Psychological Factors in Developing a Positive, Cooperative and Trusting Personality: A Qualitative Case Study

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Abstract

This study examines the role of psychological factors in developing a positive, cooperative and trusting personality of secondary school principal. Psychological factors such as motivation and mindset play an important role in developing the positive, cooperative and trusting personality of individuals. Motivational factors i.e., self-regulation, self-efficacy, task value and goal orientation, while mindset i.e., growth mindset play an important role in developing the personality. A semi-structured interview schedule was developed in this qualitative case study. Thematic analysis technique was used for data analysis. The results of the study showed that there is positive role of the psychological factors i.e., motivation and mindset in the development of positive, cooperative and trusting personality of secondary school principal. The study can guide the school principals about the role of motivation and mindset in the personality development. The study recommended that the overall positive culture of school, the psychological factors i.e., motivation and mindset play an important role.

Keywords: *Psychological Factors, Motivation, Mindset, Personality, School Principal*

Introduction

The set of individual variations that may be seen in relationships, emotions, cognition, and behavioral patterns is known as their personality. According to Elov et al. (2022) defined personality as the features or combination of attributes that make a person distinctive." The authors further raised a question, either the personality is inherited or it is affected by environmental factors. There are many factors i.e., psychological which affect a person's personality.

It is evidenced through the literature that different psychological tests have been conducted to identify the factors which affect the personality. A famous dog breeds test was conducted by anthropology professor Daniel Freedman. His research aimed to determine whether breeds had any common personality traits. He further investigated the heritability of personality characteristics in humans. According to him, society had no impact on babies, and any apparent personality would have been entirely hereditary. He discovered that compared to western newborns, Asian newborns were calmer. He further found that submissiveness and friendliness are inherited traits (Schwaba et al., 2022).

An American psychologist David Keirsey categorized a persons' behaviour. He believed that a person's behaviour either shape them into an artist, a guardian, a rationalist, or an idealist (Kobylińska et al., 2020). Another psychologist Robert Plomin worked on psychological factor temperament, the foundation for the growth of personality. Plomin found that emotionality, actively and sociability are the three key characteristics that best describe the temperament (Scrivner et al., 2021).

The other psychological factors which play an important role in developing the personality of the individual are motivation and mindset. A motivated principal always motivates his/her teachers, students to spend better professional and academic life (Lazowski & Hulleman, 2016). The motivational factor is very important that a principal must understand. This factor will create interest among principals to play an active, cooperative and trustworthy role during leadership role. Because the sub factors of motivation i.e., self-efficacy, self-regulation, learning goal orientation and task value could remove difficulties on the growth and development of an individual (Fortus & Vedder-Weiss, 2014).

The school principals play an important for developing a conducive environment in the schools. To create this type of environment, it is essential for them to have positive, cooperative and trustworthy personality. Because they have to deal with faculty, staff and students. Their attitude, behaviour and mindset will affect the overall learning environment. The main objective of this current research study is to examine those psychological factors which develop the personality of the school principal. Due to the importance of this study, there is need to get the in-depth data. That is only possible through qualitative study. So to fill this methodological gap, the authors choose the case study method to find out the role of psychological factors.

Objectives of the Study

The objectives of the study were to:

1. Identify the psychological factors i.e., motivation and mindset which develop the personality of the school principal.
2. How does the psychological factors i.e., motivation and mindset develop the positive, cooperative and trustworthy personality of the school principal.

Literature Review

Aristotle the philosopher noted that people might have different cultural values (De Miguel & Buss, 2011). It is evidence through the literature that there is relationship Researchers have discovered that a relationship occurs among the psychological factors i.e., motivation and personality development (Massendberg et al., 2016). The authors further elaborated that there is little evidence that how these factors play and shape the personality.

An experiment was carried by American psychologist and professor Philip Zimbardo, testing the influence of social positions on behaviour. He split the class into two groups and conducted a practice jail exam. The volunteer students were instructed to portray prisoners and prison guards, and as they did so, they noticed that the prisoners began to adopt passive attitudes toward the guards while the officers started to adopt authoritarian ones.

