and learned behavior of individuals.
3. Determination of job skills and expertise on dependability of both behaviors.
4. Genetic co relation between innate characteristics and particular individuals.
5. Individual's performance will be more productive as positive support and co ordination and combinations of innate and learned behavior.
6. Individual performance will be less and poor as negatively treating of innate and learned behavior.
7. Administrative management or top management mandatory ordered to recruit hire and appoint well train staff as properly identification, tests of particular work as according to skill, talent and knowledge of individuals to perform work as subordinates or superiors.

### 4. Hypotheses of study

- H 1. Innate and learned behavior plays a very dynamic role to building up core personality of individuals  
 H 2. There is no impact of innate and learned behavior for successful human personality in a world.  
 H 3. There is no difference to determination of skills and expertise on dependability of innate and learned characteristics.  
 H 4. There is genetic co relation between innate characteristics of individuals  
 H 5. There is no genetic co relation between innate characteristics of individuals  
 H 6. Performance and potential of individuals will be more meaningful and productive if well support and cooperation of people regarding innate and learned behavior.  
 H 7. Performance and potential of individuals will be less meaningful less productive if not supported and cooperation of people regarding innate and learned behavior in an organization.  
 H 8. HRP plays a great role to identification of skill, talent, knowledge and competence of individuals.  
 H 9. HRP plays a great role to identification of skill, talent, knowledge and competence of individuals.  
 H 10. HRP not plays a great role to identification of skill, talent, knowledge and competence of individuals.

### 5. Research methodology

Data collection –Primary and secondary

Instruments of data collecting - inquiry at working place by employees, workers, coworkers, colleagues, stakeholders, students of various disciplines.

Motives of inquiry to collect information- questionnaire before stakeholders, perception test, skill test, expertise test., BARS test

Methods of data analysis- tabulation, charts and graphs

Sample size-374 people selected as demographically as age of 20-40 year, including that per 60 people randomly selected for research purpose, total sample size are 300+35+39=374.



Sample area- various working places of Damoh district regarding Croma, Visal mall, Trend mall, Reliance, mega shops, teaching and financial institutions.

Sample unit – each individual treated as respondents' weather age doesn't matter; respondent selected as age group of 20-45 year.

Type of sampling-random sample

## 6. Data analysis and interpretation

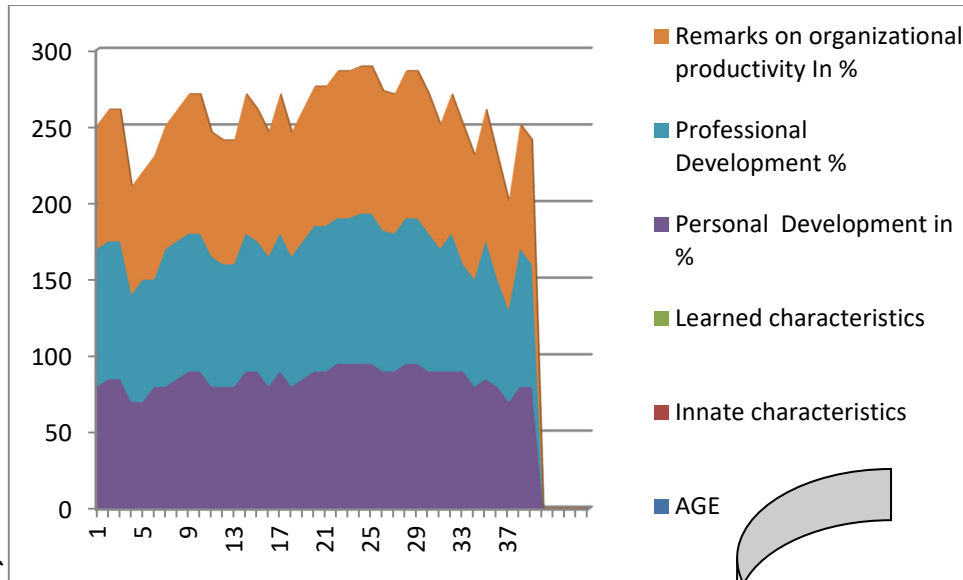
**Role of innate characteristics and learned characteristics in human's personal and professional efficiency in life, on survey 39 people of Damoh, MP, concerned to various disciplines and jobs.**

**(A) Table: 1.1**

AGE	Innate characteristics	Learned characteristics	Personal Development in %	Professional Development %	Remarks on organizational productivity In %
20-25	Good communication	e-content	80	90	80.9
25-30	Encouragement	Online lectures	85	90	85.9
22-25	Active listening	Video conferences	85	90	85.9
25-30	Problem solving	e-mail communication ability	70	70	70.7
30-35	Cooperative	Social active	70	80	70.8
35-40	Coordination	Driving	80	70	80.7
20-22	Proactive	Computer knowledge	80	90	80.9
20-25	Effectiveness	Technical knowledge	85	90	85.9
25-30	Efficiency	Video lectures	90	90	90.9
22-25	Curiosity	Good presentation	90	90	90.9
25-30	Consistency	Online lectures	80	85	80.85
30-35	Social	PPT presentations	80	80	80.8
35-40	Intelligence	Explanation	80	80	80.8
20-22	Decision making	Online lectures	90	90	90.9
20-25	Knowledge ability	Social active	90	85	85.9
25-30	Encouragement	Reading	80	85	80.85
22-25	Active listening	Hobby course	90	90	90.9

