RELATIONSHIP OF IMPRESSION MANAGEMENT WITH PERSONALITY TRAITS AMONG TEACHERS AT HIGHER EDUCATION LEVEL

BY

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NATIONAL UNIVERSITY OF MODERN LANGUAGES

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THESIS AND DEFENSE APPROVAL FORM

The undersigned certify that they have read the following thesis, examined the defense, are satisfied with the overall exam performance, and recommend the thesis to the Faculty of Social Sciences for acceptance.

Thesis Title: Relationship of Impression Management with Personality Traits among teachers at Higher Education Level.

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AUTHOR'S DECLARATION FORM

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Candidate of **Master of Philosophy** at the National University of Modern Languages do hereby declare that the thesis **"Relationship of Impression Management with Personality Traits among teachers at Higher Education Level "** submitted by me in partial fulfillment of MPhil degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that it shall not, in future, be submitted by me for obtaining any other degree from this or any other university or institution.

I also understand that if evidence of plagiarism is found in my thesis at any stage, even after the award of a degree, the work may be cancelled, and the degree revoked.

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ABSTRACT

Title: Relationship of Impression Management with Personality Traits among Teachers at Higher Education Level.

This study aimed at exploring relationship of Impression Management with Personality Traits among Teachers at Higher Education level .The overarching objectives of the present research were to examine the Impression Management behaviors adopted by teachers at University Level, to assess Personality Traits of University Teachers, to compare Impression Management behaviors of University Teachers on the Basis of gender, to compare Personality Traits of University Teachers on basis of Gender and to measure the relationship among Impression Management behaviors and Personality Traits. Null hypotheses were framed to achieve the research objectives and to avoid biasness. The approach of the study was quantitative in nature. Correlational research design was used to examine the relationship between two variables without intervening. All the teachers of fifteen Public sector Universities of Islamabad constituted the population of the study. The population consisted of 7639 University teachers. While in order to make this geographically diverse population manageable for data collection and every individual will have an equal chances of being selected. Disproportionate Stratified Random sampling was used .The sample consisted of 391 teachers from five universities while researcher was able to collect data from 347 teachers. Adapted Questionnaire was used after validating it by three experts and with reliability of 0.835. Questionnaire consist of three sections first was demographic, second consisted of questions related to Impression Management and third section contained questions related to Personality Traits. Data was analyzed using mean, T-test, Pearson correlation and linear regression. Descriptive analysis revealed that Self-Promotion and Conscientiousness were the most common traits found among teachers. A low positive significant correlation existed between Impression management Behaviors and Personality Traits. The investigation on gender differences using T-test revealed no significant difference on Personality Traits. Linear regression revealed that there is only 16% percent chance that IM behaviors will affect personality traits. Promoting and praising teachers on media and highlighting their struggles and achievement and giving equal benefits irrespective of gender will promote a healthy environment among teachers. This approach will also remove any misconception about teachers that may exist within society.

Keywords: Impression Management, Personality Traits, Organizational behavior, Pearson Correlation, Linear Regression

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LIST OF ABBREVIATIONS

IM   Impression Management

GDP   Gross Domestic product

GNP   Gross National Product

PT   Personality Traits

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DEDICATION

This thesis is dedicated to my Dad for his love, endless support and encouragement.

APPENDIXES

CHAPTER 1

INTRODUCTION

1.1 Context of the study

Impression management refers to deliberate or unintended attempt to shape other person's perception about an object, person or an event by properly handling information related to it. The five prominent behaviors of Impression Management are: Self-promotion, ingratiation, exemplification, intimidation and supplication (Yu, 2020).

Wang (2016) quoted that Goffman coined the term Impression Management and is of the view that everyone desire to leave a good and attractive image of him. Goffman floated an idea that person uses certain symbols to portray positive image of himself. It can be setting an environment, dressing in a particular way or showing positive body language.

However with passage of time it has started showing certain effects on the society and can be considered as a part of culture. Though they are beneficial but can lead to disastrous effects like health deterioration, stress development leading to certain psychological issues (Wang, Zhou,Yu, & Li, 2020).

It is more interesting to note that people are more interested in how they portray instead of actually who they are? Foulk and Long (2016) is of the view that people tend to inherit those attitudes which seem to be authentic and would have a beneficial effect. Bolino, Klotz, Turnley, and Harvey (2013) was of the view that people tend to adopt the positive things. A person adopts these changes to reach certain goals.

Serin, Balkan, and Soran (2014) quoted these behaviors from Bolino (1999), who mentioned five behaviors self-promotion ,ingratiation, supplication, exemplification and intimidation and the researcher stick to the typical questions associated with these techniques and related attitude among students. Multi dimensions of Impression management has been explored it was found to be dependent on gender, age most successful when used face to face and online (Bolino, Long, and Turney, 2016).

Personality is defined as overall persona of a person .Researchers have proved through various examples that personality traits are result of behavior and can be inherent or can be due to environment. Schultz (2016) quoted Julian Rotter in her article about Theories of personality who explain personality and behavior from looking both outside and inside of an organism. The people who have internal locus of control exert attention on environment and always in updating their skills. These people show high value in self-esteem, low anxiety and greater happiness while those who have external locus of control believe in luck, person or other circumstances shows high value in anxiety and lower self-esteem.

1.2 Rationale of the study

Bolino, Long, and Turney (2016) quoted Impression Management styles (IM) adopted at organizational level that what are the behaviors adopted by the people working there and recommended other researchers to check these behaviors in other organizations or institutions too as these behaviors needs to be checked and can be gone too far if not handled at the proper time. So, the researcher felt the need to explore styles or also referred as behaviors of Impression Management at individual level on teachers at University level. Personality is one of the interesting topic to be studied for and it is defined as traits and characteristics of a person that set him aside from all others (Revelle, 2013). The most prevalent factor is five factor theory of personality or Big five which is applicable to all individuals belonging to any culture. These personality traits are beneficial to understand the criteria of an organization that are hiring teaching. As mentioned already that personality is linked with behaviors as well which is the main variable to be explored in this research. Moreover, personality is treated as a fixed trait. So, the current research has tried to explore behavior along with main five personality dimensions as above mentioned research explores only two. This current research explored all five personality dimensions but only two sub-traits in each dimension were taken as predicted by IPIP test items (Goldberg, 2023). Another researcher Yu (2020) explored presence of only two personality traits conscientiousness and extrovertedness using HEXACO model and was of the view due to a new model and unavailability of reliable sample items all dimensions were difficult to explore and also recommended that personalities should be assessed to see how much person can modify his behavior so upon this recommendation this research explored all five dimensions of personality traits using NEO PI-R (NEO personality inventory revised) using OCEAN model. OCEAN model is still considered as more error free and easy to administer as compared to HEXACO and reliable sample items were present which can be amended according to culture and place of data collection without losing much reliability. So, the researcher felt the need to explore personality dimensions of University Teachers to set standards for prospective teachers.

Moreover, other researchers were also of the view that certain behaviors are linked to personality traits (Stachl et al.,2020). This research was an extension to relate Impression Management Behaviors with Personality Traits as some of the researches linking Impression Management behaviors of mobile phone users with personality traits could not relate agreeableness with behaviors. The dealing person themselves were not in favor of certain terms but faking behavior as a part of job trying to convince others about certain schemes (Stachl et al.,2020). So, another recommendation got attention. That is why this research explored all five dimensions with IM behaviors to check if these kinds of ambiguity persist in educational organizations or not. Researchers was especially interested in predicting Personality Traits to check if Personality Traits of teachers are well suited for generation alpha and if teachers are

prepared for Generation Beta or not. Since, Personality is related to Behaviors. Kerr et al. (2018) deeply studied the dimensions of Personality of entrepreneurs depending on different situations like entering and those who quit the field since retention in the job is also an important factor. So, again another recommendation which is useful in the current research gained attention too. As recruitment needs use of resources and funds so this research focused on determining personality traits of University teachers to explore novel traits of teachers which will help to determine the retention rate in an organizations as well and traits of the teachers suited for the University. The personality traits were chosen which are especially linked with education sector like trust, morality, friendliness etc. Moreover, in above mentioned research personality is taken as fixed trait while IM is dynamic hence, this research will also figure out the relationship as cultural context is different.

In current scenario where there were rising news about malpractices and misconception on behalf of teachers (Case of Punjab University and Islamia University Bahawalpur). To control corporeal punishments Article 89 was inserted in the constitution to stop these acts but still certain teachers are engulfed in vicious circle of corruption, bribery or malpractices like giving tuition to school children's where they are employed. As student can't say no to own teachers so they fall in the trap to avoid serious affects later on. In Pakistan Teaching is taken as a Prophetic Profession and a teacher who has gone through series of tests and interviews, having lots of degrees cannot imagine to fall in indecent practices. Therefore, this research is basically based upon the recommendations by the other researches and the problem prevalent in Pakistan which stresses the need to explore the Personality Traits and Impression Management Behaviors adopted by the teachers to look if there exist any problem on behalf of teachers and to find out if these allegations are true or not. The problems like inducting experienced and well educated persons but still not able to reach the goals of education and most people complaining about behaviors of teachers were explored. Therefore, it was very important to explore the variables if there is something lacking or problematic on parts of teacher or it's just a blame game so parents and students can easily raise the slogan of "Do more" and overburdening the teachers with false accusations. Teachers pay a pivotal role in shaping the future of societies by imparting knowledge, fostering critical thinking, and nurturing the development of individuals. At higher educational level, where academic excellence and personal development are emphasized, the personality traits of teachers and their ability to manage impressions significantly impact their professional relationships, classroom dynamics and overall effectiveness. Understanding the interplay between Impression Management and Personality traits can provide a valuable insight into the behaviors, motivations and professional challenges faced by teachers.

While much research has been done on Impression Management and Personality traits, their combined effect on teachers at Higher Education level remains unexplored. This gap is

very important to explore as teacher operate in diverse and dynamic environment where their ability to adapt and present themselves positively is essential for success.

1.3 Statement of the problem

The research was carried out due to rising misconceptions in the society after news regarding corruption, malpractices and careless attitude on behalf of teachers were surfacing time to time. There were continuous news coming on television and social media airing parents and students comments that teachers are not loyal to their profession or are too strict that it's difficult to ask questions from them after certain incidents like Islamia University Bahawalpur (The Express Tribune, 2023) and Punjab University (The News, 2023) cases were highlighted. The personality they show at the time of admission is quite different than routine. The central focus of this research was to investigate IM behaviors and personality traits to sort out the truth. Addressing this issue is crucial as it impacts either the reputation of teachers or, alternatively, the future of students. So, this research is done to evaluate the truth and to dispel misconceptions that arises due to some people misusing the title of "Teacher" and to provide recommendations based on the findings to improve the overall system and maintain trust in the profession.

1.4 Significance of the study

Since, this research explored IM behaviors and personality traits so this research will be beneficial first of all to teachers who are using Impression management behaviors. This research will be an eye opener for current teachers and for prospective teachers to have a self-reflection if they are well suited for the job. As in Pakistan teaching is taken as the easiest profession to be dealt with which in reality is not. Researches done on organizations for example literary review on CSR corporate Social Responsibility and IM was done by Hamza and Jarboui (2021) and it was found that IM cannot be implied without using green washing concept. That means IM behaviors are deceptive in Nature. But this research will be an eye opener for administration that the traits that teachers show is okay or while interviewing some other things need to be administered as well and countercheck to avoid any kind of deception coming to surfaces later on which is like a blob of mud on Teaching Profession. Teaching especially in Pakistan is considered as Prophetic profession and one can't imagine making it impure. Therefore, this research will help teachers and administration to identify such malpractices or such mismatched traits which eventually lead to frictional and structural un employment that can harm personality of students bringing negative change in their personality and growth of Organization and eventually affect real GDP growth of the country.

Second Impression Management is often linked with stress which can bring traits like anger, anxiety in a person so research will provide guidance to teachers if it is beneficial to use Impression Management behaviors. To what extend and dimensions it should be used. They would adopt such behaviors accordingly.

The research will be beneficial to management as well who will get to know how much

Impression Management behaviors are being adopted by teachers and as a result which traits of personality are dominant. As a result there should be certain policy changes which should control negative influence on personality.

The research will help recruiters (relevant authorities) to find the right person for the job as they will ensure that least negative or false behaviors are making path in the field. This research will also highlight some policy changes that should be done on behalf of Government and media.

The research will help managerial level to devise certain policies to lessen any negative consequences if prevalent to boost the morale of teachers and to create a healthy relation among teachers and students.

1.5 Research objectives

Since there are certain descriptive analysis that is needed so research questions were needed to be framed in a quantitative manner.

1. To examine the Impression Management behaviors adopted by teachers at University level.
2. To assess Personality Traits of university teachers.
3. To measure the relationship among Impression Management behaviors and Personality Traits.
4. To compare Impression Management behaviors of University Teachers on the basis of gender.
5. To compare Personality Traits of University Teachers on basis of gender.

1.6 Research questions

Objective # 1

To examine the Impression Management behavior adopted by teachers at University level.

1. What is the most practiced Impression Management behaviors by University teachers?

Objective # 2

To assess Personality Traits of University teachers

2. Which is the most prevalent Personality Traits in University teachers?

1.7 Null hypotheses

Objective # 3

To measure relationship among Impression Management behaviors and Personality traits of University teachers.

H_0^1 There is statistically no significant relationship among Impression management behaviors and personality traits.

H_0^1(a) There is statistically no significant relationship between "Self-Promotion" behavior and

Openness to experience.

$H_0{}^1$(b) There is statistically no significant relationship between "Self-promotion" behavior and Conscientiousness.

$H_0{}^1$(c) There is statistically no significant relationship between "Self-Promotion" behavior and Extraversion.

$H_0{}^1$(d) There is statistically no significant relationship between "Self-Promotion" behavior and Agreeableness.

$H_0{}^1$(e) There is no significant relationship between "Self-Promotion" behavior and Neuroticism.

$H_0{}^1$(f) There is statistically no significant relationship between "Ingratiation" behavior and Openness to experience.

$H_0{}^1$(g) There is statistically no significant relationship between "Ingratiation" behavior and Conscientiousness.

$H_0{}^1$(h) There is statistically no significant relationship between "Ingratiation" behavior and Extraversion.

$H_0{}^1$(i) There is statistically no significant relationship between "Ingratiation' behavior and Agreeableness.

$H_0{}^1$(j) There is statistically no significant relationship between "Ingratiation" behavior and Neuroticism.

$H_0{}^1$(k) There is statistically no significant relationship between "Intimidation" behavior and Openness to experience.

$H_0{}^1$(l) There is statistically no significant relationship between "Intimidation" behavior and Conscientiousness.

$H_0{}^1$(m) There is statistically no significant relationship between "Intimidation" behavior and Extraversion.

$H_0{}^1$(n) There is statistically no significant relationship between "Intimidation" behavior and Agreeableness.

$H_0{}^1$(o) There is statistically no significant relationship between "Intimidation" behavior and Neuroticism.

$H_0{}^1$(p) There is statistically no significant relationship between "Exemplification" behavior and Openness to experience.

$H_0{}^1$(q) There is statistically no significant relationship between "Exemplification" and Conscientiousness.

$H_0{}^1$(r) There is statistically no significant relationship between "Exemplification" and Extraversion.

$H_0{}^1$(s) There is statistically no significant relationship between "Exemplification" and Agreeableness.

H_0^1(t) There is statistically no significant relationship between "Exemplification" and Neuroticism.

H_0^1(u) There is statistically no significant relationship between "Supplication" and Openness to experience.

H_0^1(v) There is statistically no significant relationship between "Supplication" and Conscientiousness.

H_0^1(w) There is statistically no significant relationship between "Supplication" and Extraversion.

H_0^1(x) There is statistically no significant relationship between "Supplication" and Agreeableness.

H_0^1(y) There is statistically no significant relationship between "Supplication" and Neuroticism.

Objective #4 To compare Impression management behaviors of University Teachers on basis of gender.

H_0^2 There is statistically no significant difference between male and female on basis of Impression Management behaviors.

Objective # 5 To compare Personality traits of University Teachers on basis of gender.

H_0^3 There is statistically no significant difference between male and female on basis of Personality Traits.

Table 1.1

Research objectives and their related hypotheses

Objective No.	Objectives	Research question/Hypotheses
1.	To explore the Impression Management behaviors adopted by teachers at University level	Q1 Which is the most practiced Impression Management behavior by University teachers?
2.	To assess the Personality Traits of University Teachers.	Q2 Which is the most prevailing Personality Trait in University teachers?
3.	To measure relationships among Impression Management behaviors and personality traits of University Teachers.	$H_0{}^1$, $H_0{}^1$ (a),.......$H_0{}^1$ (y)
4.	To compare Impression Management behaviors of University Teachers on basis of gender.	$H_0{}^2$
5.	To compare Personality Traits of University Teachers on basis of gender.	$H_0{}^3$

1.8 Conceptual framework

Conceptual framework tells basically the main theme of research. It acts as a compass for researcher and guides the plan of action. The current research explored the relation between IM and personality traits. As organizations are becoming decentralized leaving on employees to choose the path to attain goals of organizations, so employees rely on certain behaviors to reach the destiny. The behaviors they show exposed personality traits .So the current research is based on finding the below mentioned behaviors and selected personality traits.

Impression Management (IM) Behaviors		OCEAN model of personality
Self-Promotion		Openness to experience (Emotionality, Intellect)
Ingratiation	⟷	Conscientiousness (Self-efficacy, self-control, Cautiousness)
Intimidation		Extraversion (Gregariousness, Friendliness)
Supplication		Agreeableness (Trust, morality, sympathy)
Exemplification		Neuroticism (Anxiety, Anger)
(Serin, Balkan, & Soran, 2014)		(Ackerman, 2017)

Figure 1 Relationship of impression Management with Personality Traits. Adapted from "The Effect of Conflict Management Strategies on Impression Management Tactics" by Serin, Balkan, and Soran (2014) and from " Big five personality traits" by Ackerman (2017).

IM behaviors include self-promotion, ingratiation, intimidation, supplication and exemplification. It is important to note that there are numerous personality traits but the researcher selected the traits that were highly concerned in present time. The researcher first of all selected behaviors and traits that were the major concerns. The two tendencies underneath neuroticism selected were anxiety and anger which were the most important factor to be dealt with in coaching profession. Anxiety more commonly called as Tension is an emotion characterized via inner turmoil and emotions of dread over destiny events. Mostly arises if student is unable to submit on time , the reasons can be any health issue ,family issues or during defense of thesis if student is able to properly present his research paper or not. The research focused on this aspect as it is also indication that teacher used to be overburdened. Anger is an emotionally rate aggressive behavior. Mostly seen during the time of stubbornness of students but sometimes it can lead to disastrous affect like using harsh words or shouting which could affect student psychologically. But it also shows how much lethargic teacher has become that she used the last strategy which could be used on University students.

The two trends underneath extraversion observed, which can be maximum critical to coaching profession were gregariousness and friendliness. Gregariousness is the extent to which individual is willing to cooperate with other to form societies. For example Teacher behaving equally with average and above average student as both is part of society. Friendliness is being comfortable with others. The research also explored indirectly the prevalent

environment in educational institutions if teacher is comfortable with colleague or students or not. As with present times teacher might refrain to say something as it could have disastrous affect later on and teacher could be standing answerable in front of management and teacher could be victimized. The study focused on this aspect that how much extra time teacher was willing to give others like informal gatherings if she was comfortable or not or willing to go beyond extra time.