Austrian physician and psychotherapist Alfred Adler established the concept of distinct personality. Using data from twin, sibling, and adopted kid households, he was able to make the case that birth order matters a lot when defining personality (Lind et al., 2020). He discovered a link between age and specific characteristics. Adler investigated the impact of birth order on educational achievement and drug usage (Littletree, 2015). As per Adler, almost all newborns experience feelings of inferiority as a result of their sense of powerlessness. One aspires for supremacy as they progress through the phases of growth.

Edward Thorndike said that Any action is more likely to be repeated if it results in a positive outcome than if it is followed by an unfavorable one (Becker et al., 2020). In his trials with pigeons and rats, Skinner focused on characterizing the behaviour that could be observed. He came to the conclusion that the forces influencing behaviour were either positive or negative reinforcement.

Albert Bandura, a Canadian psychologist contrasted the learning theories by proposing that individuals instinctively learn by observation rather than personal experience. He refers to this idea as social learning theory (Bandura, 2020). He further defined that the confidence in one's capacities to plan and carry out the courses of action necessary to manage potential scenarios. He observed a kid's behaviour after they seen an adult model act violently against a doll in his tests on child aggressiveness and non-aggression. Role models have a significant role in deciding whether they have a good or negative impact on behaviour and personality development, according to Bandura's social learning theory.

Educational institutions know that positive, cooperative and trusting personality of principals have very importance. The aim of the present research work was to identify the psychological factors that develop a positive, cooperative and trusting personality of a school principal. This study will be helpful for school principals to create a positive, cooperative and trustworthy environment in the school. It will also be helpful for policy makers to get insight the psychological factors which contribute in shaping the personality of the school principal. Most of the literature is about to describe the characteristics of the successful school principals. But there is little methodological evidence regarding the identification of factors which develop this successful personality. This

study will be helpful to create awareness that what type of psychological factors are required for a cooperative, positive and trustworthy environment.

Methodology

The researchers used a qualitative case study and developed a semi-structured interview guide after reviewing the pertinent literature to investigate the psychological factors that contribute to a secondary school principal's positive, cooperative, and trustworthy personality. In order to make the interview run naturally and methodically and to allow for proper questioning, the interviewer adhered to the interview guide (Sharp & Timmons, 2010).

Five sections made up a semi-structured interview guide. The introduction and demographic data made up the first part. On the initial queries came in second. The third element focused on queries about biological variables. The fourth component dealt with psychological aspect questions, while the fifth component dealt with concluding remarks. As the interview was face to face interaction, It was easy for the interviewers to able to analyze and take into account nonverbal cues such body language, mood, and expression (Aleandri & Russo, 2015). Irvine et al. (2013) stated that face-to-face interaction is a crucial component of semi-structured interviews because it promotes rapport-building and enables a 'natural' encounter, both of which are needed for carrying out successful qualitative research. A face-to-face interview was favourable since the interviewer could efficiently track replies and clear up any misunderstandings that could develop throughout the conversation.

Procedure

The data were collected through in-depth interview with the secondary school principal. The researchers conducted the interview in person and pre-informed the respondent about the recording of interview. The interview recordings have been measured a suitable option, to obtain interview data more accurately. During the interview, handwritten notes are relatively inaccurate, and the researchers can miss several key points (Jamshed, 2014). The participant happily agreed to have her comments recorded on audio as long as her name remained a secret. The researchers

had faith in her to uphold the uniqueness and distinctiveness of her ideas, respect her opinions, represent her real wanted notions, and encompass her distinctive elaborations (Cohen & Crabtree, 2006).

The transcripts and recordings were thoroughly examined by the researchers for any language cues, particularly those based on intonation. The participant' post-interview communication needed to be clarified, and a follow-up assessment was required to confirm that the interview's transcription was accurate (Coughlan, 2009). The participant was given multiple chances to have their membership checked. Through changes, this member screening process was carried out. Editing was done to both the data and the interpretations (Yüksel & Yldrm, 2015).

The participant was also asked to check the interview transcripts and the researchers' analyses in order to confirm that the right statements had been made in order to maintain the study's validity and reliability (Cohen & Crabtree, 2006). The interview lasted roughly sixty minutes. The comments were audiotaped and afterwards written down in English translation. The data collected from interview was input into Nvivo software that was readily available. According to Buetow (2010), a common qualitative data analysis strategy that employs sequential order is thematic analysis (Braun & Clarke, 2006).