		<b>training</b>			
<b>25-30</b>	<b>Problem solving</b>	<b>Accounting training</b>	<b>80</b>	<b>85</b>	<b>80.85</b>
<b>30-35</b>	<b>Confidence</b>	<b>Computer knowledge</b>	<b>85</b>	<b>90</b>	<b>85.9</b>
<b>35-40</b>	<b>Body language</b>	<b>Interior designing</b>	<b>90</b>	<b>95</b>	<b>90.95</b>
<b>20-22</b>	<b>Negotiation</b>	<b>Marketing training</b>	<b>90</b>	<b>95</b>	<b>90.95</b>
<b>20-25</b>	<b>Patience</b>	<b>Personnel selling</b>	<b>95</b>	<b>95</b>	<b>95.95</b>
<b>25-30</b>	<b>Perception</b>	<b>Interview training</b>	<b>95</b>	<b>95</b>	<b>95.95</b>
<b>22-25</b>	<b>Team building</b>	<b>Computer knowledge</b>	<b>95</b>	<b>98</b>	<b>95.98</b>
<b>25-30</b>	<b>Agility</b>	<b>Instructions</b>	<b>95</b>	<b>98</b>	<b>95.98</b>
<b>30-35</b>	<b>Motivation</b>	<b>Electronic training</b>	<b>90</b>	<b>92</b>	<b>90.92</b>
<b>35-40</b>	<b>Fearlessness</b>	<b>Electrical work training</b>	<b>90</b>	<b>90</b>	<b>90.8</b>
<b>20-25</b>	<b>Accountability</b>	<b>Self discipline</b>	<b>95</b>	<b>95</b>	<b>95.95</b>
<b>25-30</b>	<b>Writing ability</b>	<b>Make-up art</b>	<b>95</b>	<b>95</b>	<b>95.95</b>
<b>22-25</b>	<b>Speaking</b>	<b>Bike driving</b>	<b>90</b>	<b>90</b>	<b>90.8</b>
<b>25-30</b>	<b>Anchoring</b>	<b>Dancing</b>	<b>90</b>	<b>80</b>	<b>80.9</b>
<b>30-35</b>	<b>Interpersonal communication</b>	<b>Cooking</b>	<b>90</b>	<b>90</b>	<b>90.8</b>
<b>35-40</b>	<b>Frankness</b>	<b>Playing games</b>	<b>90</b>	<b>70</b>	<b>90.7</b>
<b>20-25</b>	<b>Open minded</b>	<b>Playing on violins</b>	<b>80</b>	<b>70</b>	<b>80.7</b>
<b>25-30</b>	<b>Higher thinking</b>	<b>Car driving</b>	<b>85</b>	<b>90</b>	<b>85.9</b>
<b>22-25</b>	<b>Reliable</b>	<b>Swimming</b>	<b>80</b>	<b>70</b>	<b>80.7</b>
<b>25-30</b>	<b>Trustworthy</b>	<b>Stitching</b>	<b>70</b>	<b>60</b>	<b>70.6</b>
<b>30-35</b>	<b>Positivity</b>	<b>Practice as a hobby to tennis</b>	<b>80</b>	<b>90</b>	<b>80.9</b>
<b>35-40</b>	<b>Honesty</b>	<b>Badminton playing</b>	<b>80</b>	<b>80</b>	<b>80.85</b>

**Total n= 39 persons taken from heterogeneous form in learned and genuine qualities, differentiate contribution of professional and personal significance.**



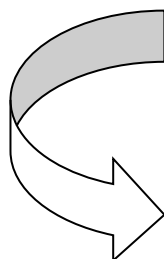
**(A).Chart -1.1**

This figure shows there is interconnection among innate characteristics, learned characteristics and organizational productivity. Although there is abundant quantity of manpower working in any organization but balancing of demand and supply of manpower is must.