The two outstanding traits for attention beneath openness to experience with respect to teaching profession that were studied comprised of emotionality and intellect. Emotionality is defined as the reaction to a stimulus, how one responds. Here what it differentiate with anger is the last response as how much shouting and harsh words are utilized while here it means observable behavior happy, sad, angry or indifferent. If teacher is having a roller coaster of different emotions during the day it can affect mental and physical health due to rush of hormones. Intellect is an inquisitive wandering to discover and inspect, this aspect deals with how much teacher is willing to discuss new ideas with students and colleagues, and this trait indirectly tells the environment of Universities as well. Obviously a University teacher would have a valid reason if she refrains from intellectual discussions, giving new ideas, it can lead to an indication that might be she is not heard, ignored, often misquoted or ridiculed.

The three traits considered with admire to teaching career under agreeableness were trust, morality and sympathy. Accept as true with is potential to trust on others. It means how much teacher is willing to trust others like students giving reasons of not able to prepare or do a certain task. Morality is defined as differentiation in actions and intentions primarily based on proper or wrong. This means to check if teacher do not forbade a student as it is wrong but a harmless activity. For example marking student present despite he takes half leave as he has to rush to hospital due to an emergency at home. Sympathy is reaction towards the distress and needy. If a teacher feels for a student who is unable to clear the defense first time.

The three tendencies considered underneath conscientiousness with admire to teaching profession were self-efficacy, self-control (self-discipline) and cautiousness. The three phenomenon that are strictly linked to personal traits of teachers. If teacher is on time or usually telling students the reasons of not being on time or delay for work.

Self-efficacy is character's perception in their capacity to attain the goals. Self-control is controlling ones feelings and ignoring impulses. Cautiousness is being thoughtful approximately prevailing options before moves.

1.9 Delimitations

1. The research was delimited to OCEAN model of Personality by Ackerman (2017).

2. The research was be delimited to Impression Management behaviors quoted by Serin, Balkan, and Soran (2014).

3. The research was delimited to the use of adapted questionnaire from Big Five model of

Personality Traits with twelve sub-traits by Mapper-Keller et al. (2017).

4. The research was delimited to the use of adapted questionnaire from Impression Management Style given by Leary, Mark,R., Jongman-Sereno, Katrina ,P., Diebels, & Kate J. (2015).

5. The research was delimited to teachers of five Public Sector Universities of Islamabad that included NUML, IST, QAU, Bahria and PIDE.

1.10 OPERATIONAL DEFINITIONS

Impression Management (IM) behaviors

It is defined as behavior adopted by teachers to reach the desired goal. For example appearing needy in difficult times (supplication) behavior so some colleague will help you. Asking colleague to take your class as there is an emergency and you need to get home as soon as possible. Telling your education time by time and recent progress you made (self-promotion), so people especially management will take you as a highly devoted person and one can get increment, good titles, Performa filled by students with tick on most satisfactory level and rest of the colleague will take you as a deserving person (goal).

Supplication

It is one of the behaviors of Impression Management which means asking for help to look needy to get job done example son is severely sick you have to reach home early (behavior) and you need the project to be done today (goal # 1). So, colleague will help you due to emotional feelings attached (goal # 2) and student might leave early from class (goal # 3).

Ingratiation

It is also one of the behaviors of Impression Management which means praising colleague or giving favors to get job done. Giving birthday gifts to colleague (behavior) so colleague will help you when you need like taking extra classes or help in some project (goal). Telling a student you are busy (behavior) and ask him to take attendance of the class (goal).

Self-promotion

It is also one of the behaviors of Impression Management which means talking about ones education to show how much ahead one is from others. Telling about your recent successful projects and your work load (behavior) so others will take you deserving for increments, honorary badges, certificates and good titles by students (goal).

Exemplification

Another behavior of Impression Management which means adopting the famous notion does nothing but looks busy by the teachers. Staying late or taking files at home even not needed (behavior) as to show how much dedicated you are, to create a good persona around you (goal).

Intimidation

A behavior of Impression Management which uses certain tactics to tell your position or delay others deadline deliberately like not signing on the same day. This behavior is threatening in nature like not signing colleague paper (behavior) so colleague will not be able to meet

deadline and that colleague won't be compared with you or to create a bad impression of that colleague (goal) or not accepting students work as he misbehaved yesterday so he may get low marks.

Openness to experience

It means how much a teacher loves variation and adjust accordingly. Like how much a teacher is comfortable to share her ideas (intellect) or describing unlikeliness towards an idea or theory (emotionality).

Conscientiousness

It means act according to the approved rules. For example not accepting late submission as no written application was filed even student says he was ill.

Extraversion

It means how much a teacher is willing to spend time with others. If teacher feels comfortable to spend time with students and colleagues it means she has high scores in this dimension. Low scores mean she keeps meetings as small as possible due to risk of any miscommunication to higher authorities.

Agreeable

It means how much teacher gets along with others ready to accept other ideas. For example when a student complains or tells reason for being absent, if teacher ready to accept the reason (truth). Do teacher has any soft corner for those who were not able to pass the defense or a colleague, who didn't get a raise (sympathy).

Neuroticism

It means how much teacher has control over anxiety or anger. If teacher uses shouting behavior to get work done (anger) or she feels rollercoaster of different emotions (shivering, chills, sweat, and irregular heart beat) during the day due to different incidents like failing of a student or defense about to start and student still not here (anxiety).

1.11 Methodology

Research methodology is like a compass and shows the direction. It makes a clear path for the researcher to reach the destination (Mateen, 2019).

1.11.1 Research Approach:

The research was Quantitative in nature. Quantitative research studies phenomenon in terms of number and statistics (Watson, 2015).

Variables are broadly classified in to two types: independent and dependent (Pierce, 2013). Independent variable influences dependent variable like IM was the independent variable that influenced certain Personality Traits (dependent variable).

Quantitative approach is basically measurable, dependent on p –values and through number strength of relation is ensured. Exact numbers are more meaningful than merely words like few or more as these words doesn't account for how much or how many. The greater number will

ensure the strength of relation which is taken as valid. Quantitative approach is inherited from positivism paradigm which strongly believes that things that can be measured are certain while words can be misquoted. The less chances of misinterpretation the more validate the research is. Since quantitative approach play with numbers not with words it is taken as more accurate. Quantitative approach is based on theory of determinism which states that behaviors are predictable. It keeps the researchers more focused and refrain them from moving beyond the boundaries. Since a research which will be merely done on basis on degree requirement has limited time frame. Most probably it is the first time that large amount of data has to be gathered and analyzed, so keeping restrictions of time and to keep oneself focused quantitative research is the best approach. The reason of not taking mixed approach is due to views of purists. Purists believe that no paradigm can be mixed. Incompatibility thesis assumes that one cannot mix quantitative and qualitative approach. Positivism has been a dominant approach for about 150 years (Park, Kinge, & Artino, 2020). It focuses on facts what is told rather than running to find the hidden meaning. Quantitative research is mechanistic in nature where a hypothesis is verified using different means (Collins, 2010). Quantitative methods involve large sample size so results can be generalized to wider population. It can be replicated in different context so it provide opportunities to validate the findings and contribute to the body of knowledge in the field. Due to the above mentioned points quantitative approach was adopted with confidence for the current research.

1.11.2 Research Design:

Correlational research design was used. Correlational research design examines the relationship between two variables without intervening. It is used when one wants to examine real world situation or naturalistic relationship. Correlational research a type of research to predict relationship between two variables and to predict the future events from the present knowledge (Stangor & Walinga, 2014). But it cannot be used to draw inferences on causal relationship between and among variables (Stangor, 2011).

There were two variables one was called as predictor variable or independent variable (IM) and other was called outcome variable or dependent variable (Personality Traits).The idea of correlation was originally given by Francis Galton which was extended by Pearson (Asamoah, 2014).

One way of organizing data was through scatter plot as curvilinear relation cannot be predicted by Pearson Correlation. The most common statistical measure of linear relationship between variables is Pearson correlational coefficient that has symbol r and ranges between -1 to +1. Sign indicate positive or negative linear relation while values indicate strength. Because Pearson measures linear relation so curvilinear relations have values near to zero and are not well described by r.

In order to keep the research focused and to avoid becoming the victim of scope creep

one way correlational approach was adopted by fixing dependent and independent variable.

1.11.3 Population:

Population includes the entire group one wants to draw calculations about (Gardazi, 2019). All the teachers from the fifteen Public Sector Universities of Islamabad constituted the population. The data given below was verified by Higher Education Commission (2018) and counter checked through respective Universities Official website. The total number of teachers working in Universities comes out to be 7639. This population of teachers was counter checked and verified by the respected University websites as well which get updated time to time. Reasons of taking Public Sector as a population are Standardized structure, homogeneity in employment conditions and accessibility. Public Sector follows standardized policies and procedures which provide a consistent environment for studying the variables of interest. Teachers in Public Sector operate under similar condition including job security, pay scale and promotion criteria. This minimizes variability due to external factors and ensures more focused examination of variables under study. Public Sector Universities are accessible for research purposes as they have defined protocols for granting permission to conduct studies. Public Sector Universities employ faculty from diverse cultural and ethnic background so research was able to capture wide range of Personality Traits and IM behaviors, shaped by different norms, training and experience. Public sector Universities have prestige and visibility that required staff to engage in strategic IM behaviors making the variable measureable. Teachers in these Universities are more familiar with research practices and more willing to participate in academic studies. This ensures better data quality, smoother administration of tools and higher response rate.

Table 1.2

List of number of Teachers working in Public Sector Universities of Islamabad as a population

Sr.No	University Name	Male	Female	Total(N)
1.	Air University, Islamabad.	148	57	205
2.	Allama Iqbal Open University, Islamabad.	117	65	182
3.	Bahria University, Islamabad.	433	324	757
4.	COMSAT University Islamabad	1853	734	2587
5.	Federal Urdu University of Art, Science and technology, Islamabad.	335	227	562
6.	Institute of Space Technology.	149	38	187
7.	International Islamic University, Islamabad.	328	243	571
8.	National Defense University, Islamabad.	60	25	85
9.	National University of Modern Languages, Islamabad.	369	442	811
10.	National University of Science and Technology, Islamabad.	782	230	1012
11.	National University of Medical Sciences, Islamabad.	30	41	71
12.	Pakistan Institute of development Economics, Islamabad	31	12	43

Table 1.2 (continued)

13.	Pakistan Institute of Engineering and Applied Sciences, Islamabad	126	14	140
14.	Shaheed Zulfiqar Ali Bhutto Medical University, Islamabad.	91	74	165
15.	Quaid-e-Azam University, Islamabad.	204	57	261
	Total	5056	2583	7639

Source: Public Sector Universities in Islamabad (Higher Education Commission, 2018)

1.11.4 Sampling Technique

Sampling means the group from which data will be collected. Probability sampling is associated with quantitative research where researcher selects a few criteria and every individual has equal chance of selection. Disproportionate stratified random sampling was used. This sampling is basically used for geographically diverse area to make collection of data feasible. Moreover, the selection was made in a way so variance remain same. This research was carried out for degree purpose so time was the most important factor. Since, this was the first time for the researcher to collect data from field and using such a large amount of data for analysis so disproportionate stratified random sampling was suited as it was done in a way that sampling frame was not distorted and doing sampling in stages removed higher percentage of getting sampling error.

In stage 1 through random sampling five Universities were selected from population of fifteen universities. The sample came out to be 5 Public Universities.

In stage 2 strata were made according to gender male and female and 19% of teachers was chosen for response so total sample came out to be 391 out of which 166 were females and 225 were males. As faculty members are unevenly distributed like there are more teachers in science group than arts so disproportionate sampling ensures even small groups are adequately represented. This technique allows adequate representation of smaller sub-groups to enable valid comparison across disciplines and various groups.

Table 1.3

Disproportionate Stratified Random Sampling, Stage 1

Sr.No	University Name	Number of females	Number of males	Total
1.	Bahria University, Islamabad.	324	433	757
2.	Institute of Space Sciences, Islamabad (IST)	38	149	187
3.	National University of Modern languages, Islamabad (NUML)	442	369	811
4.	Pakistan Institute of Development economics, Islamabad (PIDE)	12	31	43
5.	Quaid-e-Azam University, Islamabad	57	204	261
	Total	**873**	**1186**	**2059**

First stage consisted of selecting Universities from where data will be collecting from teachers this step provided an ease to researcher as the hiring process of teachers in Universities is same so there is no chance of misrepresentation in either direction over or under representation. No biasness was made by limiting more Universities or departments overall University was chosen. The second stage was to select a proportion of sample in this case was 19%. Now this percentage was chosen keeping Population and Confidence level in mind which in this case was 95%. Taro Yamane formula was chosen in this regard. It was easy to use, easy to manipulate and understandable.

Table 1.4

Disproportionate Stratified Random Sampling, stage 2

Sr.No	University Name	No.of female teachers	No. of male Teachers	No.of female Teachers	No. of male teachers	Total n
		N		n (19%)		
1.	Bahria University	324	433	62	82	144
2.	IST	38	149	7	28	35
3.	NUML	442	369	84	70	154
4.	PIDE	12	31	2	6	8
5.	Quaid-e-Azam university	57	204	11	39	50
	Total	**873**	**1186**	**166**	**225**	**391**

1.11.5 Sample Size

The sample size considered from five Public Universities should be 391 while actual collection from the respondents came out to be 347 that consisted of 147 females and 200 males. This size ensures 95 percent confidence as indicated through using Taro Yamane's formula.

Table 1.5

Total number of teachers from five randomly selected Universities and sample size

Sr.No	University type	Total faculty	19% of population
1.	Public University	2059	391

1.11.6 Data collection tool

Questionnaire was the most suitable form for this research as phenomenon that needs to be explored were easily answers on individual basis and in secrecy. Participants may not find it easy to answer questions that are too much socially concerned. The concerned phenomenon about the questionnaire was its reliability and response rate. To keep it according to the research criteria especial emphasis was placed to keep it reliable and use easy worded sample items. The sample items was kept short and simple so respondent might not leave it or attempted on basis of guess. Additionally it was divided in to two portions so respondent

solved it according to available time without breaking continuity feeling. A questionnaire was adapted from Impression management styles modified by Leary et al. (2015) and quoted by Bolino, Long, and Turney (2016) in their research paper Impression Management in Organizations. While for personality traits International personality item pool was adopted with subdivision inventories based on five factors by Maples-keller et al. (2017). Originally NEO Personality inventory stands for three main domains Neuroticism, extroversion and openness to experience but later on two more were added; Conscientiousness and Agreeableness. The scale was very simple and basic literate person can even fill the scale.

The questionnaire was categorical in nature ranging from strongly disagree towards strongly agree. Sample items was chosen from the inventories and modified according to the requirements. However, permission was taken from owners for using these inventories. The tool was based on five points Likert scale and will consist of three parts:

Part A Demographic data

Part B Impression Management behaviors

Part C Personality Traits

Basic demographic questions included questions gender, years of experience, department and designation.

Table 1.6

Tool Details

Sr.No	Dimensions		Sub dimension	No. Of items
1.	Impression behaviors	Management		16
			Self-Promotion	3
			Ingratiation	3

Table 1.6 (continued)

	Intimidation	4
	Supplication	3
	Exemplification	3
2. Personality Traits		36
	Openness to experience	6
	Conscientiousness	10
	Extraversion	6
	Agreeableness	8
	Neuroticism	6
Total		**52**

Many are of the view that on average 25 to 30 questions takes roughly 10 minutes to answer. Chudoba (n.d.) in an online article "How much time respondents are willing to spend on your survey" writes that first question respondent took long to solve but as respondent proceeds the time spent on each questions reduces. Last but not the least thing was the manner questionnaire was provided. Hard copy was provided to respondents. Mental alertness is also very important which was checked by putting reverse or negative key questions inside the questionnaire. Reverse questions ensure complete measurement of attitude or opinion, keeps respondent away from answering carelessly and keeps a check on agreement bias. Agreement bias is tendency of participants to select positive options frequently without carefully considering the questions. Demographic questions were added to check the intervening variable.

1.11.7 Pilot study

Pilot study was conducted and data was collected from 30 University teachers. The pilot study was conducted to ensure that questionnaire was easy to comprehend, contained no ethical concerns and was able to fulfil the demand of research.

1.11.8 Tool Validity

Two experts was consulted for tool Validation**.** Face and content validity was checked to keep in consideration no ethics had been violated and overall design as well as items were suitable for questionnaire.

1.11.9 Reliability of the scale

The reliability of the scale was checked using Cronbach alpha, weak items were modified in the tool.

1.11.10 Data Collection

It is one of the most laborious tasks. Consent is very necessary which was taken from the department as well as from the participants. Through proper channel the data was collected and kept safe .Complete secrecy was maintained to keep respondent answer what they actually felt or behaved in given situations. Since respondents were highly educated and knew the essence of research so questionnaire was be the most suitable form.

1.11.12 Data Analysis:

Data analysis includes gathering, mining, cleansing and transforming raw data in to some meaningful form that is easy to comprehend.

SPSS program was used in the analysis part of the research. The data analysis consists of three stages.

a. Scatter plot was performed to look for any possibility of curvilinear relationship.

b. Pearson correlation was performed to look for relationship both in terms of strength and direction.

c. Table display was used.

Before applying for analysis it had undergone certain steps. There were two tabs variable view and data view. First variable view was dealt with.

At first variables were defined, type numeric was set, default width was 8, decimal place was set at 0, measure by default was scale which needs not to be changed. Than from data view data was entered. The answers of negative worded items were reversed. Than data was screened to check for missing parts or any other errors. Than scatter plot was used to explore the relation between two continuous variables (IM behaviors and personality). It is generally fair to perform scatter plot before going for correlation which cannot predict curvilinear relation or any other extreme deviations. Than Pearson correlation was performed. One can perform Partial correlation was used too to remove the effect of cofounding variable in order to have a true picture. Outliers can seriously affect the results that are why data screening and scatterplots were performed first. The conditions of normality, homoscedasticity and central limiting theorem was applied.

Table 1.7

Research objectives and their related statistical tests

Sr.No	Research objectives	Research questions/hypothesis	Tests
1.	To explore the Impression Management behavior adopted by teachers at University level	Q1.Which is the most practiced Impression Management behavior by University teachers?	Mean
2.	To assess the Personality Traits of University teachers	Q2. Which is the most prevailing Personality Trait in University Teachers?	Mean
3.	To measure relationship among Impression Management behaviors and Personality Traits.	H_0 $^{1\cdot}H_0$ ^{1} (a)….H_0 ^{1}(y)	Pearson Correlation
4.	To compare Impression Management behaviors of University Teachers on basis of gender.	H_0^2	Independent sample T-test
5.	To compare Personality Traits of University Teachers on basis of gender.	H_0^3	Independent sample T-test

CHAPTER 2
LITERATURE REVIEW

Literature review of the study was done to examine the two variables under study IM and personality traits and by studying them how did it effect socially, economically and psychologically. The study was done to ensure how variables are affecting individuals in multidimensional way. Taking view of different scholars and intellectuals broaden the outlook (Mateen, 2017). Taking stance of different intellects ensures new ways to be explored and help researcher to make his research stand among other notable thesis. It helps researcher to make his thesis vital for a positive change. A multidimensional thesis will help other departments or discipline to make changes needed for a prosperous education sector. The fundamental theme of this research is Organizational behavior with many sub themes like psychosocial impact and Reconstruction philosophy which makes it interdisciplinary. Both Personality Traits and Impression Management are foundational elements of organizational behavior (OB). The study aligns naturally with OB as it investigates relationship between IM behaviors and Personality Traits. OB provides best theoretical lens to understand how these organizational factors like performance expectations, power dynamics, peer competition and leadership structures interact with Personality Traits and IM behaviors.