Results

First, the researchers familiarized themselves with the interview responses by reading them several times and through different lenses. The intention was to search for any potential themes in the wake of Dey's approach. The researchers created codes by first reducing the data and then labelling the reduced data after becoming familiar with the data. Commonalities among the codes suggested grouping them into categories, which assisted the study's progression towards umbrella topics and, ultimately, conceptualization.

According to Joffe, H. (2012) related categories were merged under a single theme. Each theme was thoroughly examined by the researcher to make sure it made reference to the ideas covered in the previous literature review. The researcher carefully examined the data at each stage to look for any missing information or the possibility of identifying a new theme that might emerge from any responses that had

been highlighted. It was simple to give each topic a name after reviewing the themes. The themes that stood pertinent to the notion and the concept relevant to support that theme were used to separately define each theme. The secondary school principal provided information on gender, age, professional experience, general education requirements, and professional qualification. The participant of the study was a female principal aged 50 years with a general qualification of MSc Chemistry and professional qualification of MEs. After developing the codes following parent themes were developed by the researchers:

Openness

When the questions regarding "openness" that is one of the psychological traits of the personality was asked the participant elaborated that "The reasons behind the creativeness were that I was open to try new things and remained focused on talking new challenges. That's why my parents always trusted on me. I always felt happy to think regarding abstract concepts". She further elaborated that "I always liked challenging situation and enjoyed new things. I accepted the changes in a broad way. I did not show resistance to new things and ideas. I was very imaginative".

The participant was asked that "Do you think that Openness is a cognitive style characteristic that sets imaginative and creative people?" She explained that Openness is a cognitive style characteristic that sets imaginative, creative people apart from practical, conventional ones. Intellectually interested, art-appreciative, and sensitive to beauty, open people are. People often compare them to closed individuals who are more sensitive to their emotions. They have a propensity for nonconformist, individualistic thought and behaviour. Since openness tends to be highly rated by intellectuals, the term "intellect" has also been applied to this attribute. When Freud first coined the term "neurosis," he meant a state characterized by mental anguish, emotional pain, and an inability to adequately manage daily obligations.

The participant described that "I always spent maximum time for the preparation of any task. Due to this reason the all types of tasks were completed in a right way. This is another reason that my authorities always trusted me. Because I believe in perfection. I paid attention to complete the task. I always enjoyed a schedule. This was one of the traits of my

personality. My personality developed in this way. She further elaborated: "I always liked the structure and schedule. I was very caring and took care of things. I always returned things or put them back where they belonged. This was also one of the reasons that I became trustworthy.

The participant was asked that "Do you think that Consciousness is concerned with how we manage, controls and guides our impulses?" She elaborated that Impulses do not naturally occur. Bad; sometimes, due to time restrictions, a quick judgement must be made. It can be beneficial to follow our first impulse while responding. Also, when playing rather than working, acting impulsively, and acting rashly might be enjoyable. Impulsive people can be identified by others as outrageous, entertaining, and colorful. However, behaving impulsively can cause problems in a variety of ways.

Extraversion
The participant expressed her views about extraversion. She described that "From my childhood I enjoyed to be in the center of attention. I was very trustworthy as I always liked to start conversations. I loved to enjoy the meeting with new people. I was very cooperative because I had a very large social circle of friends and acquaintances. As I was very social so it was very easy for me to make new friends. I felt energized when I was around other people". Regarding agreeableness the participant explained that "I had a great deal of interest in other people. As I was cooperative so I always cared others. Due to empathy, I always showed concerned for other people. I enjoyed to help and contribute other people' happiness. This habit developed the positive attitude in my personality. I always assisted who were in need of help".

The participant further explained regarding her personality that "I had a lot of experiences to tackle stress. This reason developed trustworthiness in my personality. I did not feel worry about different things. I did not get upset. I did not feel anxious. I was emotionally stable and delat stress". The interviewer asked that "Do you think that difficult tasks can increase or decrease your motivation level?" The participant reflected that "Yes, not doubt that in life difficult tasks or activities can increase or decrease the motivational level. But I always believe in growth mindset. When you have believed that everything is

possible with effort and consistency then no need to be worried. I always find out the solutions of difficult tasks or activities with effort and consistency.