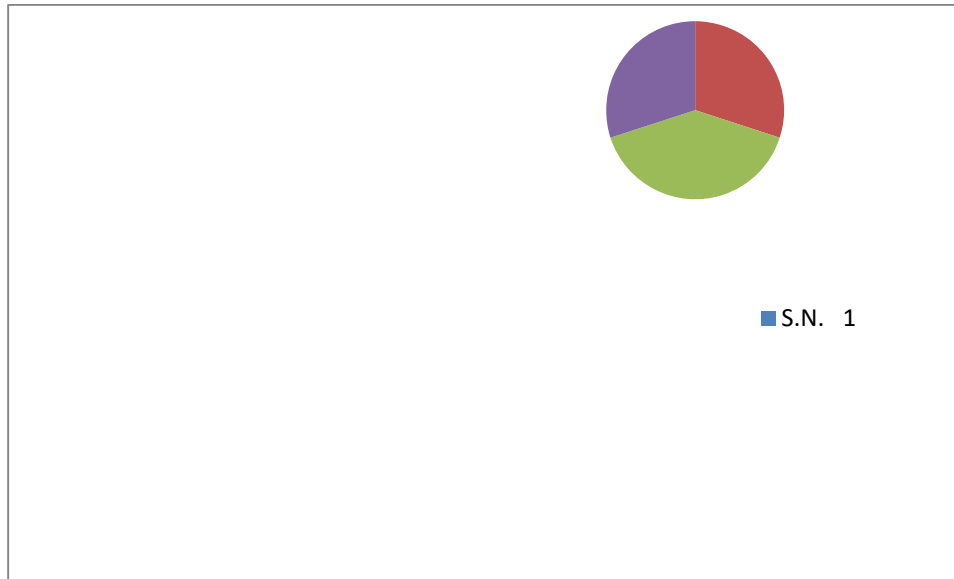
**(A)Table-1.2**

**AN ORGANISATION FOLLOWS THREE TYPES OF SKILLS GIVEN FOLLOWING RATIOS.**

S.N.	HUMAN SKILLS INNATE AND LEARNED BEHAVIOUR	TECHNICAL SKILLS LEARNED BEHAVIOUR	CONCEPTUAL SKILLS THINKING AND IMAGINATION POWER
1.	TOP MANAGEMENT SKILLS MIDDLE MANAGEMENT SKILLS	LOWER LEVEL SKILLS	TOP MANAGEMENT SKILLS MANAGERIAL AND ADMINISTRATIVE SKIULLS
	30%	40%	30%



**(B).Chart-1.2**



**(C) Table- 1.3:**

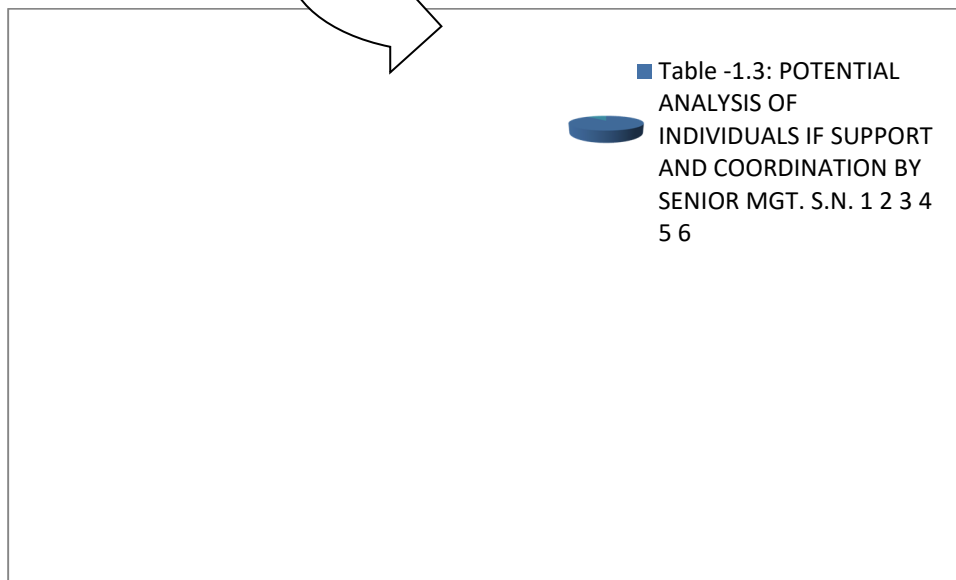
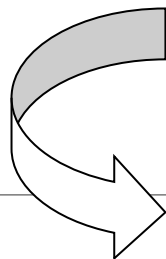
**POTENTIAL ANALYSIS OF INDIVIDUALS IF SUPPORT AND COORDINATION BY SENIOR MANAGEMENT.**

People are taken this work various field in Damoh as Trend, Vishal, Croma, banking organizations.

No of people	AGE	WORK TASK GIVEN	WORK MEASURED AFTER LIMITED TIME	WORK DONE IN WHICH RATIO	WORK NOT DONE/DONE	FOLLOWUP
10	20-25	Target marketing	assessed well without bias	60%		✓ REQUIRED MORE EFFORTS
10	25-30	Sales marketing	Recognized well without favoritism	90%	✓	
10	22-25	Personnel selling	Discrimination tool not apply	70%	✓	
10	25-30	Brand promotion	Assessed properly	80%	✓	
10	30-35	supervision	Identifies weaknesses and recommend	60%		✓ REQUIRED MORE EFFORTS

			to improvements			
5	35-40	Policy convincing	Moderately well analyzed core skills	70%		✓ REQUIRED MORE EFFORTS
5	40-45	Customer relationship	Good assessment	90%	✓	

(c).Chart-1.3



(D) Table -1.4:

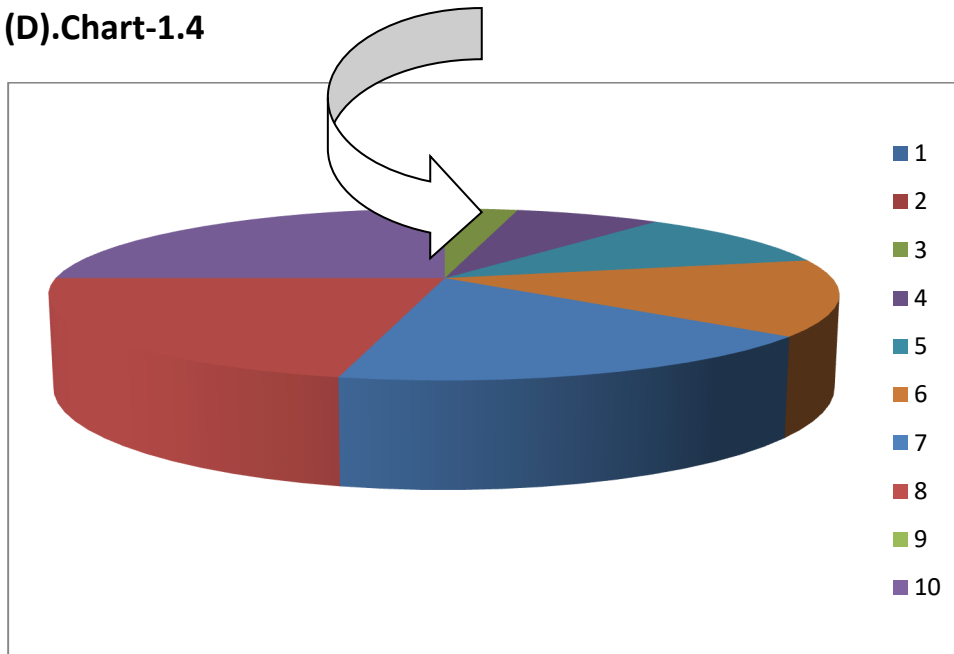
POTENTIAL ANALYSIS OF INDIVIDUALS IF NOT SUPPORT AND COORDINATION BY SENIOR MANAGEMENT. People are taken this work various field in Damoh as exclusive shops restaurants, banking organizations.

No of people	AGE	WORK TASK GIVEN	WORK MEASURED AFTER LIMITED TIME	WORK DONE IN WHICH RATIO	WORK NOT DONE/DONE	FOLLOWUP
10	20-25	Target marketing	Not assessed well	60%		✓ REQUIRED MORE EFFORTS
10	25-30	Sales marketing	Not Recognized	60%	✓	Job change

			well			
10	22-25	Personnel selling	Discrimination tool apply	50%	✓	Job rotation
10	25-30	Brand promotion	Favoritism	70%	✓	Leaving job
10	30-35	supervision	Egoism	40%		✓ REQUIRED MORE EFFORTS
5	35-40	Customer reliability	Mechiavilsm	40%		✓ REQUIRED MORE EFFORTS
5	40-45	Convincing power	Negative assessment	60%	✓	Leaving job

Negative assessment follows leaving from job of skilled employees.

(D).Chart-1.4



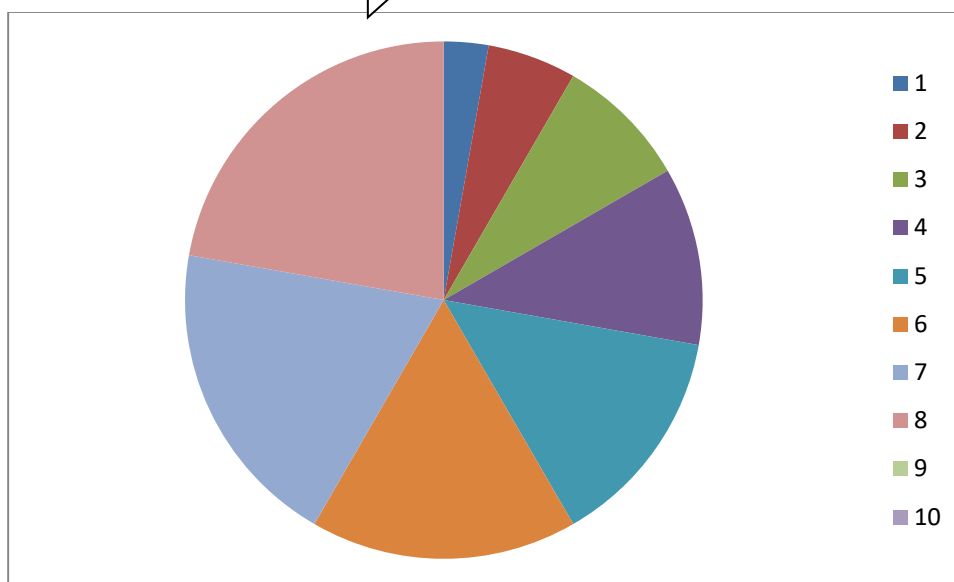
(E) Table- 1.5:

ROLE OF HRP IN GENERATION AND CREATION OF MANPOWER PRODUCTIVITY –SCREENING OR PRE TEST APPLICATION-people are taken various fields as malls, mega shops, Croma in Damoh M.P.