2.1 Organizational Behavior

OB (organizational behavior) is a discipline that is mixture of sociology, psychology and anthropology and on basis of analysis it can be divided in to three levels micro (people), meso (group) and macro (organization) level (Ashkanasay & Dorris, 2017). Micro level is based on individuals which includes studying personality traits , motivation level , job satisfaction etc. At meso level group dynamics is studied that includes team management, negotiation, team management and decision making by groups are studied. While at organizational level organizational design, organizational changes and its effect on productivity level is studied.

OB is defined as a field that studies individual, group and organizational designs that can affect productivity (Robbins, Judge, Millett, & Boyle, 2014). This field is gaining importance day by day with rise of technology; different ways of jobs like flex timings or work from home and glocalization. Better OB ensure high profit, successful profit and higher return on investment (ROE).

Micro level (individual level) roams around six topics that are: diversity, attitudes and job satisfaction, personality and values, emotion and mood, perception and individual decision making, and motivation. Diversity includes age, nationality, ethnicity and gender. In

universities these all differences exist which all together affect organization and decision making of individuals. Mostly natural sciences departments have more male workforce than female. It is also observed that female managers have lower salary than their male counterpart (Ashkanasay & Dorris, 2017). Job satisfaction includes performance and job engagement mean involvement on an employee. The more positive traits are dominant in an organization less are the chances to show events like turn over or absenteeism. One of the most stable traits is personality which cannot be changed. Researchers used to spend a lot in this area as it tells the current situation which is beyond any manipulation and needs to be checked through different means in case of severe outputs. The most studied personality model is Big Five that includes openness to experience, conscientiousness, extraversion, agreeableness and neuroticism. Basically these traits help organizations to know about what kind of personalities are job oriented and less prone to quit. Employee high in conscientiousness will spend a large time on learning to show best performance. Person low in neuroticism will have low level of stress and positive outlook. Agreeableness means less deviant behavior. These personality traits help coordinators managers to distribute roles accordingly. It helps coordinators to make RACI chart (responsibility, accountability, consulted and informed accordingly. Duties are distributed on special events as personalities explored by Mid-level managers. Classical theories maintained that organizations were highly hierarchical and least flexible so there are chances that most of the personality traits will be confined while in case of contingency approach it treats every individual as unique and capable. Modern approaches used Delphi and nominal techniques for decision making which opens many aspects of IM behaviors and Personality traits. Organizations are prone to changes as with advent of technology. Mckinsey provided 7S for change management that includes shared values, staff, style, skill, system, structure and Strategy (Singh, 2013) as these steps will opened up more about individuals personality and behaviors. Successful Implementation of Organizational changes largely depend on personality of individuals and behaviors they learned.

Personality and values are also linked which can affect organization and organizational behavior. Personality traits fit for organization include realistic, social, conventional, artistic and investigative. The success of an organization is not only dependent on finding what's going inside employee head but also his relation with other employees. This helps organization to make a comparison with other organization and to improve its ranking.

2.1.1 Shift in Organizations from centralized to decentralized

With the passage of time Organizations are shifting from centralized top-down approach to decentralized one. But this shift highly depends on situations as well. Based on situations Ewens and Voet (2019) quoted Burns and Stalker division of an organization in to Mechanistic and organic designs. Mechanistic is highly centralized, used in control environment, specialized jobs and with predefined rules and regulations while organic designs

organizations are flexible in schedule and prone to changes. These designs work where continuous improvements are required and are highly customer oriented example Motorola Company follows this design. These designs are suitable for software companied where they provide beta testing to its customers and according to the feedback keep on modifying mobile phone or other any electronic gadgets. Normally the mechanistic organizations didn't give the workers chance to explore or show their personality traits. Even if they are gregarious or friendly the manager or coordinator supervise them thoroughly and checks for extraordinary friendships or groupings. However, organizations that have organic designs their managers or coordinators are open to experience and traits of personality are completely un masked. It is due to this shift or these organizational designs management follows two strategies in case of project waterfall and agile management. In waterfall it is highly top down approach, strictly followed and time oriented example syllabus outline and dates sent by Curriculum department has to be strictly implemented as exams dates are fixed in advance while the second one is agile management which gives teachers chance to explore and implement accordingly example activities to clear out the studies. However, in most of the schools even these activities are fixed due to time and resource constraints. With passage of time where debates are going to give teacher freehand so they can unlock their potentials and bring new ideas the opposition brings in way three constraint models according to which scope, budget and time cannot be ignored. That is why due to these changes role of teacher from lecturer has been shifted to facilitator. That authoritative designation has changes to democratic designation. This would certainly expose personality traits of teachers.

2.1.2 From classical management perspective to contemporary approaches

Cappelli and Keller (2014) founded differences which came with the passage of time and the challenges that came through. Considering the current research one has to explore did it changes the personality as well. In the past classical approaches deal with the product production and soldering was the concept that people are reluctant to do the work. While contemporary approaches deals with authority delegation and job enlargement to explore the potential of employees. Contingency management approach deals with the phenomenon to choose according to environment which type of management suits best so didn't totally wipe out classical approaches. However, these approaches were true in the present conditions that are why McGregor theory X and Y came fore front in which X people are dull and not oriented towards work while Y people have capability, true motivation and reinforcement will make the goals achieved. However in present perspective Douche's Theory Z is also prevalent which states that if people are provided with stable and durable job with other benefits they are most likely to do the job whole heartedly. If researches suggest that personality traits are stable that what kind of personality that unfolds here and changes according to the conditions of job. It means that people are able to control their traits and it is up to them what they want to show

and what they want to keep hidden. Departmentalization is also an important aspect which group job according to some logical reasons for example functional departmentalization; people are experts in their field means high in conscientiousness level, highly educated, constantly improving their skills while the structure is basically bureaucratic in nature. It might be liked by people that this type of departmentalization is based on people highly job oriented and efficient. In educational sector especially in Universities specialized educated people are appointed in order to stand out. The communication network can be represented by a wheel dominated by one person and that order communicated to all. Next is product departmentalization which is based on making effective and efficient product. However, the management here is agile as product undergoes continuous improvement according to the demand. The communication network is represented by a circle which means decentralized and everyone is indulged to make the product that has power to grip the market. In case of education vocational institutes can come under it. This includes an additional trait of gregariousness which includes good communication skills, trust and morality. The same goes for customer departmentalization which focuses on satisfying customers (example schools which focus on community and demands of parents). In recent trend matrix organization design is quite common which combination of product and functional departmentalization is. This design is used by the organizations working in highly competitive environment and needs to constantly adopt Porters strategies that includes product differentiation strategies (making product characteristics better than other), overall cost leadership strategies (decrease in price of product), focus strategies (market oriented, geographical locations) and product life cycle. In educational set up it can be defined as Public Private Universities imparting education and ranked accordingly. However, in here there are chances due to extreme conditions people may find themselves high on neuroticism scale.

2.2 Personality Traits

American Psychological Association (2017) defined personality as the difference between individualities in terms of thinking, feeling and behavior.

The ancient Greek Hippocrates gave an idea of two types of personalities hot vs cold and moist vs dry. And it redounded in four types of temperaments called humors hot, dry, moist, cold which is said to define complete persona of an individual. Later Plato suggested four types of personalities cultural (iconic), sensible (pistic), intuitive (noetic) and logic (dianoetic). In 1940 German psychologist Hans Eysenck defined personality in terms of two traits neuroticism and extroversion as against Carl Jung introvert vs extrovert. The five factors of personality given by Goldberg caught attention (Ackerman, 2017). Personality was always a hot topic and still people used to read articles related to personality with interest. Aristotle circulated the idea that physical appearance of the body and personality are strongly related and most of the philosophers started working on it. For example criminologist believed that

criminals have strong body, narrow forehead and squeezed eyes. With this advent also rises biases example Negros or Africans are mostly believed as criminals and people still view them as hidden and mysterious personality. This continues till Francis Gall come with a branch Phrenology which believes that structure of brain plays an important part in predicting personality for example many psychologists believes that women are more talkative than male because women size of corpus callosum is larger than male. Moreover, average weight of brain of male is more than female that's why in general males are better as puzzle solver and more interested in problem solving courses like engineering, computer and math. Coming back to the historical case of Phineas Gage as reported by Twomey (2010) that in 1848 an accident happened and a rod through his cheeks passed through his brain , though he survived but his colleagues and nearby friends reported a strong change in personality. The humble and empathetic Phineas suddenly became stone hearted and indifferent and at last died of seizures. Till than researches started on traits and identification of traits. There were many Projective tests like Rorschach test, ink blot test, draw a house, tell a story and many more test depending on literacy level and age of individuals came in to being. Pakistan civil services also required its candidate to pass psychological tests after passing many tests in order to get recruited. Similarly, many other nations are doing the same as one cannot afford to induct persons with personality disorders. Now a days personality tests are highly debatable as Macabasco (2021) wrote an article in The Guardian about loophole in the personality tests. A candidate named as Kyle Behm applied for a job where his personality test declared that he would not be able to serve customer if he is not mentally fit or the customer has some issue. He filed a case against it that rejecting him on this basis as mental health is one of the priorities in Sustainable development goals. It means better to fake out answers. Later Myers Briggs Company stopped selling its test and organization removed many questions that are found troublesome. Today more than 2 billion people take this test out of which 60-70% is Americans. However, these kinds of tests raise many questions but other than hiring process teenagers find it interesting and usually fill personality tests online.

2.2.1 Big Five Personality Traits

In order to cater five dimensions of personality traits the most common cipher used is OCEAN (Ackerman, 2017). It is one of the models that have never disappointed researchers to measure any trait or any behavior using Big Five. However, with passage of time numerous models entered the arena but fail to cater such significant contributions which big five has made. OCEAN model is most widely accepted and scientifically validated. It allows for quantitative analysis and easy replication making study rigorous and comparable. It has been validated across various cultures, languages and professions. Still recent researches whenever compared big five with others models, big five always win (Pilch, 2023).
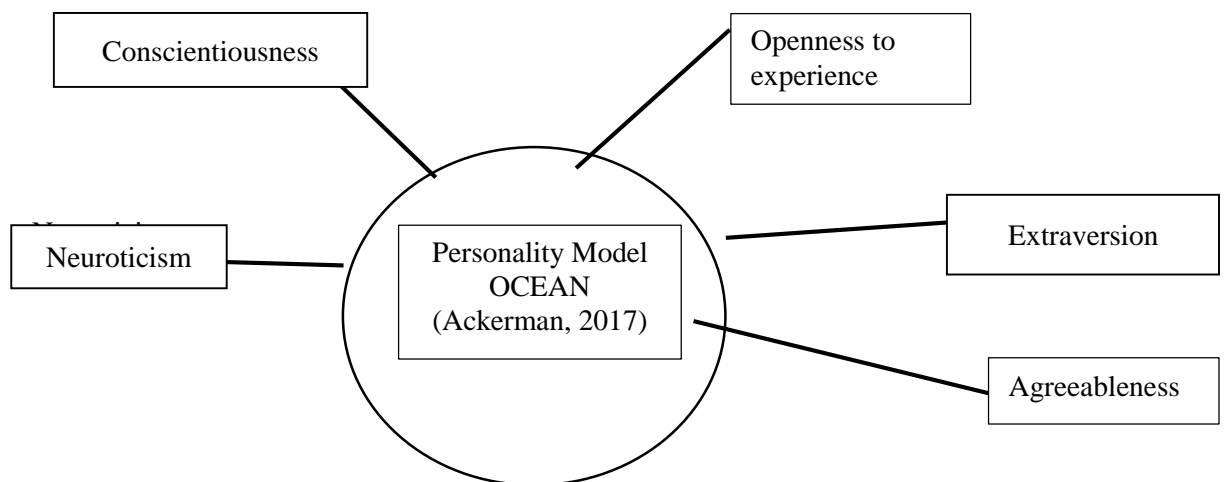
Figure 2 Five dimensions of personality. Adapted from "Big five Personality traits: The OCEAN model" by Ackerman (2017).

Openness to experience means amenability to try new things. This dimension sees all person as worthy of checked on merit, equivalency and justice (Douglas, Bore, & Munro, 2016). Most notable traits that comes under this dimensions are originality, creativity, curiosity, intellect, daring and varied interest. People who score high in this dimension likes to meet new people, bring creativity in job, love of knowledge, and enjoy a variety of knowledge (Lebowitz, 2016). People who scores low in this dimension prefer routine over variety.

Conscientiousness means socially accepted gestures and goal directed behavior. The most notable traits under this dimension are continuity, ambitious, thoroughness, control, trustability, and Preservance. People getting high scores under this trait are successful in careers, leadership positions, persue their pretensions with determination (Lebowitz,2016). In case of getting low score mostly they are impulsive, procrastinates, fights and impetuous.

Extraversion means interaction with others. Most notable traits under this dimension are Socialableness, assertiveness, outgoing nature, full of energy, fun loving nature and benevolent. People who are high scorers are gregarious, commence with other and are doers (Lebowitz, 2016). While low scorers in this dimensions spend time alone, not comfortable with others, and don't speak much.

Agreeableness means how well conditioned people get along with others. The most notable traits under this dimension are trust, modesty, humbleness, altruism, tolerance, politeness, kindness, fidelity, gayness, and consideration. High scorers are well liked, sensitive to requirement of others, have few adversaries, affectionate to friends and loved ones, sympathetic to plight of strangers (Lebowitz, 2016). Low scorers are callous, blunt, rude, negative, sardonic, and less likely to be trusted by others.

Neuroticism stands for emotional stability and general temper. Most notable traits

under this dimension are awkwardness, pessimism, moodiness, covetousness, fear, nervousness, anxiety, instability, lack of confidence and insecurity. High scorers under this dimension are full of anxiety, worry, sadness, low self-esteem, easily angered, too much conscious and fluently infuriated (Lebowitz, 2016). Low scorers are confidant, sure of themselves and adventurous.

Personality traits do not remain constant but changes with time as openness to experience has linked with knowledge and intellectual skills which increases with experience and age. Thus in this case Openness to experience increases with increase in age (Schretlen, Hulst, Pearlson, & Gordon, 2010). However, the stability of big five personality dimensions are ensured (Elleman, Condon, Russin, & Revelle, 2018). Revised NEO inventory is one of the most reliable and valid measurement of personality (Maples-Keller et al., 2017).

2.2.2 HEXACO model

As against Big Five model of personality widely accepted for traditional academic setting created in 1936 by Henry Odbert and later by Gordon Allport currently having 15 versions comes in way HEXACO model developed in 2000s by Kibeom Lee Psychologist and Michael Ashton, a Canadian master mind behind it. HEXACO model stands for Honesty-humility, Emotionality, Extraversion, Agreeableness, conscientiousness and openness. Honesty-humility being added with sub traits as greed avoidance, fairness, sincerity and modesty. Research done by Aghababaei and Arji (2014) found out no relation between Honesty-humility and subjective wellbeing but highly related to psychological well-being. It has been translated to different languages but generalizability of this model is still under debate but it has received significant importance in literature and one cannot ignore this model while exploring personality traits (Zettler, Theilmann, Hilbig, & Moshagen, 2020). It has predicted astonishing outcomes for educational organizational settings (Pletzer, Bentvelzen, Oostrom, & de Vries, 2019). However, in measuring traits Big five is found to be more accurate than HEXACO (Pilch, 2023). This model is used when dimensions like honesty humility, agreeableness and emotionality are of specific interest. However, Dark Triads (Machiavellianism, narcissism and psychopathy) can be found by any low version of Big five than HEXACO which gives this model a lower position than Big five (Ashton & Lee, 2020).

2.3 Impression Management

People regularly enhance the belief Dress to affect or Dress for the activity due to the fact apparel will create a high quality impression. It impacts the manner different people see. First of all it's far essential to have an expertise on all sorts of behaviors of controlling impression. Impression control is an aware or subconscious attempt toward influencing the perceptions, selections and evaluations of different humans. It is a technique of controlling or dealing with impressions of others in social interactions. Erving Goffman in 1959 used this

term first by explaining the difference between front stage and back stage behavior (Wang, 2016).

Impression management can be divided in to two broad classifications: Constructive and strategic. Constructive is a technique that is used to associate identity, notably used by many Pakistani brands like Lipton tea creating a concept of loveable family. So, whenever Lipton brand appears people get an image of joint family. It creates a positive impact. Strategic is used to achieve successful interpersonal goals. For example during job interview, attending a client, one regulates his or her voice, tone, body language and dressing to create a powerful and desirable impact. The five stages of Impression management are: Situational Analysis, Planning, performance (IM behaviors), feedback monitoring and adjustment.

2.3.1 Impression Management Behaviors

The individual can develop different styles for IM. Serin, Balkan, and Soran (2014) quoted these styles from Bolino (1999). These five styles are also regarded as behavior (Seyedoshohadaei & Hejrat, 2018).
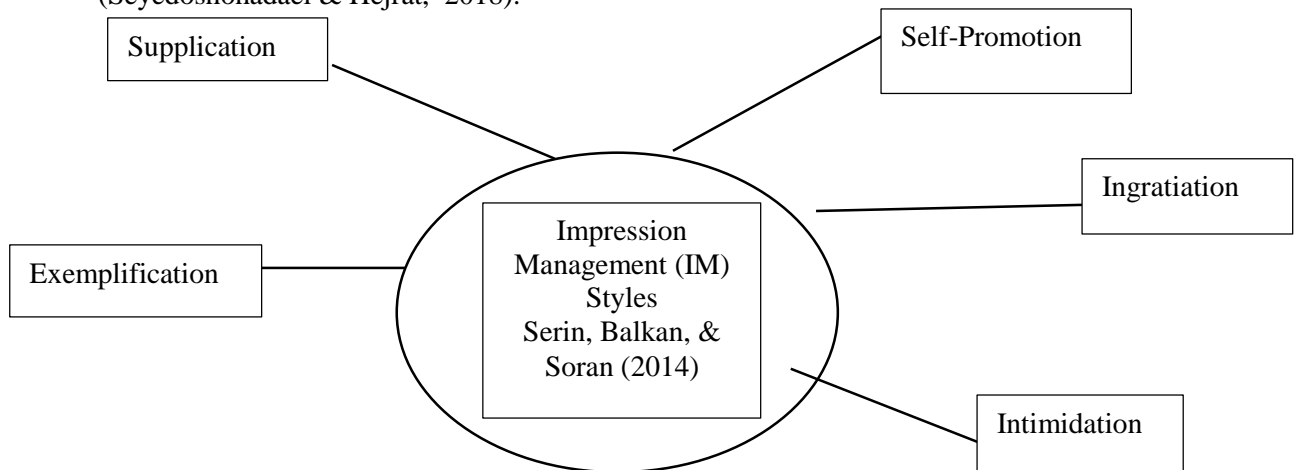
Figure 3 Impression Management styles. Adapted from "The Effect of Conflict Management Strategies on Impression Management Tactics: A Research on University Students" (Serin, Balkan, & Soran, 2014).