Mindset

The mindset was found to be one of the psychological factors of the personality. The participant was asked that "Do you think that your mindset also played an active role in shaping your personality?" She replied that "I always ask my teachers and students that effort and consistency will help you the solve the problems in your academic and professional life." She was asked that "Do you think that persistence also plays an important role in shaping the personality?" She elaborated that "In my point of view one of the main psychological factors of mindset is persistence. It really developed my personality from my childhood to till date. Whenever in life I feel anxiety or stress then this psychological factor played an important role. The principal was asked that "How did you develop enthusiasm in your personality?" She elaborated that extraverts are enthusiastic, have lots of energy, and frequently feel happy. In groups, they tend to be energetic, action-oriented people who are prone to exclaim "Yes!" or "Let's go!" to opportunities for excitement. They also enjoy talking, making claims, and grabbing attention.

Regarding the collaboration, she was asked that "How did you desire for collaboration?" It was found that from participant's views that Individual differences in the desire for collaboration and social peace can be shown in how agreeable a person is. Individuals that are agreeable value getting along with others. As a result, they are considerate, sociable, kind, supportive, and prepared to put other people's interests ahead of their own. People who are agreeable also have a positive outlook on people. They think that people are, on the whole, nice, honest, and reliable. Disagreeable people prioritize their own needs over those of others. They rarely go above and above for others because they typically don't care about their wellbeing. Sometimes their doubt about other people's intentions leads them to be wary, hostile, and uncooperative.

Discussion

Quantifying the number of characteristics that make up a person has long been an objective of personality trait theories. The earlier suggestions recommended various numbers. For instance, Raymond Cattell identified 16 personality components, Gordon Allport presented a list of 4,000 personality qualities, and Hans Eysenck created a three-factor theory. Many academics believed that Cattell's concept was extremely complex and that Eysenck's approach was too constrained. The broad characteristics that form the basis of personality are described by the "Big 5" personality traits. Extroverts are often extroverted, secure in their social skills, motivated by being among other people, and enthusiastic about speaking in front of huge crowds of people (Hopwood, et al., 2022).

They frequently have a cheerful and sociable nature. They are typically seen as friendly and approachable by others since they are so keen to express their thoughts and feelings with them. Extroverts may be the first to introduce themselves, their friends, and themselves to other partygoers (Kobylińska, 2020). Extroverts interact and meet new people. Moreover, they are sometimes seen to be more forceful than introverts. They are more prone to discuss their opinions and thoughts and are also more outgoing (Kori & Azmi (2022).

Consciousness is that how we manage, control, and direct our impulses. Impulses don't happen by themselves. Sadly, there are occasions when hasty decisions must be taken owing to time constraints (Lind et al, 2020). It may be advantageous to reply by acting on our initial instinct. Additionally, acting rashly and impulsively may be fun when playing rather than when working. Others can recognize impulsive persons as flamboyant, amusing, and colorful. However, acting impulsively can lead to issues in a number of different ways (Scrivner, 2021).

Openness is a person's capacity for being or becoming open-minded, innovative, creative, and insightful. People that are more open-minded typically appreciate variety, look for new experiences, and are interested and aware of their surroundings (Lind et al, 2020). Less flexible people typically shy away from change, detest disturbance, and concentrate on a small number of niche interests (Hopwood, et al., 2022). This may sound like one or more of your coworkers, or it may be that you are now analyzing your own personality to determine how affable you are. Like

many characteristics, openness has a sliding scale, and you might find yourself being more open in some circumstances than others (Kori & Azmi (2022).

Conclusion

This study concluded that the psychological factors i.e., motivating and mindset play an important role in developing the cooperative, positive and trustworthy. Being optimistic is a quality that may be advantageous. These qualities might bolster your character or make it simpler for you to deal with any difficulties you may encounter in life. Positive personality traits include being adaptable, ambitious, considerate, cooperative, friendly, gracious, humble, introspective, objective, optimistic, respectful, steady, thorough, and well-rounded. These positive features of school principals' personalities have a significant impact on the growth and development of the institution. The school principal's behaviour will have an impact on the culture of the entire institution. The overall climate of the school will be pleasant if the principal is upbeat, helpful, and reliable. personality of the school principal.

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