S.N.	AGE	WORK TASK GIVEN	WORK MEASURED AFTER LIMITED	WORK DONE IN WHICH RATIO	WORK NOT DONE	FOLLOWUP
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			TIME			
10	20-25	SELLING	GOOD	60%	✓	UPGRADE
10	25-30	MARKETING	AVERAGE	60%	✓	UPGRADE
10	22-25	ADVERTISING	NOT WELL	40%		JOB ROTATION
10	25-30	PROMOTIONS	MDERATELY GOOD	60%	✓	UPGRADE
10	30-35	PUBLICITY	NOT GOOD	40%		JOB ROTATION
10	35-40	MARKETING RESEARCH	GOOD	60%	✓	UPGRADE
5	40-45	ACCOUNTING	WELL	60%	✓	UPGRADE
5	45-50	RECEPTION	WELL	60%	✓	UPGRADE

(E).Chart-1.5



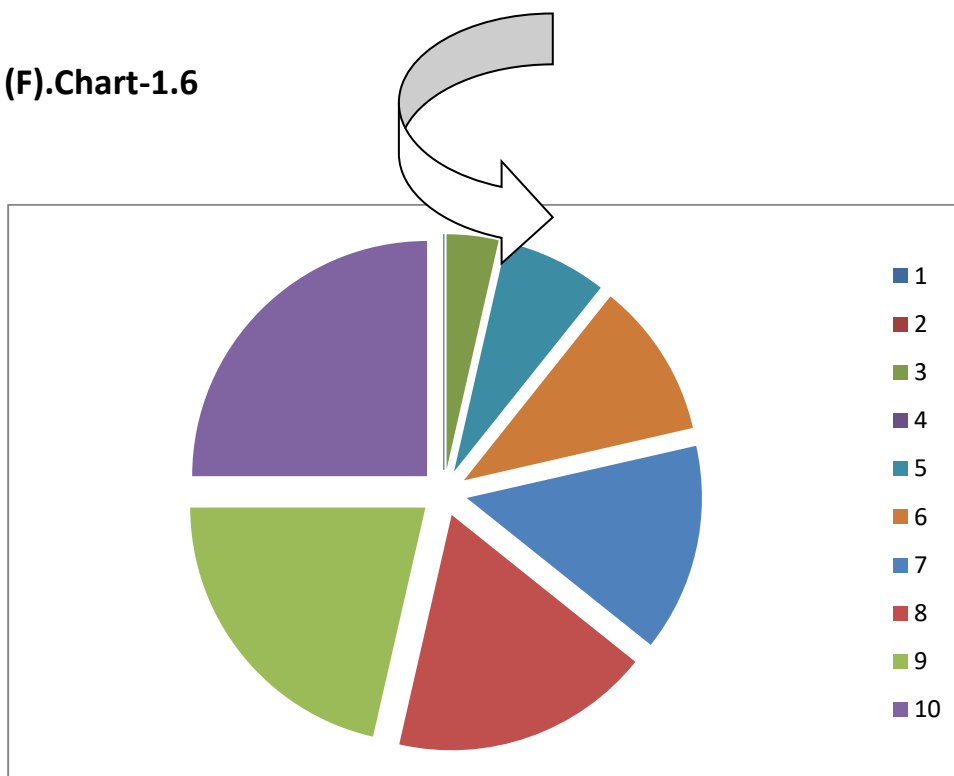
(F) Table- 1.6:

Role of genetics in key skill performances of individuals-people are taken in this work as students of EU Damoh from various disciplines.

S.N.	AGE	WORK TASK GIVEN	WORK MEASURED AFTER	WORK DONE IN WHICH	WORK NOT DONE	FOLLOWUP

			LIMITED TIME	RATIO		
10	20-25	PUBLIC SPEECH	VERY GOOD	80	✓	UPGRADE
10	25-30	DANCING	VERY GOOD	80	✓	UPGRADE
10	22-25	SINGING	NOT GOOD	40	•	CHANGE OR TRAINING REQUIRED
10	25-30	SPEAKING	SUPER	90	✓	UPGRADE
10	30-35	WRITING	EXCELLENT	90	✓	UPGRADE
5	35-40	ENGINEERING	VERY GOOD	80	✓	UPGRADE
5	40-45	TEACHING	NOT GOOD	30	•	CHANGE O R TRAINING REQUIRED

(F).Chart-1.6



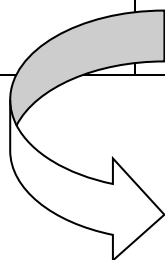
(G) Table-1.7

Role of skill and talent identification in key job specifications performances of individuals, people are taken from working people of malls, mega shops and teaching fields.