Ingratiation is defined as the style or adopting behavior for image to look cute, innocent and creating a loveable character. There can be both malicious and benevolent ways to achieve it but overall result is to look good and loveable. May be a person works hard to achieve this stage or may be use flattery to appear loveable.

Self-Promotion style promotes competence of a person. This style ensure that a person is worthy of promotion, salary increase or other incentives.

Exemplification style ensures that person is committed to do job, he is known for his dedication. The person who adopts this style wants to create an image of workaholic, always busy in his work, comes early takes work constantly to home, do not take unnecessary leaves.

Intimidation style makes individual look threatening and wants others to see them as dangerous, to avoid people indulging in his affairs. The people uses intimidation styles when

he wants to portrays himself as powerful by being notified as a dangerous person. This is a style which has a malicious design behind.

Supplication style or behavior can be defined as forming an image of a needy person so other person will help him at every cost. This style is used when one wants to get rid of some heavy responsibilities and to justify a possible failure.

2.3.2 Different styles of Impression Management according to situations

With increase in interest towards finding Organizational Behavior different ways to explored IM behaviors come in surface (Bolino, Long, & Turney, 2016). For measuring Indirect IM styles include blur, boast , bury and blare. Blur means if head likes work the person don't bother to mention other's help. Boast means to associate oneself with high status people. Bury means to break connection from a person who is in deep trouble so people might not blame you while blare stands for telling people who submitted work of poor performance that you belong to high achievers and always maintained perfection.

IM behaviors sometimes include Machiavelli's side like amorality being unethical as its ladder to success, desire for status, power and control. It also includes distrust for others like not taking help or showing weakness so others can take advantage.

IM behaviors don't forget to include its political side that includes administering behaviors like ability to socialize and communicate, apparent genuineness, social wisdom and how much people take you as opinion leader or influencer.

Even IM behavior ingratiation explored further domains like giving favors, self-presentation and conforming to others opinion. It basically tells how much person is agreeable and willing to go extra for others.

IM behaviors were not spared even from interview aspect where every candidate wants to show the perfect side of him or herself. The degree to which candidate is willing to fake himself is divided in to slight image formation, extreme image formation and protecting image. Slight image formation includes strategies like embellishing, tailoring and fit enhancing. It means a candidate shows more responsible behavior and ability to perform better than he actually is. This attitude later than reveals the actual personality which makes a person not fit for job. Extensive image creation includes behaviors like constructing, borrowing and inventing. It means inventing stories and telling others work as your own. Image protection strategies include distancing, omitting and masking behaviors which means not showing your weaker side or improper work. These kinds of behaviors at the time of interview makes recruiters take faulty decisions which has worst repercussions after.

IM has not spared even the cultural aspect of an individual and he might incline to show behaviors like individual excellence, pointing the hurdles, accommodation and leadership phenomenon. In this scene individual acts like a true citizen, alert and full of patriotism. He is highly devoted to what he does to avoid any minor damage to country from his side.

2.4 Relation of Impression Management behaviors with Personality

Impression management behaviors include supplication, exemplification, intimidation, self-promotion and ingratiation that points out towards hidden personality traits. These personality traits and behavior affect the outcome of an organization. These kinds of relationship are not the recent one that is explored. It is explored in multidimensional way. Consider the famous experiment of Elton Mayo and Fritz Roethlisberger Hawthorne Experiment which was divided in to four phases Illumination, relay assembly, mass interview and bank wiring (Schonfeld & Cheng, 2017). It explored not only the external conditions but also the behavior the personality traits that affect the outcome for an organization. It was found out that people have some built in criteria or percentage that how much work is to be done against authority set percentage. People are mostly influenced by these informal internal groups as people who don't comply with them are treated ruthlessly. This phenomenon can affect the productivity and outcome of an organization. Hence, during recruitment certain behaviors need to be administered to refrain from such grouping phenomenon. The current research also wants to explore the same at first the behaviors that how many and at how much level people stick to these behaviors and what are the personality traits they will show. A person highly concerned with his learning wants to do things in best possible manner means high in consciousness (personality trait). People high in bragging, boasting or involved in grouping to take informal hold are high in neuroticism. These kinds of behaviors need to be checked to control and maintain the standards of an organization. With advent of technology organizations provide free internet service to its workers but mostly it is said to be misused. Andreassen et al. (2013) explored addiction phenomenon those people who extensively used internet and social networking sites are highly associated with personality traits like neuroticism and extraversion and this behavior has no association with positive personality traits like openness to experience, conscientiousness, and agreeableness. This research was quantitative in nature and done on 218 students using questionnaire and results were formed using bivariate inter correlation statistics. A person having conditions of burnout means high in neuroticism and low in extraversion so organizations keep this in consideration to avoid appointing people with such traits which may not only effect the productivity but also image of the organization.

2.5 Practical Implications

There is certain practical usefulness from the relation between IM and personality traits which cannot be ignored. These implications are discussed in terms of social, psychological and economic impact to realize the true environment that persist now a day and has crippled the country. By not considering the difference that actually persists when a person is in front of higher management and when a person is in class for teaching.it has created a kind of skirmish among the institution, teachers and students.

2.5.1 Social and psychological impact

By establishing a relation between behaviors and personality traits one is inclined to see social and psychological impact of such traits. Technological advancement induces certain behaviors for example consider the top most is "Internet Addiction" It was found out in this quantitative research that with more and more people being addicted to internet personality traits like impulsiveness, narcissism and aggression is on the rise (Aboujaoude, 2017). Impulsivity is most commonly seen now a days among teachers especially newly inducted male and female. This behavior is associated with high risk of axis I and axis II disorders particularly drug dependence, schizotypal personality disorder, bipolar disorder and ADHD. It is associated with behavior irregularities and inability to plan anything. They are more susceptible towards rush driving, starting fights on petty issues, shoplifting and trying to hurt themselves, another quantitative research done by Chamorro et al. (2012). A teacher with these kinds of behavior in not a risk to herself but also upcoming prospective teachers. Ning, Rind, and Asad (2022) in their descriptive quantitative pre-post intervention design found out the similar relation that teacher educating can transfer these attitudes to prospective teachers. Hence there is a chance of developing intolerant society. Attitude and behaviors are linked to social and psychological impact. Healthy behaviors developed healthy mind set which in turn develop healthy society. Education is the basic of any nation, declining it in terms of content or induction can have a serious implications. Cases of malpractices like Bahawalpur Scandal in editorial section of Dawn (2023) reported multiple incidences where female teachers and students were being harassed by their male counterparts. Similarly, Corruption Scandal involving Professors, Registrars and officials made highlights in The News (2023) which speaks volumes about careless attitude or some negligence towards induction. It is important that not only paper work and certain degrees to be kept in mind while inducting but some psychological tests to be performed to avoid these instances later on. Professors and teachers working in University not only represent Pakistan at local level but also at International level where ranking is done keeping all aspects in mind. These behaviors clearly define negative personality traits which not only lowers prestige of teachers at local but also at International Level. But these incidents sometime can victimize teachers most notable incident reported by Sheikh (2019) where an English Lecturer took his life after false allegation by a student and no one was there report and clarify the false allegations. These kinds of attitudes corrupt the whole society leads to develop prejudice that is judging everyone based on past experiences. It mentally disturbs a person where a person finds a way to escape is only death. Indirectly it also corrupts teaching of Islam where Suicide is not an approved act. Bilal, Parveen and Ahmed (2022) in their research done in tehsil of Sargodha reported male teachers faced high occupational stress than females teaching in Primary schools. Javed, Ullah and Raheem (2021) in their research article reported

the same at higher school level. The reasons of stress can be many but in the end it makes person high in neuroticism and showing greater traits of anger, frustration, hitting and shouting. In order to develop a stable society keeping on a closer look at personality traits will in turn unfold many behaviors and policies that need to be corrected. Costello (2012) in an article explained different roles of manager (RACI) and teachers being low level managers are in to these roles directly or indirectly. These roles required personality traits that should be suitable. A responsible person shows less neuroticism and high consciousness while accountable person shows high in agreeableness with sub-characteristic morality. Consulted person will show conscientiousness and agreeableness more over he will be executing Ingratiation behavior (IM). A person responsible to be informed first shows Behavior of exemplification and traits of Conscientiousness and openness to experience. While these traits also depend on type of organization. An organization buildup on hierarchical approach shows least trends of openness to experience and usually display high neuroticism with sub trait anger while decentralized organization will be highly open to experience. So, these traits and behaviors indirectly tell the structure of organization.

2.5.2 Economic Impact

These personality traits can leads to absenteeism and large number of turnovers. Sudden turnovers at first affect the smooth running of an organization. The organization has to divert its resources again for the advertisement, using resources for entry test and interview schedule which is long, tiring and adds financial cost. If educational projects are taken in terms of cost these factors severely lowers IRR (Internal rate of return). Though lower IRR can be accepted in case of social projects but not in case of higher education which leads to decisions like decreasing budget, lower funding towards higher education by Higher Education Commission (HEC). At organizational level it also hinders Educational Institutions to reach Break Even Analysis point for smooth working of Institutions and to avoid stopping or temporary suspension of programs of M.Phil. and Ph.D. (Rizvi, 2023). It also affects the facilities that should be provided to faculties and administration which in turn leads to many psychological issues. At individual level it leads to certain types of un-employment. Frictional unemployment in which person on a job keep searching for another job due to cognitive maladjustment. Structural unemployment which is caused due to some kind of mismatch between recruiters and aspirants for example the policies, timings do not make candidate agree for the job. This may affect the Gross domestic product (GDP) of the country. Okun's law State unemployment falls by 1% makes Gross National Products (GNP) rises by 3% and increases GDP by 2% (Furhmann, 2022). As unemployment puts burden on Government to launch schemes like giving money till ones get a job, providing loans and other schemes. Hiring people with inappropriate Personality traits and deviant behavior makes teachers enter unemployment pool time to time. This vicious cycle is seriously disturbing the economy and affecting the

Educational Sector in the worst possible way. Ajmal, Khan, and Al-Yafei (2019) were of the view that these IM behaviors can lead to scope creep as different stakeholders have different needs and perspective. IM behaviors is leaving good impression and trying to make heads happy which could eventually lead the scope creep for example celebrating achievements of heads, supervisors not related to project can delay the main project. This put an additional cost burden extra days means extra payment of labor, additional bills etc. So, personality traits are important. Such people shows less agreeableness means showing traits of flattery ,putting their benefits above all and high in Ingratiation and Exemplification but as a green washing. It could place burden on other persons which results in absenteeism, indifferent approach and high turnover.

2.6 Philosophy of reconstruction

Reconstruction is to renew something that is undergoing deformation (Nugroho, 2020). The Reconstruction philosophy dates back to era of 1861-1900 WHERE Americans were busy in incorporating African Americans in different field to make them productive manner. Similarly the rising cases of corruption, malpractices by teachers and false blame on behalf of students had make Educational sector vulnerable. It's high time to make certain changes in policies to get the employee with best personality traits requisite for teaching profession. The policy of showing else and actually else should be stopped. By examining the relationship between IM and personality traits one can easily monitor OB and can make changes accordingly. It's high time to make the prestige that was once related with teaching by making policies that at the time of induction through psychological tests highlights negative personality tests, to acknowledge black sheep hiding under the face of teaching and to make students aware that they could not go away easily after blaming a teacher. Reconstruction philosophy seems new but it is as old and has roots in The Greatest generation which after World War I reconstruct the economy, The Great Depression another example but the important fact is realization. This research is basically and eye opener and making people realize that Educational Sector needs reconstruction. This reconstruction is not only in policies but also minds of individuals both on teachers and students behalf. A teacher should remember that he has a big burden to reform the society and students should remember that it is one of the occupations that cannot be paid accordingly. So, this blame game and pointing fingers should be stopped. Every service get paid for extra time, extra work how many teachers are paid for reinforcement classes or extra teaching during exams be it private, public sector or coaching classes. This research focused to create a healthy environment towards education sector in the minds of citizen. Reconstructionist is the only working approach as it answers the questions raised by the society and tries to maintain balance and harmony. Mwanzia and Mwangi (2016) quoted Theodore Brameld who believed that technology and people if used in the right direction has the power to reform the society. George counts further added that education is the useful weapon for reconstruction.

Critical theorists believed that changing human conditions can do a lot better but these all things required prove that problem is there without realization and everybody saying we are not doing anything wrong would do nothing. It is not only destruction by war which is easily realized but destruction of mind which is prevalent should be realized and cured.

It is high time as numerous cases on behalf of teacher's false practices and similarly false allegations on behalf of students are coming out. Criminals are left free, on bail, or left as innocent youth while victims are taking their lives or running for justice.

2.7 Related Researches

2.7.1 Asamoah (2014)

This research article examine the limitation of correlation research which should be kept in mind to avoid any kind of error later on which can delay the research submission. Survey and gathering data from observation are best methods for correlation research design. When rules of central limiting theorem is applied it's better to opt for Pearson correlation while Partial correlation will help to find the intervening variable along with strength. It's better to plot scatter diagram to look for anomalous points. For Spearman correlation for multiple correlations one has to use regression as well for Mahalanobis distance to exactly locate the outlier. It is important to know in detail different correlations that can be used to apply for quantitative measurement according to the criteria.

2.7.2 Bolino, Long, and Turney (2016)

This research highlights the total innovations from past to present that happens. What is the different styles and sample items that can be used to explore IM behaviors? It furthers deepens the research by telling it's important in current world and what are the future directions that this research can be explored. This research highlights different behaviors of IM adopted during interview, political environment or in an organization. By reading this research one can avoid recruiting person who shows high IM behaviors.

2.7.3 Elleman, Condon, Russin, and Revelle (2016)

This correlational quantitative research focus on stability of personality traits and consist of approximately 15 years of longitudinal study. As research helps to revise certain policies so a variable needs to be adopted that is stable as five years developmental plans are made and in case of highly unstable variable it's difficult to make policies even on yearly basis. The research found out that personality traits are mainly stable and its more appropriate to apply them on approximately people of age 30 as this age is mature and people have less restrictions from their family so they can clearly shows traits of extraversion which in case of minors and juvenile is based on their family orders. This research verifies personality traits as a stable factor.

2.7.4 Taherdoost (2016)

The research focused on telling appropriate sampling methods which is one of the

fundamental requirements of research. It also highlights strength and weakness of each sampling method.

2.7.5 Ashkanasay and Dorris (2017)

This research article is written on organizational behavior that helps to distinguish three levels at which organizational management is done. This research highlight the traits required at micro, meso and macro level for smooth running of an organization. It also highlights the importance of transformational and transactional leadership according to the situation and highlights situational approaches to leadership. Path goal theory by Robert House highlights the importance of telling goals so individuals will try to reach that to get reinforcements. Vroom decision tree model another grass root level approach that ask managers to include everyone subordinates in decision making. This will highlights some of the personality traits like extraversion and consciousness. Another important aspect was try to make decisions through integrative negotiations to create a win-win situation. This allows people to show less neuroticism and maintain positive environment.

2.7.6 Maples-Keller et al. (2017)

This research is based on interpreting sample items from IPIP-NEO-60 which is relatively a new scale and sample items have high reliability. It was easy to administer and consist of easy worded items. This research helps other researcher to devised sample items keeping this tool in mind. It helps researchers to find out ways to explore reliability and to find weak items for personality traits.

2.7.7 Seyedoshohadaei and Hejrat (2018)

This quantitative descriptive survey research based on Friedman test establishes the relation between personality characteristics and IM behaviors. The research explored variables like emotional stability, responsible behavior and likeness to get more experience. It was done on employees belonging to Kurdistan Province related to research based organization. It was found a positive relation exist between IM and personality traits. Through this research an important statistical tool Friedman test gains attention which was telling average as well as rating. These dimensions through a single test make it easy to analyze the most prevalent behaviors and traits.

2.7.8 Xie, Huang, Wang, & Shang (2019)

This quantitative research focus on negative environment negative gossips and behaviors shown by individuals. It was observed that highly self-monitored individuals employing IM tactics can make environment highly favorable for them. A green washing concept but engaged in developing a positive environment for themselves.

2.7.9 Stachl et al. (2020)

This quantitative correlational research focus on predicting personality traits from behaviors shown by smart phone users. This research focused on five aspects of behaviors that

were music listening, application usage, communication, mobility and overall phone activity. This research opens a new way of exploring personality traits. This research was based on data collected by phone companies and crosschecked through details told by participants.

2.7.10 Uakarn, Chaokromthong, and Sintao (2021)

This research is based on finding sample size using different methods like Taro Yamane formula , Krejcie and Morgan Formula and Cochran's Formula and depicted further molding of formula according to situations like when exact population unknown or population proportion unknown. However generalizable cases are there like hundreds 15-20 % and in thousands 10-15 % size is enough but using formula makes a research more authenticated and makes a researcher confident of sample size. The formulas were mostly based on confidence level and population proportion.

2.7.11 Al-Shatti and Ohana (2021)

This research opens up new dimensions and explained different modes of IM. It can be applied face to face and online. It also explains its social implication and success rate of individuals who excessively relied on IM behaviors. This opens the role of IM on society and psychology of individuals and it can be regarded as contagious effect as others first observed these behaviors and then implement accordingly.

2.7.12 Peng, Gao and Wang (2023)

This quantitative research opened up an important aspect based on servant leaders who shows IM behaviors and due to political pressure is much prone to emotional exhaustion. It's an obvious case a man always engulfed with thought how he is portrayed and what people can think can develop many psychological issues. IM though liked by management and its practices advocated indirectly can put extreme pressure on nervous system. These practices bring a person high on anxiety, distrust and anger scale. Since it's a common adage one cannot make everyone happy so a person religiously committing to these behaviors cannot trust others as he know fulfillment and oral promises are both different and one cannot fulfill each and every promises. It means IM behavior is indirectly making people high in neuroticism which can seriously affect the output of not only individual but also organization. It will also delay the time goals need to be achieved.

2.8 Summary

The chapter presents a brief view from different research articles that are related in multidimensional way to the topic "Relationship of Impression Management with Personality Traits among Teachers at Higher Education Level." This review covers two basic variables Impression Management and Personality traits. The sub-dimensions of Impression Management includes Exemplification, Ingratiation, Intimidation, Supplication and Self-Promotion while dimension of personality traits includes Big Five traits. In order to provide an in depth studies the researcher surveyed, scholarly articles, journals, books and other sources. Previous researches supported this relation but the sub traits were different. This current research will explore new sub-traits of Big five model.

This research is important for policy makers and interdisciplinary in nature hence each aspect of research being studied to avoid any aspect of negligence coming out later. Different researches follow different modes of IM offline or virtual and has developed astonishing analysis for example people strongly relying on IM behaviors virtually scored low in extraversion. Similarly, the researches which were explored were on the basis to find relationship among different situations and the significant techniques used to analyze data. The conceptual framework was developed with the help of above mentioned researches which created a general concept that behaviors can affect personality. During time of this research, problems of corruption, malpractices and impoliteness was surfacing from various resources. So, it was mandatory to find theoretical terminologies related to these behaviors which was taken by the research of Bolino, Long, and Turney (2016) who published series of articles for these behaviors and recommended others to have research on their organization too related to these behaviors. Now, the second problem was that if these behaviors are altering the personality or not. Since, at the time of recruitment teachers are scrutinized from various aspects and confirmed after having sound and clear background. So if these behaviors are adopted is it affecting their other personality traits too? The reason for adopting OCEAN model was its soundness and free of error while HEXACO is relatively new and still need searching sample items having reliability to start the research. In order to maintain newness recently revised IPIP scale was chosen with highest reliable sample items given by Maples-Keller et al. (2017) which was little bit changed or modified according to culture so its reliability was not affected to a larger extend. This research was done for degree purpose to every step ensured speedy results. Instead of going through a long path of making samples which can result in failure and adapting sample items. So it was ensured to take items which is highly reliable for many cultural settings to avoid delays later on. This research was done based on the problem that teachers changes their behavior according to the situation to gain favors was important not only for checking if certain behaviors are prevalent or not but also to remove evils if present and in case found innocent teachers should be rewarded by some policies. Plus these phenomenon also affect

personality traits which can be dangerous if behaviors are adopted to a large extend. One cannot keep society and future generations at stake so this research was done keeping these points in mind.

