

Project One: Position Paper

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PSY 108: Introduction to Psychology

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Throughout Psychology, there has been a continuing debate: Nature or Nurture.

Parenting, peer relationships, and social-ecological conditions, nature or nurture? Research proves the development of temperamental social attitudes, the evaluations people make about ideas, events, or other people's nurtured skill sets (Chen, & Schmidt, 2015). From infancy through adulthood, we are developing, adapting, and change attitudes and behaviors. Learning is not just a one-time event. One nurtured behavior, learning not to grab a dish out of the hot oven or consequentially suffering the ill effect of burning your hand for example.

Behaviors are not encoded into our genetics; they are nurtured and either rewarded or punished. Future learned behavior will be avoided due to any negative outcomes from the first time the behavior was performed. Nurture has a greater impact on human development, as we develop from infancy to adulthood, we learn and emulate the behaviors of others. Nurturing behaviors promote not only physical but social and cognitive development. It produces life-long generational health, productivity, and social cohesion benefits. Nurturing skills include but are not limited to, learning, development of well-being, and verbal communication. These skills are influenced by external factors, exposure, experience, and learning.

A person's personality is started in the womb genetically. Such behaviors are crying when hungry or needing to be changed. As we age verbal communication with others, and in adulthood, listening and participating with others. Nature gives us the genetic encoding to not only communicate but to walk to, from, or with others. For a few examples, nature has given us the inherited trait of holding one's hand and hugging one another. However, after birth and during life we "people watch" as it is called. We learn what our parents, friends, colleagues, and

schoolmates or work teammates exhibit and adopt as our behavioral norms. It is not believed that we inherit all our behaviors from genetics, good or bad.

Research studies have been furthering, confirming, and providing substance to the foundational groundwork for understanding the positive or negative effects that role models can have on our sociocultural development. One Study conducted found role models play a significant part in the Nurture portion of the debate. We start to identify the qualities we observe and admire in the people we look up to or admire. We learn how to present ourselves in appearance, speech, behaviors, and actions. Role models can also present poor and or dangerous qualities that we should not replicate (AACAP, 2017). Behaviors like taking things that do not belong to us or that have not been offered to us.

Such behaviors we learn environmentally are, social behaviors such as, guys opening a door for a lady, stopping along the way to help a stranded motorist, and helping the elderly at the store to put their packages in their car for a few examples. These types of behaviors are not genetically encoded in us at conception. One such contemporary socio-cultural theory has been greatly utilized in other social sciences. Vygotsky's cognitive child development presents the argument that humans are the only ones able to change their environment to be able to suit their ends. and trying to understand the cognitive processes between children and adults of learning and education (Mercadal, 2021).

It is important, not just for parents of children but for children themselves to understand positive development, and improvements both individually and in society (Leman, Patrick, 2016). By doing so, it is shown that nurture is more prevalent than ever though. We see that as humans we develop skills like self-care, ethics, social care, being more self-aware, empathy, and motivation. Evidence proves psychological problems associated with arising adulthood have

beginnings in children with negative experiences (i.e., poverty, deprivation, or trauma faced during childhood.)

Research has shown that we do have the ability at hand to reduce violence, and improve cognitive development. In his book, Biglan shows us a strong reminder of the transitional impact nurture has on the environment of individuals' well-being. It has been scientifically proven to create nurturing environments within our schools, workplaces, homes, and communities.

“The Nurture Effect: How the Science of Human Behavior Can Improve Our Lives and Our World” (Biglan, 2015).

There are numerous ways in which to improve and develop these abilities, two such areas are increased levels of education and income, by cultivating a more positive and productive environment socially, in home life, the workplace, and in schools. This cultivation provides positive growth and Nurturing within our culture and society as a whole. Doing so gives us a better chance of being a more influential role model helping to shape our families, culture, and world.

In conclusion, I believe that nurture plays a larger role in our brain's psychological makeup by humanistic role-modeling than researchers originally thought. The Character-Education movement has many web materials, and teaching materials on role models to be emulated (Kristjánsson, 2006). Behaviors are nurtured into our brain's genetic web like a dry sponge soaking up water. We are always seeing, storing, recalling, and adapting behaviors that we see and learn from. As we learn we grow by nurturing behavior like Emotional Intelligence skills i.e., Self-Regulation, Ethics, Social Awareness, and Conflict Resolution. By learning and practicing these skill sets within the nurturing process, we further see where nurture outweighs nature in the lifelong debate. (“What Is Emotional Intelligence?” n.d.).

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[PSY-108 - Page 1.5 - Psychology's Three Main Levels of Analysis \(webtexts.com\)](#)

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