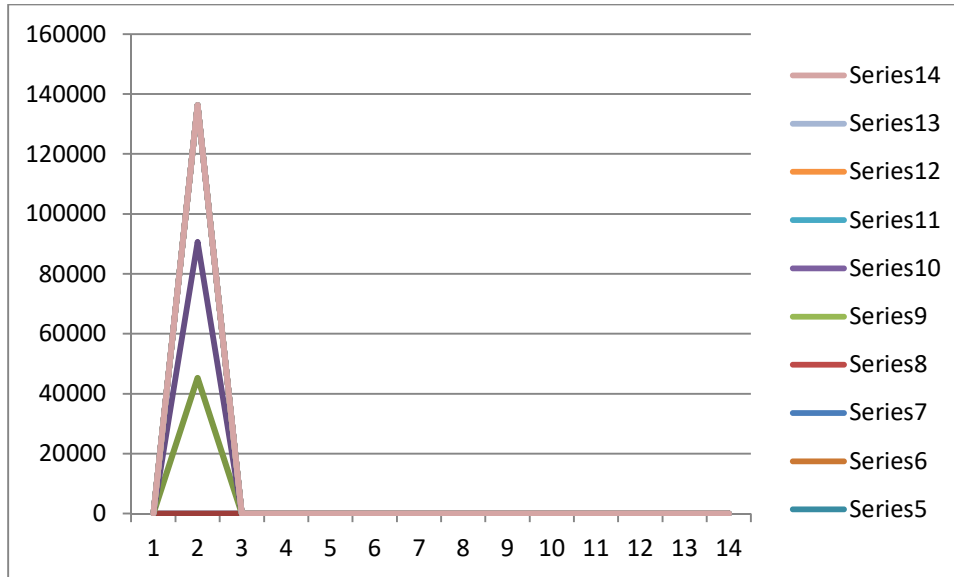
S.N.	NO. OF PEOPLE	BEFORE PLACEMENT	WORK TASK GIVEN	AFTER JOB PERFORMANCES	FOLLOWUP
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				AND WORK ANALYSIS	
1	1-5	PERFORMING MARKETING RESEARCH ACTIVITIES	PPT ,WEBINAR AND ONLINE LECTURES PRESENTATIONS	ONLY 3 ARE PERFECT IN THIS TASK ,2 ARE INTERESTED IN CULTURAL ACTIVITIES	Selected right place for right job at right time
2	5-10	PERFORMING SELLING AND PRODUCT PROMOTION	IDEAS DEVELOPMENT FOT MARKET POSITIONING	ONLY 2 ARE PERFECT REMAINING 3 INTERESTED IN TECHNICAL EFFICIENCY	Selected right place for right job at right time
3	10-15	PERFORMING LEADERSHIP ACTIVITY	IDEAS DEVELOPMENT FOR TARRGET POSITIONING	ONLY 3 ARE PERFECT FOR JOB REMAINING 2 ARE HR JOB	Selected right place for right job at right time
4	15-20	PERFORMING SUBORDINATION ACTIVITY	IDEAS DEVELOPMENT FOR CULTURAL ACTIVITIES	ONLY 3 ARE PERFECT TO JOB AND REMAINING ARE INTERESTED IN OFFICE WORK	Selected right place for right job at right time
5	20-25	PERFORMING ENTERPREURSHIP PRODUCTIVITY STRATEGIES	IDEAS DEVELOPMENT FOT SELLING AND PRODUCT PROMOTION	3 ARE INTERSETED AND REMAINING ARE FIT FOR LEADERSHIP ACTIVITIES	Selected right place for right job at right time
6	25-30	PERFORMING CULTURAL ACTIVITIES	IDEAS DEVELOPMENT FOT ENTEPREURSHIP PRODUCTIVITY	ONLY 2 ARE FIT FOR JOB REMAINING ARE INTERESTED ON CULTURAL ONE	Selected right place for right job at right time
7	30-35	PERFORMING COMPUTER WORK	IDEAS DEVELOPMENT CUSTOMER ATTRACTION	ONLY 3 ARE GOOD FOR JOB AND REMAINING ARE INTERESTED IN SUBORDINATION Activity	Selected right place for right job at right time



**(G).Chart-1.7**



This test is very helpful for proper selection of right candidate at right job matching to their qualities and qualifications. It is too useful to selection and judgments of skill sensitivity in diversity of skills, talent quality and competencies having individuals. This concept is very closely related to human characteristics both innate and learned. Properly balancing and utilization of manpower in an organization creates best economic growth, human resource index, per capita index and net national index and international HR index.

### 7. Findings of the study

Findings of the study reveals that innate behaviors have great impact on genetics like- health,height,fitness,thin,fatty,hairs,skin,fairnes

s,intelligence,cleverness,extrovert,introvert,good communicator, non-social, shyness, frank, coward,fearlessness,kindness,selfishness,liberal ,egoism,leadership,dominant,submissive etc.

Findings of the study confirm that innate characteristics are natural and genuine. They are called as permanent fixed development of behavior that can't change over life since maturity. These behavior may be good habits as well as bad one like an individual perform 1st rank in music or dance competition in age of 7-10,definitely we can say his her best command in music or dancing , on the other side an individual involved in bad influences like smoking ,drinking, drugs in period of 18-20 year can't change whole life: these things are transferred from generation to generations and influences is just intimacy.

The study also confirm that learned and innate behavior are very crucial role play for overall development of human personality, whether it may be personal, professional, physical (health/ height), social, ethical, moral point of view.

Good attitude termed as virtual characteristics and bad qualities of human beings termed as evil personality, evil character has nonsense of best intelligence, mostly indulged in fraud, cheating, conspiracy, disloyal, non- trustable, selfishness, greedy and not speaking truthfulness and resorts backbiting.