CHAPTER 3
RESEARCH METHODOLOGY

3.1 Introduction

This chapter consist of study about technical information that comprises of research design, research instrument, development of questionnaire ,checking reliability and validity of questionnaire, dividing the questionnaire in a way that each section clearly represent that variables under consideration, population of the study, sampling technique and sample size, data collection ,analysis procedure and ethical concerns. The research unfolded many aspects from relationship between IM and personality traits till comparison on the basis of gender and highest percentage of personality traits and IM behaviors founded in the sample.

3.2 Research design

The research approach was quantitative and research design adopted was correlation survey. Questionnaire was chosen as the most appropriate method as people might not feel comfortable in answering their personal aspects or being observed. Quantitative paradigm is less prone to researcher's bias and provides data in numerical form which is easily interpreted without having if and buts. It clearly helps beneficiaries of research to make changes if results pointed towards it. As peoples are unpredictable and one cannot confirm what's moving inside human head so it's better to stick to the approach that needs no personal decisions or interpretations. Quantitative research follows positivistic approach which is more reliable as it gives results in terms of numbers which is easily comprehensible and less prone to personal judgments. This paradigm basically reduces what researcher feels or wants but relies what it is in true sense. Since research ends in giving recommendations so it was important to stay away from personal or any other influences as much as one can so quantitative approach was well suited for it. In addition this research is in its elementary level exploratory stages where numbers are important for descriptive one can go for qualitative approach but as far as approach and stage of this research was concerned quantitative approach suited well.

3.3 Population of the study

The population consisted of all the teachers working in 15 Public Universities present in jurisdiction of Islamabad. There were total of 7639 teachers out of which 5056 are males and 2583 are females. The data was taken from HEC website and counter checked through respective home page of Universities which showed date of updating. Reasons of taking Public Sector as a population are Standardized structure, homogeneity in employment conditions and accessibility. Public Sector follows standardized policies and procedures which provide a consistent environment for studying the variables of interest. Teachers in Public Sector operate under similar condition including job security, pay scale and promotion criteria. This minimizes variability due to external factors and ensures more focused examination of variables under

study. Public Sector Universities are accessible for research purposes as they have defined protocols for granting permission to conduct studies. Public Sector Universities employ faculty from diverse cultural and ethnic background so research was able to capture wide range of Personality Traits and IM behaviors, shaped by different norms, training and experience. Public sector Universities have prestige and visibility that required staff to engage in strategic IM behaviors making the variable measureable. Teachers in these Universities are more familiar with research practices and more willing to participate in academic studies. This ensures better data quality, smoother administration of tools and higher response rate.

Table 3.1

Teachers' population working in 15 Public Sector Universities.

	Population (N)	Male	Female
Total	7639	5056	2583

Source: Public sector Universities in Islamabad (Higher Education Commission, 2018)

3.4 Sampling Technique

Being quantitative in nature, sampling technique from probability sampling was chosen so every individual has equal chance of being selected. Disproportionate Stratified Random sampling was adopted. The reason for selecting it was the population was geographically dispersed and diverse so in first step it has to be randomly selected than second stage was choosing sample in which every male and female teachers should have equal chances of selection and there should be no under or over representation to avoid sampling error. Since the basic criteria of induction is same for university level so much of the error which was possible was removed. Every University follows the same pattern for induction as guided by HEC. In stage one randomly universities were selected and stage two names of male and female teachers were selected randomly from each of the selected universities of stage one. The sample size was approximately ninteen percent using Taro Yamane formula that makes 391. However it comprises of making list of teachers and using fish bowl method to randomly select names of teachers according to selected percentage (19%).
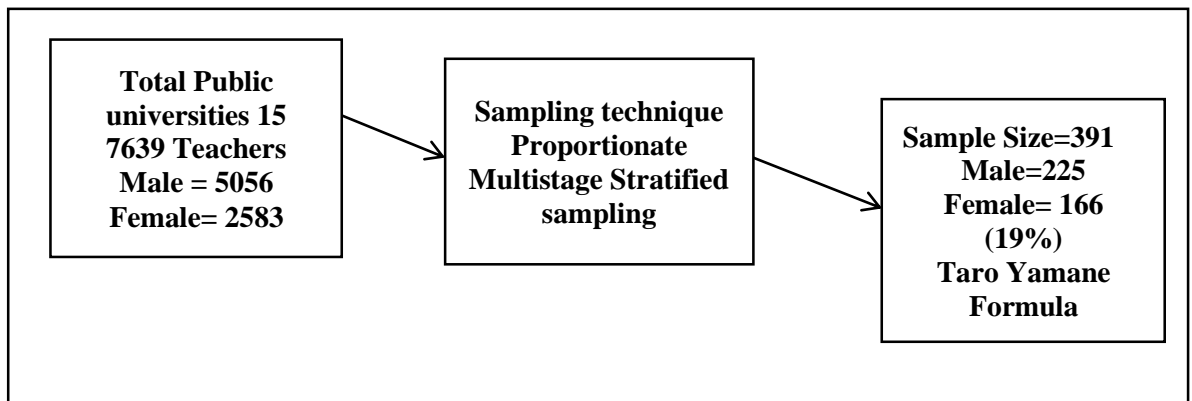
Figure 4 Description of Population and Sample size according to Taro Yamane
Formula (Chaokromthong & Sintao,2021)

Disproportionate stratified random sampling was used. This sampling is basically used for geographically diverse area to make collection of data feasible. Moreover, the selection was made in a way so variance remain same. This research was carried out for degree purpose so time was the most important factor. Since, this was the first time for the researcher to collect data from field and using such a large amount of data for analysis so disproportionate stratified random sampling was suited as it was done in a way that sampling frame was not distorted and doing sampling in stages removed higher percentage of getting sampling error.

In stage 1 through random sampling five Universities were selected from population of fifteen universities. The sample came out to be 5 Public Universities.

In stage 2 strata were made according to gender male and female and 19% of teachers was chosen for response so total sample came out to be 391 out of which 166 were females and 225 were males. As faculty members are unevenly distributed like there are more teachers in science group than arts so disproportionate sampling ensures even small groups are adequately represented. This technique allows adequate representation of smaller sub-groups to enable valid comparison across disciplines and various groups.

3.4.1 Sample size

Sample size is very crucial factor and can affect the credibility of result. In order to ensure reliability of 95% Taro Yamane Formula was used taking sample size of 391 (Chaokromthong & Sintao, 2021). This formula was chosen as against Cochran's as it take notice of population size as against Cochran's which was dependent on sampling error, z values and population proportion. Since, there are chances of sampling error but it is removed by properly making a sampling frame to avoid misrepresentation. There is less chances of error induced due to characteristics as sampling frame includes teachers and basic criteria of induction by HEC is fixed. So there is less chances that sample selected will show any kind of deviation. Meanwhile the target was 391 but to avoid type II error in hypotheses testing care was taken to take data from as many respondents as one can. The data was collected from 347

teachers randomly selected from fish bowl method and percentage was taken using Taro-Yamane formula which takes margin of error in to account to increase power of test. As the list was randomly generated and percentage was found out using theoretical formula. Care should be taken to ensure every respondent fill the data while few were out of country and few declined which was their right. However, the total percentage of data being collected approximately came out to be 88% which was fair enough to avoid errors in hypotheses testing.

Table 3.2

Rate of return of questionnaires

Sr.No	University	Female 19%(n)	Male 19%(n)	Returned by female	Returned by male
1.	Bahria University	62	82	54(87%)	72 (87.8%)
2.	IST	7	28	5(71.4%)	23(82.1%)
3.	NUML	84	70	75 (89%)	60 (85.7%)
4.	PIDE	2	6	2 (100%)	6 (100%)
5.	QAU	11	39	11(100%)	39 (100%)
Total		**166**	**225**	**147(88.6%)**	**200(88.9%)**

3.5 Research Instruments

Researcher adopted questionnaire as the research tool and used an adapted version taking help from IPIP-NEO-60 sample items and IM scale. These sample items helped researcher to make an adapted questionnaire that not only fits not only in terms of reliability but also validity. Questionnaire is highly preferred tool among others (Mateen, 2017). However LaPiere's famous experiment on Chinese couple in American society predicts a difference between a survey and observation (Sisicay, 2015). Researcher found out that in survey it was analyzed that 98% American Restaurant will refuse to give Chinese couple any services, however in reality only 2% refused to give them services. This experiment do raised some concerns towards questionnaire as a tool but there are certain situations like in a University where teachers have to attend meetings, classes and doing multiple task a researcher cannot be allowed for observation. It might happen that professors agree but visitors may feel it alarming, uncomfortable and an act of trespassing. So, despite its draw back questionnaire was used as the most efficient and culturally suitable tool.

3.5.1 Development of tool

The tool was divided in to three sections. First section that contained demographic data

questions, second section consisted of questions related to IM behaviors and third section consisted of questions related to personality traits. The total number of questions related to variables IM and personality traits were 36 in number. Validity was established and reliability was checked through software. Help was taken from internet to develop sample items that are clear and good to measure desired characteristics.

Table 3.3

Sections of questionnaire

Sr.No	Section	Characteristics
1.	A	Demographic data
2.	B	IM behaviors
3.	C	Personality Traits
Total	**3**	**59**

3.5.2 Demographic data

Demographic means questions related to characteristics of population that are related to economic, social and cultural activities. The five major demographic domains are age, gender, questions related to occupation like income and designation and family background. It was MCQS based with options given and comprised of five questions that asked about gender, experience in years, department and Institution. These were added to check for intervening variables. The question paper did not contain any question like name that could expose the participant or made him uncomfortable while filling the response.

3.5.3 IM behaviors sample items

An adapted version of tool was used taking help from IM scale two questions were asked in terms of self-promotion, Ingratiation and Exemplification. While four statements were added for Intimidation and Three for Supplication. Easy worded statements were provided along with scenario given in some cases to make sample items as much clearly as possible. No reverse question was added in this section.

Table 3.4

Number of approved Questions in each sub-division of IM behaviors

Sr.No	Scale	Sub-Section	Number of questions
1.	IM behaviors	Self-Promotion	3
2.		Ingratiation	3
3.		Exemplification	3
4.		Intimidation	4
5.		Supplication	3
Total		**5**	**16**

3.5.4 Personality Traits

Personality traits sample items were adapted from IPIP inventory with five major domains that were further divided in to sub sections.

Under neuroticism anxiety and anger, extraversion included sub characteristics of gregariousness and friendliness, openness to experience included emotionality and intellect, agreeableness included trust, morality and sympathy and lastly conscientiousness was checked in terms of self-efficacy, self-discipline and cautiousness. Reverse questions was added to checked mental alertness as well to confirm the truthfulness of the response. Approximately three questions for each sub-section were added which makes total of 36 questions related to personality traits. The sample items were kept small to the point and simple to avoid any misinterpretation on parts of respondents. Moreover, increasing number of questions or making a lengthy questionnaire would do no good so 36 questions were kept that were suitable and had the capacity to fulfill the purpose.

Table 3.5

Number of approved questions in each sub-section of Personality Traits

Sr.No	Characteristics	Sub-Characteristic	No. of sample items
1.	Neuroticism	Anxiety	3
2.		Anger	3
3.	Extraversion	Gregariousness	3
4.		Friendliness	3
5.	Openness to experience	Emotionality	3
6.		Intellect	3
7.	Agreeableness	Trust	3
8.		Morality	3
9.		Sympathy	3
10.	Conscientiousness	Self-efficacy	3
11.		Self-discipline	3
12.		Cautiousness	3
Total	**5**	**12**	**36**

3.6 Verification of tool

Before using tool for the main research the tool was verified and successfully passed tests of reliability and validity. Before going in to main field a pilot study was taken to ensure each aspect of the research was able to be measured using statistical tool.
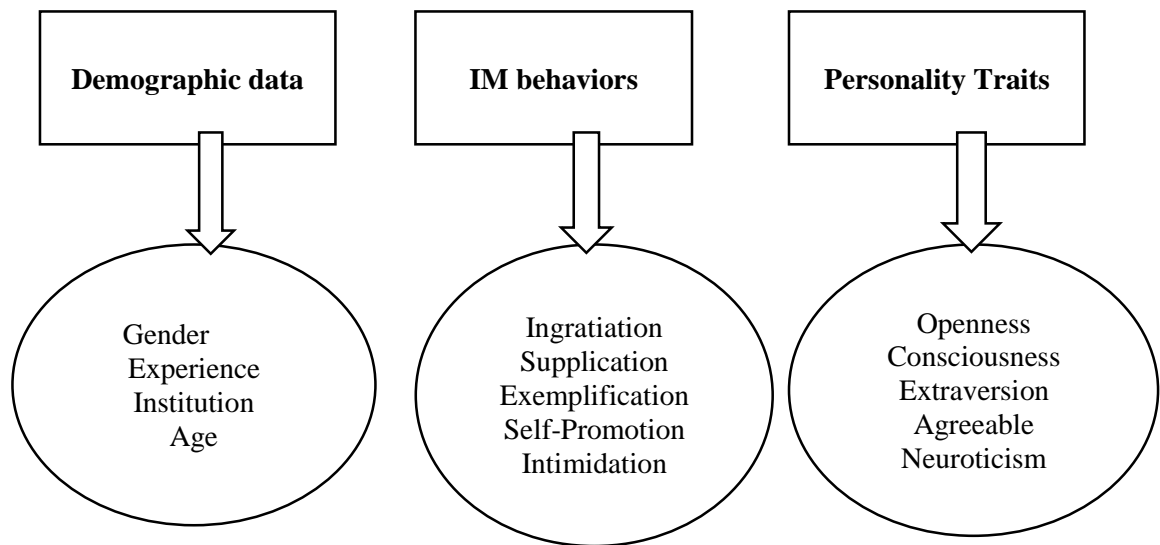
Figure 5: Sections of Questionnaire

3.6.1 Pilot Testing

Pilot testing was done using 30 participants which was again selected randomly from the list of sample universities. Quantitative Correlational research design was used to check the feasibility of the design before conducting on original one. Instead of guess work participants answered how they actually behaved. For example it might happen that participant who had no experience of teaching might answer he would quit the job but reality usually is always quite different mostly people on jobs compromised even under severe circumstances. So, in order to avoid such extremities 15 female and 15 male participants were chosen that were related to teaching occupation and from the list of sample of five universities to avoid any biasness later on. This number of 30 was chosen after studying researches related to pilot study with having questions ranging from 50-60 (In J., 2017). This equal ratio of male and female was kept to avoid any over representation.

3.6.2 Validity

Validity was established in terms of face and content validity by experts and psychometrician who validated tool in every aspect content and easy to apprehend and not creating a feeling of disgust. The questionnaire consisted of four pages with sections merged to avoid generating the feeling of long questionnaire or carefully answering the questions as critical aspects of respondents are being checked. English language was adopted with easy words. Experts keenly observed the tools and mistakes related to ordering and formatting were corrected. At first questionnaires were checked through supervisor thoroughly and some words like often were asked to be omitted. Two demographic questions were added and it was further told to omit 5 point Likert scale for agreement instead use five point Likert scale for frequency. Then it was instructed to validate my tool from Management Sciences department or One from

education department but level should be Assistant professor or higher.

The effort of Dr Nabeela Sulaiman, Assistant Professor of virtual University in this regard is remarkable. It was asked to add further statements to make my tool reach appropriate validity. Her response was quick which saves a lot of time. Changes were sent to her.

Table 3.6

Validity verification and suggestions

Sr	Name of experts	Recommendations
1	Dr. Qalander Hayat Assistant Professor Management Sciences NUML H-9 Islamabad.	Change word "organization" in to University.(Sample item 2,3 and 8)
2	Dr. Jameela Ashraf Assistant Professor Educational Sciences NUML H-9 Islamabad.	Separation of ideas in questions so each question reflects only one idea.(Sample 1, 7 and 9)
3	Dr. Nabeela Sulaiman Assistant Professor Educational Sciences Virtual University, Lahore.	Use of proper words, pronouns and omission of unnecessary words and increase in number of items.(Sample items 3,6,9,16,24,47 and 52 added and I changed in to you in every sample item)

3.6.3 Reliability

Statistical techniques were applied to check the reliability of overall tool and even each section. Care was taken to keep reliability of sample items within approved limit that is between 0.50 -0.80, the higher the better. Reliability depends on length, number of questions and group fit for it. Since, the group that is being measured are all teachers at University level where recruitment criteria and benefits are same as all comes under Public Sector that's why the

chances of deviations due to individuals are highly impossible. Initially sample items like "you lose your temper" and "You find it difficult to approach others" under neuroticism were placed which were removed as it was having low reliability first one 0.334 and second 0.275 and upon recommendations of respondents as well as they find these items difficult to answer. Item 38 "you cheat to get ahead" and 50 "you act without thinking" was modified so their reliability also increase from 0.432 to 0.522* and 0.532 to 0.749* upon recommendations of respondents and statistical results as well.

Table 3.7

Cronbach Alpha Reliability of Impression Management and Personality Traits Pilot Testing

Scale	Sub scale	Items	Reliability
Impression Management		16	.788
	Self-Promotion	3	.704
	Ingratiation	3	.593
	Exemplification	3	.679
	Intimidation	4	.901
	Supplication	3	.757
Personality traits		36	.873
	Neuroticism	6	.853
	Anxiety	3	.902
	Anger	3	.906
	Extraversion	6	.941
	Gregariousness	3	.939
	Friendliness	3	.914
	Openness to experience	6	.809

Table 3.7 *(continued)*

Emotionality	3	.935
Intellect	3	.732
Agreeableness	9	.801
Trust	3	.949
Morality	3	.890
Sympathy	3	.917
Conscientiousness	9	.977
Self-efficacy	3	.897
Self-discipline	3	.866
Cautiousness	3	.818
Total	52	0.835

Table 3.8

Item total correlation of tool

Serial no.	Items	Correlation(r)
1	IM1	.639**
2	IM2	.639**
3	IM3	.548*
4	IM4	.548*
5	IM5	.519*
6	IM6	.519*
7.	IM7	.519*
8.	IM8	.582*
9.	IM9	.582*
10.	IM10	.582*
11.	IM11	.511*
12.	IM12	.511*
13.	IM13	.511*
14.	IM14	.506*
15.	IM15	.676*
16.	IM16	.676*
17.	IM17	.676*
18.	PT1	.807**
19.	PT2	.807**
20.	PT3	.807**

Table 3.8 *(continued)*

21.	PT4	.511*
22.	PT5	.511*
23.	PT6	.511*
24.	PT7	.817**
25.	PT8	.817**
26.	PT9	.544**
27.	PT10	.544**
28.	PT11	.544**
29.	PT12	.888**
30.	PT13	.888**
31.	PT14	.858**
32.	PT15	.858**
33.	PT16	.858**
34.	PT17	.511*
35.	PT18	.526*
36.	PT19	.526*
37.	PT20	.526*
38.	PT21	.522*
39.	PT22	.493**
40.	PT23	.662**
41.	PT24	.662**
42.	PT25	.511**

Table 3.8 (*continued*)

43.	PT26	.511**
44.	PT27	.511**
45.	PT28	.676*
46.	PT29	.676*
47.	PT30	.676*
48.	PT31	.676*
49.	PT32	.745*
50.	PT33	.749*
51.	PT34	.749*
52.	PT35	.663*
53.	PT36	.663*
54.	PT37	.663*

**Correlation is significant at the 0.01 level (2-tailed)

 * Correlation is significant at the 0.05 level (2-tailed)

Table 3.9

Correlation between Impression Management and Personality Trait (n=30),pilot study.

	Openness to Experience	Conscientiousness	Extraversion	Agreeableness	Neuroticism
Supplication	.619**	.138*	.172	.395*	.471**
Intimidation	.246	.054*	.092*	.372	.045*
Exemplification	.219*	.034*	.299	.369*	.359*
Ingratiation	.426**	.132**	.337	.378	.600**
Self-Promotion	.402*	.300*	.216	.431	.389*

**Correlation is significant at the 0.01 level (2- tailed)

*Correlation is significant at the 0.05 level (2- tailed)

3.7 Data collection

Data collection is a formal process and demands certain careful steps to be taken to avoid any mismanagement. It is one of the process in which whole research is dependent on and researcher is also excited to find out the results of his enquiry.

3.7.1 Procedure of taking permission from Universities

This step can be greatly regarded as test of nerves. Since respondents were teachers, one pros was responsibility that willing teachers never misplaced any questionnaire but second problem was availability of time. Since on advice of supervisor a formal email with list of respondents generated randomly was sent on the email of Rector and coordination office in which time and date was provided which was kept flexible and changed when any University asked for it. Coordination section was called to confirm the timings and protocols that need to be followed. Envelops were formed according to the universities and number of participants.

3.7.2 Distribution and collection of questionnaire

Questionnaire was left in coordination office with list of names of teachers provided who selected under random sampling. However it was advised that in case of leave or turnout or any teacher kindly mention in the list given along with questionnaire as we are more interested to keep the sample size accurate in order to have results with 95% reliability. Cover

page contain information not to reveal name and how to fill in the form. One week was provided and numbers of respected focal person was taken. Call was made to confirm if researcher could collect the questionnaire back. Using this protocol everything went smooth.

3.8 Data analysis

Data analysis included using different statistical tool like t test for comparison or basis of gender, correlation to measure strength and direction of variables and when once correlation was confirmed. Further analysis was done using multiple regression.

Table 3.10

Use of statistical tools for data analysis

Sr.No	Research Objectives	Test
1.	To explore the IM behaviors adopted by teachers at University level.	Mean
2.	To assess the Personality Traits of University teachers	Mean
3.	To measure relationship among IM behaviors and Personality Traits.	Pearson Correlation Multiple regression
4.	To compare IM behaviors of University Teachers on basis of gender.	Independent sample-test
5.	To compare Personality Traits of University Teachers on basis of gender.	Independent Sample-test

3.9 Research Ethics

Keeping in view ethical consideration saves prestige of researcher and Institution he or she is working for. Keeping in mind importance of research ethics consent was taken through email and phone at coordination office to ensure willingness on behalf of University. Moreover, time and date were confirmed to avoid visiting hours that were not meant for visitors or on busy days where everyone was involved in meeting or attending some foreign delegation. Moreover, only two visits were planned one for depositing questionnaire and other for collection after ensuring maximum questionnaires have been received to avoid frequent visits which can compromise security which is need of the time. No irrelevant talks or prolonged stay were shown to avoid wasting anyone's time.

The research was carried out while adhering to Belmont study's principle; participants were

assured in cover page that their information will be kept confidential and only for statistical considerations. It was ensured that the data will be destroyed after seven years after publishing the thesis while no harm was intended and participation was on consent basis.

3.10 Delimitations

Research was delimited due to scarcity of resources and time. Moreover this delimitation kept researcher to take data in most desirable way as this is the maximum degree to ease researcher could applied. The research was delimited to:

1. The research was delimited to OCEAN model of Personality by Ackerman (2017).

2. The research was be delimited to Impression Management behaviors quoted by Serin, Balkan, and Soran (2014).

3. The research was delimited to the use of adapted questionnaire from Big Five model of Personality Traits with twelve sub-traits by Mapper-Keller et al. (2017).

4. The research was delimited to the use of adapted questionnaire from Impression Management Style given by Leary, Mark,R., Jongman-Sereno, Katrina ,P., Diebels, & Kate J. (2015).

5. The research was delimited to teachers of five Public Sector Universities of Islamabad that included NUML, IST, QAU, Bahria and PIDE.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

In this chapter data collected from 347 respondents was analyzed using SPSS21 .The data was analyzed using t-test and correlation. A detail analysis is provided below.

4.1 Introduction

In this chapter the data analysis was presented in form of table. The first part deals with demographic data. Demographic questions were analyzed using pictorial representation and tables that represents gender wise, university wise distribution, working experience and designation. The demographic data was taken to sure proper representation of all sections and no section is left and look for intervening variables as well. As intervening variable do affect the results of correlation. The second part deals with table representation related to hypotheses. There were two research questions and twenty-eight hypotheses that were analyzed using the software. Additionally the questionnaire uses five point Likert scale: never, rarely, sometime, often and always. Any trait or behavior falling in never and rarely is taken as low, while sometime as mid-level and often and always as high level. Parametric Statistical tests correlation and linear regression were used after checking normality through Box and whiskers and Q-Q plots which shows no need to use non-parametric tests.

Section 1

Table 4.1

Gender wise distributions of respondents

	Number of respondents (n)	Percentage %
Male	201	57.9
Female	146	42.1
Total	347	100

Table 4.2

University wise distributions of respondents

University	Frequency	Percentage%
PIDE	8	2.3
QAU	40	11.5
IST	28	8.1
Bahria	125	36
NUML	146	42.1
Total	**347**	**100.0**

Table 4.3

Department wise distribution of respondents

Department	Frequency	Percentage %
Engineering	51	14.7
Computer Science	66	19.0
IT	8	2.3
Art & Architecture	18	5.2
Economics	26	7.5
Mass communication	25	3.5
History	12	4.0
Math	14	3.5
Earth & Environmental Sciences	12	0.9
Physics	3	5.2

Table 4.3 (continued)

Psychology	4	1.2
Aeronautics	4	1.2
Language	11	3.2
Education	6	1.7
Sociology	1	0.3
Chemistry	16	4.6
Electronics	5	1.4
DSS	6	1.7
Statistics	2	0.6
Islamic studies	7	2
IR	22	6.3
Management Sciences	28	8.1
Total	**347**	**100**

Table 4.4

Respondents Total Working Experience (in years)

Working experience (years)	Number	Percentage
1-5	36	10.4
6-10	48	13.8
11-15	157	45.2
16 & above	106	30.5
Total	**347**	**100**

Table 4.5

Working experience (years) in current organization

Years	Frequency	Percentage %
1-5	92	26.5
6-10	88	25.4
11-15	94	27.1
16 & above	73	21.0
Total	**347**	**100**

Table 4.6

Designation of respondents

Designation	Frequency	Percentage
Professor	26	7.5
Assistant professor	167	48.1
Associate Professor	53	15.3
Lecturer	90	25.9
Lab Engineer	11	3.2
Total	**347**	**100**

Table 4.7

Respondent's age group in percentages

Age group	Frequency	Percentage %
25-30	39	11.2
31- 40	110	31.7
41-50	162	46.7
51 & above	36	10.4
Total	**347**	**100**

Section II

In order to explore behaviors, it was necessary to assign characteristics certain values to have a deeper understanding. So the variable was divided in to five levels.

1 never (0-1.49)

2 rarely (1.50-2.49)

3 sometimes (2.50-3.49)

4 often (3.50-4.49)

5 always (4.59-5.00)

Research objective # 1

To explore the Impression Management behavior adopted by teachers at University level.

Research question # 1

What is the most practiced Impression Management behaviors by University Teachers?

Table 4.8

Levels of Impression Management behaviors adopted by University Teachers

Sr. No	IM behaviors	N	Mean	Remarks
1	Self-promotion	347	3.5696	Often
2	Ingratiation	347	2.9135	Sometimes
3	Intimidation	347	2.4027	Rarely
4	Supplication	347	2.1758	Rarely
5	Exemplification	347	1.8300	Rarely
	Total	**347**	**2.5783**	**Often**

The highest behavior of Impression Management adopted by University teachers noted in analysis is Self-promotion, than ingratiation, Intimidation, Supplication and Exemplification standing the least. The overall Impression Management behaviors adopted falls on Often level.

Research Objective # 2

To assess Personality Traits of University Teachers.

Research Question # 2

Which is the most prevalent Personality Traits in University Teachers?

Table 4.9

Levels of Personality Traits of University Teachers

Sr.No	Personality Traits	N	Mean	Remarks
1	Neuroticism	347	2.8573	Sometimes
2	Extraversion	347	3.7675	Often
3	Openness to experience	347	2.9841	Sometimes
4	Agreeableness	347	2.6795	Sometimes
5	Conscientiousness	347	4.1796	Often

The highest trait in Personality observed is Conscientiousness, extraversion as second highest trait; openness to experience, neuroticism and least is agreeableness.

Objective # 3

To measure relationship among Impression Management behaviors and Personality Traits of University Teachers.

Correlation statistics was used where r below 0.5 means low correlation 0.5-0.69 means moderate correlation whereas 0.7 and above means high correlation. Negative and Positive sign means inverse and direct relationship. Moreover, in order to avoid Type II error in hypotheses testing or increasing the power of the test the sample size was kept larger, maximum amount of data was collected that is 347 out of 391 to minimize error as much as one can. To avoid type I error to maximum level confidence level was kept at 95%. As we can't reduce both error at the same time. Reduction in one error will increase the chances of other error. So a compromising situation was made by keeping confidence level at 95% and increasing sample size to get maximum response. Before going for correlation prior testing was done to ensure that data is safe for correlation. It was showing normal curves using Q-Q plots and box and whiskers. There were no outliers and verified by Mahalanobis distance and standardization of all the values were done. From the pilot study linear relation was expected. Upon verifying these conditions which are well suited for correlation statistical test was applied. In addition no intervening variable was there so Pearson correlation was used.

H_0^1 There is statistically no significant relationship among Impression Management behaviors and Personality Traits

Table 4.10

Correlation between Impression Management and Personality Traits.

Characteristics	N	Impression Management behaviors	Personality Traits	Significance	Level Of Correlation
Impression Management Behaviors Pearson Correlation	347	1	0.400***	.000	Moderate
Personality Traits Pearson Correlation	347	0.400***	1	.000	Moderate

Results showed that there was a significant, Low, positive correlation among Impression Management behaviors and Personality Traits. Hence, null hypothesis H_0^1 has been rejected.

H_0^1(a)….H_0^1(e)

These hypotheses states that there is statistically no significant relationship between Self-Promotion behavior and Personality trait namely Openness to experience, Conscientiousness, Extraversion, neuroticism and Agreeableness.

Table 4.11

Correlation between Self-promotion and Big five Personality traits.

Characteristics	N	Openness to experience		Conscientiousness		Extraversion		Agreeableness		Neuroticism	
		R	Sig	r	Sig	r	Sig	R	Sig	R	Sig
Self-Promotion	347	0.184***	.000	0.260***	.000	0.075	.163	-0.96	.074	0.582***	.000

Results shows that there is a significant, low, positive correlation between Self-Promotion and Openness to experience, conscientiousness and neuroticism. Hence, H_0^1(a), H_0^1(b) and H_0^1(e) have been rejected, while H_0^1(c) and H_0^1(d) have been accepted which gives no significant relation between Self-promotion and extraversion and self-promotion and agreeableness.

H$_0^1$(f), H$_0^1$(g), H$_0^1$(h), H$_0^1$(i) and H$_0^1$(j).

These hypotheses states that There is statistically no significant relationship between "Ingratiation" behavior and "Big five personality traits" (Openness to experience, Conscientiousness, extraversion, agreeableness and neuroticism).

Table 4.12

Correlation between Ingratiation and Big five personality traits.

Characteristics	N	Openness to experience		Conscientiousness		Extraversion		Agreeableness		Neuroticism	
		R	Sig	r	Sig	R	Sig	R	Sig	R	Sig
Ingratiation	347	0.242***	.000	0.181***	.001	-0.28	.600	0.085	.113	0.425***	.000

Results shows that there is significant low, positive correlation between Ingratiation and Openness to experience, Conscientiousness and neuroticism. Hence, null hypothesis H$_0^1$(f), H$_0^1$(g), H$_0^1$(j) have been rejected while there exist no significant relation between Ingratiation and extraversion and Ingratiation and Agreeableness. Hence, H$_0^1$(h) and H$_0^1$(i) have been accepted.

H₀¹(k), H₀¹(l), H₀¹(m), H₀¹(n) and H₀¹(o)

These null hypotheses states that there is statistically no significant relationship between "Intimidation" behavior and "Big five personality traits"

Table 4.13

Correlation between Intimidation and Big five Personality traits

Characteristics	N	Openness to experience		Conscientiousness		Extraversion		Agreeableness		Neuroticism	
		R	Sig	R	Sig	R	Sig	R	Sig	R	Sig
Intimidation	347	0.150	.063	0.226***	.000	0.252***	.000	0.099	.064	0.436***	.000

Results shows that there is significant, positive and low correlation of Intimidation with Conscientiousness, Extraversion and Neuroticism. Hence, H₀¹(l), H₀¹(m),H₀¹(o) have been rejected while there exist no significant relation of Intimidation with openness to experience and agreeableness. Hence, null hypotheses H₀¹(k) and H₀¹(n) have been accepted.

H$_0^1$(p), H$_0^1$(q), H$_0^1$(r), H$_0^1$(s) and H$_0^1$(t)

These null hypotheses states that there is statistically no significant relationship between "Exemplification" behavior and "Big five personality traits"

Table 4.14

Correlation between Exemplification and Big five personality traits.

Characteristics	N	Openness to experience		Conscientiousness		Extraversion		Agreeableness		Neuroticism	
		R	Sig	R	Sig	r	Sig	R	Sig	R	Sig
Exemplification	347	0.213***	.000	0.005	.305	0.051	.341	0.156**	.004	0.467***	.000

Results show that there is no significant correlation between Exemplification and Conscientiousness and Exemplification and Extraversion. So, null hypotheses H$_0^1$(q) and H$_0^1$(r) have been accepted. While there exist significant, low and positive correlation between Exemplification and Openness to experience, Exemplification and Agreeableness and Exemplification and Neuroticism. Hence, H$_0^1$(p), H$_0^1$(s) and H$_0^1$(t) have been rejected.

$H_0^1(u)$, $H_0^1(v)$, $H_0^1(w)$, $H_0^1(x)$ and $H_0^1(y)$

These null hypotheses states that there is statistically no significant relationship between "Supplication" behavior and "Big five personality traits"

Table 4.15

Correlation between Supplication and "Big five personality traits"

Characteristics	N	Openness to experience		Conscientiousness		Extraversion		Agreeableness		Neuroticism	
		R	Sig	r	Sig	r	Sig	R	Sig	R	Sig
Supplication	347	0.277***	.000	0.120	.025	0.007	.892	0.110***	.04	0.374***	.000

Results shows that there is no significant correlation between Supplication and Conscientiousness and Supplication and extraversion. Hence, null hypotheses $H_0^1(v)$ and $H_0^1(w)$ have been accepted while there exist significant low positive correlation between Supplication and Openness to experience, Agreeableness and Neuroticism. Hence, $H_0^1(u)$, $H_0^1(x)$ and $H_0^1(y)$ have been rejected.

Objective # 3

To measure relationship among Impression Management behaviors and Personality Traits of University Teachers.

It was important to notice if the relation is linear or there exist any cause and effect relation. So linear regression was performed.

Table 4.16

Regression analysis between Impression Management and Personality Traits.

Characteristics	N	R	Adjusted R^2	R^2	F	ß	Sig.
Independent Variable (IM)	347	.400	.158	.160	65.835	1.027×10^{-13}	.000
Dependent Variable Personality Traits	347					.318	

Predicted Personality traits=1.027×10^{-13} + .318 (IM)

Results states that for one unit increase in Impression Management behavior their personality traits will be increased by .318 at $p < .01$. It further explains that only 16% chances are there that Impression Management behaviors result in changing Personality Traits. The significance level is less than 0.005. Hence, there exist a causal relation between Impression Management behaviors and personality traits.

Objective # 4

To compare Impression Management behaviors of University Teachers on basis of gender.

H_0^2 There is statistically no significant difference between male and female on basis of Impression Management behaviors.

T-test was used after ensuring that every condition is fulfilled as population standard deviation was unknown that is why t-test was used instead of z-test.

Table 4.17

T-test Impression Management behaviors with respect to gender.

Gender	N	Mean	Std. deviation	F	Sig.	Df	t(equal variances assumed)
Male	200	.092	.804	24.796	.006	345	2.743
Female	147	.126	.622				

 The study found that females (.126 ± .622) are more oriented towards Impression Management behaviors as compared to males (.092 ± .804), t (345)= 2.743 at significant p value with effect size 0.304 (Cohen's d). This means gender has very little effect on Impression Management. Hence, hypothesis H_0^2 is rejected.

Objective # 5

To compare Personality Traits of University Teachers on basis of Gender.

H_0^3 There is statistically no significant difference between male and female on basis of personality traits.

Table 4.18

T –test personality traits with respect to genders

Gender	N	Mean	Std. deviation	F	Sig.	Df	t(equal variances assumed)
Male	200	.038	.587	.114	.154	345	1.428
Female	147	.053	.586				

The results is non-significant as p>.05 as there exist no personality difference between male and female, so Hypothesis H_0^3 is accepted.

For confirmation additional adhoc testing are done. First there are problem of multiple hypotheses which can give rise to type I and Type II error in order to avoid it method has to be chosen that should be authentic and valid and account for both these errors. So, Holm-Bonferroni method was performed which take cares not only for type I error but also for type II error as well and results were confirmed as before. It was more powerful than traditional Bonferroni method due to its correction and account for both these errors. It not only sets a better confidence interval but also rejection level. The manual formula was applied. The results appear to show the same state. Same hypotheses were rejected. Significance level was kept at 0.05 with 28 m values.