Findings of the study also sure that -Innate ability, health, motivation and social capitals as predictors of students' cognitive, affective and psychomotor learning outcomes in secondary schools, definitely to say innate abilities, health status ,motivation and social phenomenon are pure indicators of students' cognitive ,affective and psychomotor learning outcomes in secondary schools with sure to confirmed data of References(1).

Findings of the study sure that Innate behavior is controlled by genetics as references of (6).

Findings of the study confirmed that Learning is somewhat to acquiring new knowledge, skills or behaviors through training, experiences and other growth opportunities. Development is an ongoing long term process of enhancing professional capacities and career progression. Together both encompass initiatives designed to improve employee performance and business success through ongoing skills and capacity building. Whereas training is an instructional event for a specific skill or task those employees need to learn for a work scenario. It can take place on site, off site or online and is typically aimed at groups of employees as selected references (5)

Findings of the study concludes that personality traits potentially be given explicit consideration during the teacher selection and hiring process as references of (4).

Findings of the study sure that The Practical Importance of the Big Five (agreeableness, conscientiousness, openness, neuroticism and competitiveness) which tend to

Enormous implications of personality developments and exploring skills talents and career advancements. It allowed for the development of theoretically informed personality assessments, neuroticism and competitiveness) which tend to demonstrate more validity than measures to innovate HR. as references under (4).

That signifies highly agreeable people include warm, kind, and cooperative; those for highly disagreeable people include cold, selfish, and distrustful. Agreeableness is positively associated with tendencies to use negotiation (versus retaliation) to resolve conflicts and engage in helping behaviors and negatively associated with aggression, prejudice, and competitiveness. Highly agreeable people tend to effectively regulate the frustration that sometimes arises during interpersonal interactions, experience empathic concern when they observe people in distress, and be motivated to maintain harmonious relations with others. Secondly, another trait prominently describe highly conscientious people include thorough, hardworking, and responsible; those for highly unconscientiously people include lazy, careless, and negligent. Conscientiousness is related to many practically important variables: It is positively associated with longevity, educational attainment, job performance, and marital stability and negatively associated with criminality, smoking, and unemployment.

Thirdly, highly extraverted people include talkative, bold, and energetic; those for highly introverted people include timid, unadventurous, and inactive. Extraversion is positively associated with positive emotionality, number of mates over the lifetime, and

mortality and negatively associated with depression, anxiety, and feelings of insecurity. Highly extraverted people tend to strive for interdependence and intimacy, create positive social environments in the course of their interactions with others, and be biased toward attending to positive stimuli.

Fourthly, highly neurotic people include nervous, discontented, and tense; those for highly emotionally stable people include relaxed, at ease, and calm. Neuroticism is positively associated with cardiovascular disease, alcohol abuse, and the presence of many types of psychopathology (e.g., eating disorders, schizophrenia) and negatively associated with self-efficacy, subjective well-being, and relationship satisfaction. Highly neurotic people tend to feel self-conscious and insecure, act impulsively when upset, and be prone to finding minor frustrations emotionally overwhelming.

Finally, people scoring high on openness include imaginative, creative, and curious; those for people scoring low on openness include unsophisticated, unreflective, and uninquisitive.

## 8. Hypotheses development

**A.H1.** Innate and learned behavior plays a very dynamic role to building up core personality of individuals: selected as per connected to data of Role of innate characteristics and learned characteristics in human's personal and professional life, on survey 39 people of Damoh M.P. concerned to various disciplines and working places.

**A.H2.** There is no impact of innate and learned behavior for successful personality in a world. Rejected because previous has already selected.

Openness is positively associated with appreciating art, divergent thinking, and political liberalism and negatively associated with right-wing authoritarianism, racism, prejudice, and religiosity. Highly open people tend to seek out novelty and originality, be competent in recognizing others' emotions, and be primarily attracted to other highly open people. The Practical Importance of the Five Personality traits. The settling of consensus on the Big Five had enormous implications. these all traits play efficient and efficiency role by individuals according to time requirement, these all traits not found out a single individual but effectively performed by a group or an organization members.

Findings of the study confirm that each organization mandatorily arrange skill and ability test whomsoever apply to job, that is necessary to matching job specifications to man specifications. Suppose you select a computer operator for office working and he or she should capable to do it or to hand over superior job to test whomsoever capability to perform that.

**C.H 3.** There is no difference to determination of skills and expertise on dependability of innate and learned characteristics. Also rejected as per data of Role of innate characteristics and learned characteristics in human's personal and professional life, on survey 39 persons of Damoh M.P. concerned to various disciplines and working places.

**D.H 4.** There is genetic co relation between innate characteristics of an individual, accepted as per data of Table- 1.6: Role of genetics in key skill performances of individuals

**E.H 5.** There is no genetic co relation between innate characteristics of individuals, rejected because above has selected.

**F.H6.** Performance and potential of individuals will be more meaningful and productive if well support and cooperation of people regarding innate and learned behavior, accepted as per data of Table -1.3: potential analysis of individuals if support and coordination by senior management.