Table 4.19

Adhoc testing using Holm-Bonferroni method

Sr.No	Hypotheses	Value using Holm-Bonferroni method	Results
1	$H_0{}^1$	0.0017	Rejected
2	$H_0{}^1$ (a)	0.0019	Rejected
3	$H_0{}^1$ (b)	0.0018	Rejected
4	$H_0{}^1$ (c)	0.002	Accepted
5	$H_0{}^1$ (d)	0.002	Accepted
6	$H_0{}^1$ (e)	0.002	Rejected
7	$H_0{}^1$ (f)	0.002	Rejected
8	$H_0{}^1$ (g)	0.002	Rejected
9	$H_0{}^1$ (h)	0.003	Accepted
10	$H_0{}^1$ (i)	0.003	Accepted
11	$H_0{}^1$ (j)	0.003	Rejected
12	$H_0{}^1$ (k)	0.003	Accepted
13	$H_0{}^1$ (l)	0.003	Rejected
14	$H_0{}^1$ (m)	0.003	Rejected
15	$H_0{}^1$ (n)	0.004	Accepted
16	$H_0{}^1$ (o)	0.004	Rejected
17	$H_0{}^1$ (p)	0.004	Rejected
18	$H_0{}^1$ (q)	0.005	Accepted
19	$H_0{}^1$ (r)	0.005	Accepted
20	$H_0{}^1$ (s)	0.006	Rejected
21	$H_0{}^1$ (t)	0.006	Rejected
22	$H_0{}^1$ (u)	0.007	Rejected

Table 4.19 (continued)

Sr.No	Hypotheses	Value using Holm-Bonferroni method	Results
23	H_0^1 (v)	0.008	Accepted
24	H_0^1 (w)	0.01	Accepted
25	H_0^1 (x)	0.01	Rejected
26	H_0^1 (y)	0.01	Rejected
27	H_0^2	0.025	Rejected
28	H_0^3	0.05	Accepted

Results

Table 4.20

Table for objectives, hypothesis and their results

Sr. No	Objectives	Research questions and hypothesis	Status
1	To explore the Impression Management behaviors adopted by teachers at University level.	What is the most practiced Impression management behavior by University teachers?	The most practiced IM behavior is Self-Promotion.
2	To assess Personality Traits of University Teachers.	Which is the most prevalent Personality Traits in University teachers?	The most prevalent Personality traits among University teachers is Conscientiousness.
3	To measure relationship among Impression Management behaviors and personality traits	There is statistically no significant relationship among Impression Management behaviors and Personality Traits.$H_0{}^1$	Rejected
4	To compare Impression Management behaviors of University teachers on basis of gender.	There is statistically no significant difference between male and female on basis of Impression Management behavior.$H_0{}^2$	Rejected
5	To compare Personality Traits of University Teacher on basis of gender.	There is statistically no difference between male and female on basis of Personality Traits. $H_0{}^3$	Accepted

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSION

AND RECOMMENDATIONS

This chapter deals with detail description of results that were analyzed through SPSS21. The data of 347 respondents were analyzed using correlation, multiple regression and t-test after confirming that it fulfills basic requirement needed for the test.

5.1 SUMMARY

This section comprises of summary, findings, discussion and recommendations. The main purpose of this research was to check the correlation between Impression Management and Personality Traits of University teachers. These variables are considered keeping in view the problem of behaviors and personality traits as mentioned by the parents and students in the society. Five dimensions of Impression Management behaviors were analyzed that were supplication, self -promotion, exemplification, intimidation and ingratiation while personality traits include openness, conscientiousness, extraversion, agreeableness and neuroticism. These traits were important to have an idea of overall persona of teachers as well as organizational behavior. If certain behaviors are prevalent it means it is approved by the organization as well.

Out of 15 Universities of Islamabad Five Universities were chosen randomly. Using Taro Yamane formula the sample size came out to be 391 while 347 respondents willingly filled the questionnaire. Questionnaire was administered using five point Likert Scale. The questionnaire consist of two parts demographic and research questions. It consist of 59 statements which was enough to find out the traits mentioned above. The reliability of questionnaire stands out to be 0.88. The data was analyzed using SPSS and reported. Discussions and recommendations were made accordingly keeping demographic data in mind so as to judge Impression Management behavior adopted by the teachers accordingly and to make recommendations keeping age, designation and experience in mind. Discussions were made keeping in view exceptional results that occurs side by side. Cultural aspects of the University is kept in mind while writing down discussion and making recommendations.

5.2 Findings

Detail description of demographic data (Section I) is given below.

1. According to Table 4.1 gender wise distribution of respondents comprises 201 male and 146 females.

2. According to Table 4.2 which includes number of respondents from each University in the sample. From PIDE 8, QAU 40, IST 28, Bahria 125 and NUML 146 questionnaires were collected.

3. Table 4.3 includes department wise distribution, the highest number of data collected were from Computer Science department approximately nineteen percent.

4. Table 4.4 includes total working experience of respondents. Most respondents fall in category of eleven to fifteen years of experience approximately forty five percent.

5. Table 4.5 includes total working experience in current organization. Most of the respondents fall in category of one to five years.

6. Table 4.6 includes Designation wise designation. The highest number of response rate was from Assistant Professors approximately forty eight percent.

7. Table 4.7 includes age wise distribution. The highest percentage of respondents was from category of forty one to fifty years age with approximately forty seven percent.

These demographic findings suggest that mostly respondents are experienced, Assistant professor and from category of at least five years serving in current institution which very wells confirms the maturity of Personality Traits along with Impression Management behaviors that are being adopted at this level.

8. Section II includes analysis of data according to Research Objectives and Research Hypothesis. According to Table 4.8 the most prevalent Impression Management behavior comes out to be Self-Promotion. The decreasing order of Impression Management behaviors observed is self-promotion, Ingratiation, Intimidation, supplication and exemplification.

9. According to table 4.9, the most prevalent Personality Trait comes out to be Conscientiousness. The decreasing order of prevalent personality traits analyzed is Conscientiousness, extraversion, openness to experience, neuroticism and agreeableness.

10. Table 4.10 is based on measuring the correlation between Impression Management and Personality Traits and it was found that there exists significant, low and positive linear relation between Impression Management and Personality traits.

11. Table 4.11 deals with finding relation of Self-promotion and five big personality traits and it was found that there exist significant, low and positive relation among self-promotion and neuroticism, openness, conscientiousness while no significant relation of self-promotion exist with agreeableness and extraversion.

12. Table 4.12 deals with finding relation of Ingratiation with big five personality traits. Results showed that there exist significant, positive and low correlation among ingratiation and neuroticism, openness to experience, conscientiousness but no relation with extraversion and agreeableness.

13. Table 4.13 deals with finding relation of Intimidation with big five personality traits and results were there exist significant, low and positive correlation of intimidation

with neuroticism, conscientiousness and extraversion while shows no significant relation with openness and agreeableness.

14. Table 4.14 deals with finding relation of supplication with big five personality traits. Results showed there exist significant, positive and low correlation among supplication and neuroticism, openness to experience, agreeableness and conscientiousness and no relation with extraversion.

15. Table 4.15 deals with finding relation of exemplification with big five personality traits. Results declared that there exist significant, low and positive correlation of exemplification with neuroticism, openness to experience and agreeableness while no relation exist among exemplification and conscientiousness and extraversion.

16. Results from table # 4.11 to table # 4.15 showed that neuroticism (personality trait) is related with all Impression Management behaviors. Even Impression Management behavior adopted by University teachers falls on mid-level it was correlated with neuroticism.

17. Results from the tables also confirmed that the least correlated trait was agreeableness and extraversion with Impression Management behavior which clearly shows that these traits are internal and not affected by environmental condition.

18. Results show causal relation between Impression Management and Personality Traits. Though this relation strength was low but significant. Impression Management can cause only sixteen percent change in Personality traits (Table (4.16). So, null hypothesis was rejected as there exist causal relation between Impression Management and Personality Traits.

19. Results show that females are more oriented towards Impression Management behaviors as compare to male (Table 4.17). So, null hypothesis was rejected as there exist difference between male and female adopting Impression Management behaviors.

20. Results show that there exist no difference between male and female on personality traits (Table 4.18).So, null hypothesis was accepted.

5.3 Discussion

The main aim of this research was to find relation between Impression Management behaviors and Personality Traits. Questionnaire was used based on five point Likert scale comprising of 52 questions. 5 Universities of Islamabad were randomly selected. The study was based on five main objectives and twenty-eight hypotheses and two research questions.

The demographic data comprises of questions related to age, work experience, designation, department and University. No limitation was done on basis of department to increase magnitude of data with all variety in it. So, basically in this portion no biasness can be seen in terms of ease and availability. Almost every department was involved along with different designation including Professors, Associate professors, Assistant Professors, Lecturers and Lab

engineers.

Objective # 1 To explore the Impression Management behavior adopted by teachers at University Level. Findings reveal that the highly use Impression Management behavior is Self-Promotion which explores teachers that how they manage to keep them ahead from others like keep others informed about their advancement in academics and in profession. When the teachers from each University were analyzed the situation was same. Self-Promotion stands first among other behaviors intimidation, ingratiation, supplication and exemplification. There are different views on Impression Management behaviors, some believe it as the need of time (Bolino, Long, & Turney, 2016) while others found it unethical having hidden motives and can mislead others (Hamza & Jarboui, 2021). This also tells that in this era of competition every teacher wants to stand out among others.

Objective # 2 To assess Personality Traits of University teachers. Findings reveal that the most prevalent Personality Trait is Conscientiousness (mean= 4.18). The hidden characteristics under this trait explored were self-efficacy and self-discipline. Having high scores in this trait means teachers are high in dimensions of continuity, ambitious, thoroughness, control, trustability and Preservance. The least scores were in agreeableness. Sub-dimensions explored under this trait were trust, morality and sympathy. Low scorers are mostly callous, blunt, rude, negative, sardonic and less likely to be trusted by others. Having low scores at this level is not bad and it's the era of competition. Students after M.Phil. usually applied for lecturer ship which means a stage where student teachers are fellows, competitors both competing for same position. So, a boundary is important to make University students realize to take hold of the steering wheel and now they are captain of the ship. Their attitude will bring them success or failure and they had to fight alone in this world. They are the one whose consequences of actions they will bear. So, at University level even friendly and sympathetic gestures are avoided. In short the scores that appears Conscientiousness > Extraversion > Openness to experience > Neuroticism > Agreeableness (Table 4.14) is perfect as a University teacher. In simple words, if personality of teachers is explained on basis of findings it would be described as highly goal directed, socially acceptable, trustability, assertiveness, full of energy, outgoing nature, always seeking knowledge and gaining skills, full of anxiety, easily angered and blunt.

Objective # 3 To measure relationship among Impression Management behaviors and Personality Traits of University teachers. There exist an overall low, significant, positive and linear relation of Impression Management and Personality Traits. This objective was analyzed using Correlation and Regression. The variable which was showing most non-significant results was extraversion and agreeableness. As most researchers believed that personality traits are stable and do not fluctuate with changes (Elleman, Condon, Russin, & Revelle, 2016). Extraversion and agreeableness variables maintain this position. While some maintained that

personality traits do change with time, experience and behaviors that are artificially adopted (Schretlen, Van der Hulst, Pearlson, & Gordon, 2010). Neuroticism and Conscientiousness are such variables that were significantly correlated with every behavior of Impression Management. Sub-dimensions explored under neuroticism were anger and anxiety. This means these traits are highly environmental in nature. These five Impression Management behaviors do stand for stress as person is constantly making every aspect of himself stand remarkable which do generates anxiety. Here again this point connect researcher with the problem due to which research was started, that it's difficult to deal with teachers when first met they are calm but gradually it's difficult to talk to them. As in daily routine these behaviors do generate anxiety and anger and students being the soft victim can fall under this problem .But the correlation was low which means it's not threatening. However, this need to be checked as if these behaviors are not observed by Management the usage can increase generating anger to a level beyond control. The third variable which was almost correlated with every IM behavior was Openness to experience showing correlation with every aspect of Impression Management behavior except intimidation. Openness to experience shows its susceptibility towards the environment. Overall the correlation of Impression Management with Personality Traits comes out to be 0.4, low level. But this does not confirm causation. In order to confirm it regression was performed which shows only 16 % R^2. It means only 16% Impression Management behaviors were cause of Personality Traits. It is quite low that's why it's still debatable if Impression Management behaviors are unethical or not. As there is no evidence of high correlation or causation uptil now.

Objective # 4 To compare Impression Management behaviors of University Teachers on basis of gender. Results show females are more oriented towards Impression Management behaviors as compare to male. This also shows females are more in a race to look presentable and valuable from every aspect. This can be highly dangerous as neuroticism is highly related with Impression Management. Females can develop problems of anxiety and anger. This also raise questions that if these behaviors are adopted it means they are workable and females get their work done by adopting these behaviors. This also raises questions on working of department and management. It means that decisions are mostly based on emotions and sugar quoted words instead of actual results or working. This is the place which connects one with the problem due to which research was started. The problem behind was complaints of people and general persona about teaching profession that it is only glittering words rather than actual hard work. This result proved that there exists this problem at low level. However, these result also direct upcoming researchers and management needs to be vigilant to look in this issue in depth in their department what kind of benefits female teachers are gaining or these behaviors are used as a cultural aspect.

Objective # 5 To compare Personality traits of University Teachers on basis of gender. Results of t-test were non-significant which shows there is no difference among male and female with respect to personality traits. This result show the same mental and behavior reactiveness of both genders. Males should be equal to female this should not be slogan but after this research scientifically proven. With passage of time male and female have shown remarkable resemblance in terms of personality traits. As against previous researches which show male and female showing different personality traits (Weisberg, DeYoung, & Hirsh, 2011) this research stands novel which shows no difference in gender with respect to personality traits.

All the objectives were analyzed and results were reported accordingly and none of the objectives were missed even after time constrain.

5.4 Conclusion

Conclusions were extracted from the findings of the study which are as following:

Objective # 1 To explore the Impression Management behavior adopted by teachers at University level. From the findings it was concluded that Impression Management behaviors were adopted at sometimes level. The highest level (often) of Impression Management behavior observed came out to be self-promotion. Since self-promotion measuring criteria includes education and skill level, which gives us an idea that University teachers are constantly improving themselves. The decreasing order of Impression Management behaviors adopted observed was self-promotion, ingratiation, intimidation, supplication and exemplification. As supplication and exemplification comes in the last which is very positive aspect among teachers. It means they are not using emotional tactics just to delay or turn down any work. The least behavior of exemplification shows teachers are far away from bragging and boasting their role is of mentor and facilitator for students and helper of colleagues. They are more showing role of pulling hands of others to avoid them falling in difficulty instead of pulling legs.

Objective # 2 To assess Personality Traits of University teachers. The most prevalent Personality Trait is Conscientiousness which is fairly high among teachers. The least Personality Traits among teachers found is agreeableness. Conscientiousness criteria measures self-efficacy, self-discipline and cautiousness. It explains the management and decision criteria skills of teachers which is very high. They tend to be error less in every situation and be precise as much as possible. The decreasing order of personality traits found to be conscientiousness, extraversion, openness to experience, neuroticism and agreeableness. Results also declared lowest in agreeableness which is alarming so teachers must worked on this trait. These traits deal with affection, trust and social behavior which is very low. This result also makes the problem valid due to which the research was started. The complaints of parents and society regarding antisocial behavior of teachers justify this result. Teachers should work on this aspect.

Objective # 3 To measure relationship among Impression Management behaviors and Personality Traits of University teachers. Results confirmed low positive correlation exists between Impression Management behaviors and Personality Traits. Regression analysis confirms 16% effect of Impression Management behavior on Personality trait. This result further made a novel finding that neuroticism is correlated to every aspect of Impression Management. Although behaviors are adopted at middle level but such correlation with neuroticism signals disaster in future if such behaviors are applied at high level. This also verifies the initial problem that there exist anger and anxiety issues in teachers. This problem should be addressed. Teachers should avid this artificiality in their life to avoid harms that could surface later in their life in the name of psychological disorder or blood pressure.

Objective # 4 To compare Impression Management behaviors of University teachers on basis of gender. Results confirmed females are more oriented towards adopting Impression Management behavior than males. A Person adopts something when it promises benefits. It hints towards the rise of artificiality in the life of female teachers which can be dangerous in long terms. They can develop psychological and physiological problems like anxiety and blood pressure.

Objective # 5 To compare Personality Traits of University Teachers on basis of gender. Results confirmed that male and female has no difference on Personality Traits. This another astonishing findings as compared to previous researches (Weisberg, DeYoung, & Hirsh, 2011) makes people realize that with passage of time females have proved themselves having same mental equality as men. So women should have the same perk and privileges as men in terms of financial and other fringe benefits. This also answers the society that there exist no difference in teachers male or female being recruited in the University. Even if some teacher is getting rewards for his or her achievement, the others left behind are even not low.

5.5 Recommendations

Following recommendations are suggested on basis of researcher and conclusion of this research.

1. As findings reveal positive characteristics in teachers, self-promotion so they should be allowed to do business in their free time which most schools and Universities do not allow. Any clause mentioning that may be removed by the authorities and Government may make sure to avoid any such clauses. As its constitutional right, stopping them or adding a clause of taking permission first seems unacceptable. Relevant University authorities may take example of Government take yearly income generation form, declaring assets and businesses instead of stopping them or putting conditions of permission as it will start more harm in the society. The more

interaction teachers will have with the society it will remove the misunderstanding prevalent in the society regarding teachers. They may be allowed to use social forums, open channels which is their constitutional right too. However, most of the time which is being snatched by the management in name of ethics, morality and rules of the Institution. Here management and Government may take steps to remove all such clauses which enslaves teachers. This recommendation is based on findings (4,5,6,7 and 8)

2.   Since findings reveal high in conscientiousness so Management may allow teachers to openly use social forums, however there should be a relevant body to check any suspicious activity but should not be allowed to pass advice to teachers to dissociate themselves from the forum. So upcoming generation will also receive the positive trait of conscientiousness. Many clauses mentioning this recruitment relation as master slave relation or asking teachers to take permission before starting any business should be abolished. Management is allowed to intervene only when teacher is posting some biased stuff or stuff which is morally or ethically in correct or the business is manipulating students. Based on findings 4,5,6,7 and 9.

3.   Since most Impression Management behaviors did not affect agreeableness and extraversion, so teachers are recommended that they may work on these two traits to avoid negative traits associated with teachers which degrade profession as well. As teachers scored low in these traits. This may be done by opening clubs among staff members and teachers and students. This recommendation is based on findings number 9, 10 and 17.

4.   Based on findings number 7 and 11 it may be recommended that teachers are focusing too much on self-promotion that's make them score high in neuroticism. The highest correlation observed was of self- promotion with neuroticism. Recommendation to Management and Government that teachers may be allowed to use social forums and media to avoid teachers being focused too much on self-promotion, they will gratified by the fact that they have right of expression and they are automatically being promoted by their work. This will give rise to new ventures and will overcome negative expressions attached with teachers. It will also indirectly will open doors to employment. This will also increase extraversion in which teacher scored second lowest.

5.   Based on finding number 13 and 14, it is recommended to teachers to avoid using too much of ingratiation and intimidation principle as it is also one of the cause of too much anger and anxiety issues. The second most used behavior found to be is ingratiation and intimidation falls on third. To avoid use of this behavior with respect to students it may be recommended to HEC to make it mandatory to all HEC recognized University that it is obligatory to fill questionnaire or take part in research, in case relevant teacher is busy or unavailable, she or relevant authority must refer the student to other teacher to promote equality and avoid references and other techniques used by students to get their work done. This will ensure threat free process especially for scholars.

6.   Teachers are recommended that they may adopt supplication behavior which shows them on low scale as it is correlated with all big five personality traits except extraversion. By adopting this behavior they can raise their agreeableness trait which is very important to develop positive relation with the society as they fall in the last in agreeableness. This can done by doing social projects with colleagues and students. This recommendation is based on findings number 14.

7.   Based on finding number 15 teachers may be recommended to work more on exemplification behavior in a positive manner to present themselves as a role model for the upcoming generations. But it should be used in careful manner as it should match with reality and not look like something unachievable. Since this trait is related with agreeableness and teachers fall lowest in both. These two traits are highly meaningful and should be looked on. Group activities are highly recommended for this purpose and using psychological principles curriculum developers may include it along with supervision to check if it's taking place actually as mentioned. Teachers are recommended that they may adopt these behaviors with maturity as it is related with neuroticism, working and being conscious of too much in showing good persona can make them raise their scores on neuroticism which can affect their mental and physical health (Based on finding number 16).

8.   Based on finding number 17 it is recommended to teachers to increase extraversion traits by joining societies (writing clubs and music choirs) in University and actively participating in it.

9. Based on finding number 18 it is advised to teachers to use Impression Management behavior with carefulness there exist causal relation but at low percentage but teachers have to work on personality traits like gregariousness and agreeableness by joining societies like E-Twinning (Europe), European Education Research Association and it is further recommended to Management that they may plan activities for teachers that require interaction with outsiders. Finding number 18 required authorities to increase a check and balance towards female with respect to health and other activities as to ensure safe usage of Impression Management behaviors. Management may allocate a checkup schedule as doctors recommend for checking blood pressure, sugar and other issues that could surface with passage of time due to use of these behaviors. Programs of weekly and monthly checkup of teachers free of charge should be provided depending on age and health history.

10. As finding number 19 suggest females are more using Impression Management behaviors so authorities may chalk out yearly Performa that contain details of every teacher regarding increments, vacation history, number of classes taken and promotion. To keep a control on these strategies a critical analysis on behalf of authorities should be done time to time.

11. As finding (number 20) suggests similarity of Personality Traits among male and female so they should be allowed equal privileges, equal advantages, and criteria of promotion equal pay scale. Management may keep a check to keep the same ratio of genders at each position. Government may also keep a check on it as keeping disparity in recruitment is the biggest setback.

5.5.1 General recommendations to government and policy makers

1. As findings suggest the pure nature of teachers and do not expose any malpractices so measures may be taken to control media not to publish any report that's injurious to the prestige of teacher as these kinds of news downgrade the teacher's profession. If authority and management is taking notice of the situation than there is no need for intervention of media. As these news at certain times found out to be false and until then the professor not succumbing to the pressure often attempted suicide like the case of M.Afzal an English Professor at MAO college Lahore committed suicide due to false allegations.(Sheikh, 2019). There are black sheeps in every department but highlighting teachers and sensationalizing the news make the matter worst. People tend to measure all teachers on the same scale. So it is recommended to Government and policy makers that they may make rule that Media should not publish any

news without taking permission from University.

     2. Most of the time media highlights remuneration given to deceased family who mostly belong to media, giving planes and air ambulance services to actors so they can go for treatment. However, no such cases were reported for teachers. Teachers who gave even their weekends and often their holidays were never acknowledged, they were never paid for extra work and their families are left in penury most of the time. Such policies may be enacted by the Government and Recruiters for teachers as well.

     3. On eve of 14th August Government gave awards to worthy people from every department but teachers are never highlighted in the way actors are. They are promoted everywhere even in news which explains why youth is blindly on tictoc and YouTube. Arrangements may be made to highlight teachers in the same way.

     4. Relevant authorities may increase pay scale and other facilities of teachers and bring it on the same level as bureaucrats and other officials. Make relevant rules for Private Universities as well.

     5. Media is recommended to highlight the news of teachers receiving awards same as media highlight actors and media personnel.

     6. Highlighting teachers and opening different activities will not only encourage them but will create a positive environment. Getting them associated with teaching only and excluding media for them is no justice. Firstly, youth will be attracted that teaching not only mean teaching but it has certain glamorous aspect on it. Secondly when teachers will be using social forum they will act like a civil police restricting and keeping a watchful eye on their students that they should not be doing anything harmful for the culture or for their later life.

     7. While doing research and making above mentioned recommendations the model of Impression Management was modified with new dimensions evolving and to be explored.
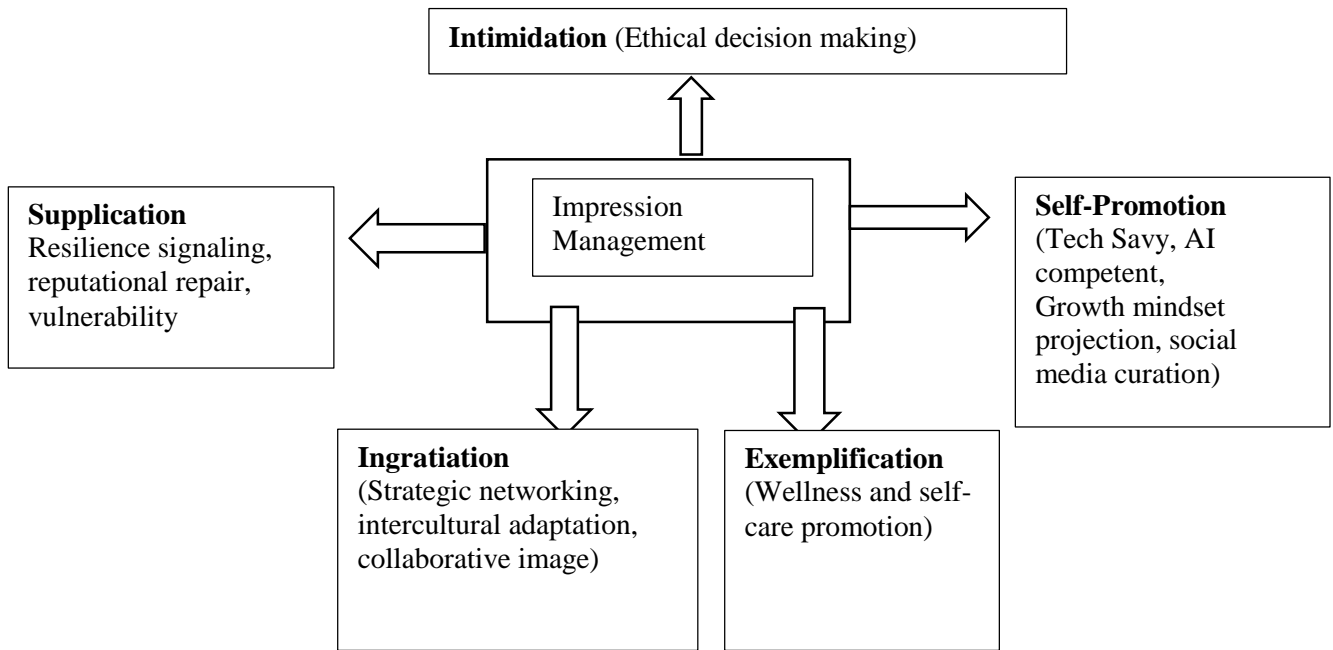
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                    ┌─────────────────────────────────────────┐
                    │ Intimidation (Ethical decision making)  │
                    └─────────────────────────────────────────┘
                                      ⬆
┌──────────────────────┐    ┌──────────────────────┐    ┌──────────────────────┐
│ Supplication         │    │ ┌──────────────────┐ │    │ Self-Promotion       │
│ Resilience signaling,│ ⬅  │ │ Impression       │ │ ⮕  │ (Tech Savy, AI       │
│ reputational repair, │    │ │ Management       │ │    │ competent,           │
│ vulnerability        │    │ └──────────────────┘ │    │ Growth mindset       │
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                                  ⬇        ⬇             │ media curation)      │
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                      │ Ingratiation     │ │Exemplifi- │
                      │ (Strategic       │ │cation     │
                      │ networking,      │ │(Wellness  │
                      │ intercultural    │ │and self-  │
                      │ adaptation,      │ │care       │
                      │ collaborative    │ │promotion) │
                      │ image)           │ │           │
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Figure6: Theoretical contribution

5.5.2 Recommendations to future Researchers

1. The current research was done at University level. The same research may be done at school level.

2. The present study was conducted only in Federal area. Other city like Rawalpindi may be explored too.

3. The present study was based on OCEAN model while HEXACO model may be recommended for future research so other variables may be explored too.

4. The same study may be done in terms of qualitative aspect.

5. A study may be planned to check why females are using more Impression Management behaviors as compare to male in terms of attitude and benefits.

5. An in depth study related to agreeableness and Honesty-humility traits may be explored too.

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Appendix A

Questionnaire

Valued Teachers,

I Zoya Masood student of National University of Modern Languages (NUML) ,H-9,Islamabad doing research of MPhil Educational Sciences under the Supervision of Dr. Saira Nudrat, for the collection of data I need your time and cooperation .You are requested to read this questionnaire with interest and give your response freely and honestly. The questionnaire is divided in to two parts demographic data and fifty two research questions. You are requested to give your response against the options ranging from 1 to 5 that indicates your preference of responses from "Never" to "Always". I assure you that your response will be kept confidential and only use for research purpose so feel free to fill this questionnaire. Researcher will be thankful to you for giving your precious time. For sure no need to write your name here.

Department of Educational Sciences,

NUML

Encircle the relevant option

1. Gender

1.	Male	2	Female

2.Age (years)

	25-30	2.	31-40	3.	41-50	4.	51 and above

3. Total working Experience (in years)

1.	1-5	2.	6-10	3.	11-15	4.	16 and above

4. Total working experience (in years) in current organization

1.	1-5	2.	6-10	3.	11-15	4.	16 and above

5.Department

1. Engineering	2. Computer Science	3. IT	4. Art & architecture/humanities
5.Economics	6. Mass communication	7. History	8. Artificial intelligence
9. Math	10. Earth and environmental sciences	11. Geology	12. Physics
13. Psychology	14. Aeronautics	15. Languages	16. Education
17. Sociology	18.Chemistry		

If others please specify the department _____

6.Institution:

_____

7. Designation : _____

Relationship of Impression Management with Personality Traits Among Teachers at Higher Education level.

Encircle the relevant column

	Never (1)	Rarely (2)	Sometimes (3)	Often (4)	Always (5)
1. You talk proudly about your experience with your colleagues and heads so they can see you as a competent person.	1	2	3	4	5
2.You make people in your University aware of your achievements.	1	2	3	4	5
3.You maintain an image that you are a valuable personality to the University	1	2	3	4	5
4.You praise your colleagues for their accomplishments to increase likeness towards you.	1	2	3	4	5
5. You do personal favors for your colleagues to be acclaimed as a nice person.	1	2	3	4	5

	Never (1)	Rarely (2)	Sometimes (3)	Often (4)	Always (5)
6. You take interest in your colleague's personal life so they consider you friendly.	1	2	3	4	5
7. You try to appear busy, even at times when things are slower.	1	2	3	4	5
8. You arrive at University early to look dedicated and hard working.	1	2	3	4	5
9. You visit your University later at odd times for example to check file or a pending work even it can be done later.	1	2	3	4	5
10.You let others know that you can make things difficult for them if they push you too far.	1	2	3	4	5
11. You deal forcefully with colleagues when they put hurdles in your path.	1	2	3	4	5
12. You deal strongly or aggressively with coworkers who interfere in your matters or try that you didn't get any benefit.	1	2	3	4	5
13. You are most likely to tell authorities in case of inappropriate behavior by the colleague towards you.	1	2	3	4	5
14.You act like you know less than you do so people will help you out.	1	2	3	4	5
15.You try to gain assistance from people by appearing needy in some areas	1	2	3	4	5
16.You pretend to know less than you do so you can avoid an unpleasant assignment.	1	2	3	4	5

	Never (1)	Rarely (2)	Sometimes (3)	Often (4)	Always (5)
17.You in your daily university routine often worry about things. Example if you will be able to complete the task, thinking of hurdles in advance.	1	2	3	4	5
18.You get stressed out easily.	1	2	3	4	5
19 You are afraid of many things eg your image, if someone has negative opinion about you.	1	2	3	4	5
20.You get angry easily	1	2	3	4	5
21.You loose your temper due to overloaded work.	1	2	3	4	5
22.You are mostly irritated at your work place.	1	2	3	4	5
23.You make friends easily in your organization	1	2	3	4	5
24.You feel comfortable with others in your organization.	1	2	3	4	5
25.You open up easily with others in your organization .	1	2	3	4	5
26.You love large parties	1	2	3	4	5
27.You avoid crowds.	1	2	3	4	5
28.You talked to different peoples in gathering organized by your work place example seminars	1	2	3	4	5
29.You experience emotions intensely.(due to being judged often)	1	2	3	4	5
30.You avoid being easily affected by your emotions.	1	2	3	4	5
31.You experience strong emotions when working in your organization.	1	2	3	4	5
32.You avoid theoretical discussions as it leads to harsh ending.	1	2	3	4	5

	Never (1)	Rarely (2)	Sometimes (3)	Often (4)	Always (5)
33. You avoid philosophical discussions.	1	2	3	4	5
34.You avoid disclosing abstract ideas present in your mind.	1	2	3	4	5
35. You trust others easily.	1	2	3	4	5
36.You believe that others have good intention as there is no such thing like jealousy.	1	2	3	4	5
37. You avoid trusting people as people have their own motives behind.	1	2	3	4	5
38.You cheat to get ahead like making good relations with others so your Performa get filled with good remarks.	1	2	3	4	5
39.You take advantage of others.	1	2	3	4	5
40 You use flattery to get your work done.	1	2	3	4	5
41.You feel sympathy for those who are worse than yourself.	1	2	3	4	5
42 Others sorrow affected you badly like feeling low	1	2	3	4	5
43.You avoid indulging in other's people problem.	1	2	3	4	5
44.You handle task smoothly.	1	2	3	4	5
45.You know how to get things done.	1	2	3	4	5
46 You excel in what you do.	1	2	3	4	5
47.You carry out your plans.	1	2	3	4	5
48. You have difficulty starting task.	1	2	3	4	5
49.You need a push to get started.	1	2	3	4	5

	Never (1)	Rarely (2)	Sometimes (3)	Often (4)	Always (5)
50.You act without thinking eg every one is doing the same, you will do the same, no need to think .	1	2	3	4	5
51.You rush in to decisions.	1	2	3	4	5
52.You make rash decisions.	1	2	3	4	5

Thank you for your response.

Appendix B

Obtaining Permission

Because the IPIP has been placed in the public domain, permission has already been automatically granted for any person to use IPIP items, scales, and inventories for any purpose, commercial or non-commercial..

It is not necessary to contact the IPIP site author (Lew Goldberg) or the IPIP Consultant (John A. Johnson) for permission to use IPIP materials. Requests for permission to use IPIP materials will be answered by sending the requester a link to this page.

Appendix B

Appendix C: Permission to use Impression management behavior scale

Mohammed Looti, PSYCHOLOGICAL SCALES (2023)
Impression Management Styles Scale(IMS). Retrieved from
https://scales.arabpsychology.com/s/impression-management-
styles-scaleims/. DOI: 10.13140/RG.2.2.31575.96163

Appendix D

To,

Head of Department,

Educational Sciences,

NUML,H-9,

Islamabad.

Subject: Grant of permission letter to collect data from other Universities.

Respected Madam,

It is stated that I Zoya Masood, student of NUML H-9 is working on thesis titled "**Relationship of Impression Management with Personality Traits among Teachers at Higher University Level**" under supervision of "**Dr. Saira Nudrat**". I am currently on the stage of data collection from other Universities. The Universities from whom data is to be collected are:

1. Bahria University, Islamabad.
2. NUML,H-9 Islamabad
3. Quaid-e-Azam University, Islambad.
4. PIDE, Islamabad.
5. Institute of Space Technology, Islamabad.

Kindly grant me permission letter for data collection from other Universities. So, I can continue my research process.

Thanking you.

Supervisor: Dr Saira Nudrat   Yours Sincerely,

Sign: Zoya Masood.

NUML,H-9 Islamabad

Department: Educational Sciences

M.Phil. 4th semester

Registration # 36-MPhil/Edu/S22

Appendix E

<div align="center">

Certificate of validity

(Impression Management and Personality Traits inventories)

</div>

Relationship of Impression Management with Personality Traits Among Teachers at Higher Education level.
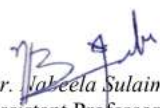
<div align="center">

By Zoya Masood

M.Phil. Scholar, Department of Educational Sciences, Faculty of Social Sciences

National University of Modern Languages (NUML), H-9, Islamabad, Pakistan

</div>

It is hereby certified that the tool adapted by the scholar towards her thesis has been assessed by me and I find it to have been designed adequately for data collection for students at higher education level.

It is considered that the research instrument, adapted for the above-mentioned research, is according to the objectives and hypotheses of the research, assures adequate construct and content validity according to the purpose of the research, and can be used for the data collection by the researcher with a fair amount of confidence.

Dr. Jaleela Sulaiman
Assistant Professor
Department of Education
Virtual University of Pakistan
Date: 18th Sep 2023

Appendix F

Certificate of validity

(Impression Management and Personality Traits inventories)

Relationship of Impression Management with Personality Traits Among Teachers at Higher Education level.

By Zoya Masood

M.Phil. Scholar, Department of Educational Sciences, Faculty of Social Sciences

National University of Modern Languages (NUML) ,H-9,Islamabad,Pakistan

This is to certify that the questionnaire adapted by the scholar towards her thesis has been assessed by me and I find it to have been adapted adequately to assess the Relationship of Impression Management with Personality Traits Among Teachers at Higher Education level based on two major variables and ten sub variables viz, self-promotion, ingratiation, exemplification, intimidation, supplication, neuroticism, extraversion, open to experience, agreeableness, and conscientiousness.

It is considered that the research instrument, adapted for the research mentioned above, is according to the objectives and hypotheses of the research, assures adequate construct and content validity according to the purpose of the research, and can be used for the data collection by the researcher with confidence.

28/09/23

Name: Dr. Jameela Ashraf.

Designation: Assistant Professor

Institution: NUML

Appendix G

<center>Certificate of validity</center>

<center>(Impression Management and Personality Traits inventories)</center>

Relationship of Impression Management with Personality Traits Among Teachers at Higher Education level.

<center>By Zoya Masood</center>

<center>M.Phil. Scholar, Department of Educational Sciences, Faculty of Social Sciences</center>

<center>National University of Modern Languages (NUML) ,H-9,Islamabad,Pakistan</center>

This is to certify that the questionnaire adapted by the scholar towards her thesis has been assessed by me and I find it to have been adapted adequately to assess the Relationship of Impression Management with Personality Traits Among Teachers at Higher Education level based on two major variables and ten sub variables viz, self-promotion, ingratiation, exemplification, intimidation, supplication, neuroticism, extraversion, open to experience, agreeableness, and conscientiousness.

It is considered that the research instrument, adapted for the research mentioned above, is according to the objectives and hypotheses of the research, assures adequate construct and content validity according to the purpose of the research, and can be used for the data collection by the researcher with confidence.

Name: _Dr. QLANDER HAYAT_

Designation: _Assistant Professor_

Institution: _NUML_

Appendix H

Certificate of Proof Reading

It is to certify that the thesis entitled "**Relationship of Impression Management with Personality Traits Among Teachers at Higher Education Level.**" by **Zoya Masood** was proofread by the undersigned on 15-02-2024. Several linguistic, grammatical and punctuation errors were found and recommended for correction.

The undersigned certifies that the thesis would be up to the standard with respect to the language provided the recommended corrections are incorporated by the scholar.

Regards,

Dr. Wajid Hussain

Assistant Professor

Subject Specialist (English)

SZABIST University

Islamabad.