**G.H 7.**Performance and potential of individuals will be less meaningful less productive if not support and cooperation of

**J.H 10.** HRP not plays a great role to identification of skill, talent, knowledge and

people regarding innate and learned behavior in an organization, rejected as per data of. Table - 1.4: potential analysis of individuals if not support and coordination by senior mgt.

**H.H 8.** HRP plays a great role to identification of skill, talent knowledge and competence of individuals: accepted as per data of table -1.7

Role of skill and talent identification in key job specifications performances of individuals.

**I.H 9.** Has to be accepted that is HRP plays a great role for identification of talent, knowledge and competence of individual. (Table-1.7)

competence of individuals: rejected due to farmer has selected.

## 9. Conclusions

There is great impact on student's cognitive, affective and psychomotor learning outcomes on social capital, motivation, health and innate characteristics. These all play very eminent role for construction of personality. Good health determines not only attaining best position in class as well as enhances physical growth, skill and quality enhancement along with well presentation in sports or athletics. Whereas motivation signifies an individual to do work impossible to possible, and social capital obviously surely indicates if you well in coordination and cooperation to gain social

Each individual have different innate and learned qualities so organization should well plan utilized them for generation of maximum productivity.

Both innate and learned behavior are the key API score for any individuals to searching not

groups and as most chances to truly achieve good position in best communication and leadership quality. And ultimately innate or natural characteristics shaping your original personality as in terms of your qualities and skills for e.g. stage performances, public speeches,anchoring,singing ,dancing, playing with an instruments, keen intelligence, well memory, honesty, responsibility, caring, accountability, negligence, problem solving skills, etc determines you will move on right path or wrong path (ref.1)

only best position in life but also sustained and create their image in social and living environment, these people also become role model for connected persons.

Both characteristics play major role to achieving personal, professional and social outcomes as

well as holistic development of personality of an individual. So they certainly determined quality of working culture, living culture, ethical and personal development.

Virtual characteristics determines successful prosperous and positive personality where as evil characteristics indicates destroying or spoiling the personality in negative way e.g. criminals, smugglers, blackmoney earners etc.

Learning and development signifies well updatation of skills and required qualifications in current job scenario as AI chat GPT, digital marketing skills, Online webinars, presentations etc.( ref.5)

Innate behaviors are termed as natural behavior, intelligence and whereas learned behaviors are called as learned education, module, applications, development programmes, technical up gradation and artificial intelligence. Both are required to attain objectives either personal or professional.

Innate behaviors are called as god gifted qualitative, only time and place required performing: like public speeches, singing, dancing.

### **MERITS –DEMERITS**

BEST behavior create positive and favorable image in environment so they contribute healthy and satisfactory atmosphere whenever it performed, so some people noticed favoritism or some egoism.

Productivity gaining, benchmark developing and employee or people engagement are

## **10. Suggestions**

Suggestions of the study goes to parents should take care of their children at time of maturity both boys and girls to protecting bad inferences

Writing etc. whereas computer efficiency, driving, swimming, stitching embroidery and skill India enhancement courses are included in learned skills or qualities.

Innate characteristics may be positive and negative one transferred from generation to generation like honesty vs dishonesty, kind vs cheater, and responsible vs irresponsible etc.

Recent New Education Policy also focused on skill and quality training and up gradation motive to provide practical and valuable knowledge for upcoming generations to fight unemployment problems of India.

Human resource planning plays a very significant role in skill, quality identification of individuals and then appointed people in required vacant job.

Mind makes action good or bad, so whichever traits, qualities, skills, and ethical duties a person performed before family, society, educational place and working place will get results or outcomes of that nobody changed his or her fate, name, fame glory. Only work of deeds in your hand to perform as better as and prove yourself.

Advantages of this behaviors on the other side there is any bad quality in genetic feature is difficult to changes as-drinking, smoking, theft, robbery, fraud.

And demerit of learned behavior is some qualities or skills learning first time in generation are too difficult to attaining like driving, computer accuracy, pilot training etc.

–like any addiction, smoking, alcohol, social media (to protect immoral and illegal) videos in teen agers and pre mature stage of children) if

one parent is addicted, 1so 80% chances of addiction in their children, only moderate observations and better involvement of parent may be the best remedy.

each person belongs to different different traits or quality and these traits might distinct to another one suppose one person having highly agreeable so its positively determined warming

Positive innate characteristics not required too much learning because that already available in blood or genes like-acting, dancing, singing, leadership.

Each individual should respect and honor and appreciates other one, for e.g. one person absolutely perfect in commanding of leadership skills and other one perfect in customer attraction so both are unique specializes in their profession so they respect them each other equally.

To encourage empathy, non verbal communication, simple communication may be

and kind nature and competitiveness termed as negative way conclusion of the study reveals that a person should utilize his or her traits in adequate and balancing form neither too more nor less, excess of anything is always bad, there should be limit for everything. A person should treat his characteristics in required demand of behavior and situations and time not moving inadequate way.

effective, extrovert attitude, conflict resolution attitude and team work coordination attributes shared with co members, colleagues, stakeholders for better productivity of any living place as well as quality working environment. Avoid rude behavior and toxic relations at working place and give place for sharing best experiences of life achievements that certainly provides positive and favorable environment and enhances work productivity and employee productivity and organizational productivity.

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