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Building and measuring impression management for kindergarten teachers

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Abstract---The current research aims to build an impression management scale for kindergarten teachers. To identify the impression management of kindergarten teachers, and to achieve the objectives of the research, the researchers built a scale (impression management) based on the theory of (Kaufman), which consists of five dimensions, and the psychometric properties (honesty. On (300) kindergarten teachers from the Directorates of Education in Baghdad, Rusafa (first, second, and third), The data was processed statistically through the use of the statistical bag for social sciences (SPSS) using the following statistical methods (K2) chi-square test and one-sample t-test, T-Test for two independent samples, Pearson correlation coefficient, Alpha-Cro-Nbach equation for internal consistency,). A measure of impression management was built and it was concluded that kindergarten teachers have impression management.

Keywords---kindergarten teachers, impression management, psychometric properties.

Research problem

Societies today are going through a rapid phase of change in all areas of life and at all levels, resulting in a state of confusion and instability in the educational, economic and social aspects, and a feeling of apprehension about the future in a way that made enjoying life difficult for all groups and segments of society, and that facing these challenges The quality of human performance behavior in shaping the attitudes and duties of female teachers towards their educational institution. (Al-Mahyawi, 2006: 23). Impression management is a process through which teachers seek to control or manipulate the responses of others towards their images or ideas (Zebari, 2017: 215). Hence, the teachers strive to achieve the

interests of their educational institution and their feelings towards it. The problem of the study is embodied by answering the following question: Do kindergarten teachers have an impression management?

Research importance

Kindergarten is today one of the first and most important educational stages due to what it instills in the child of experiences and initial skills that he desperately needs, and represent the first building blocks over which the building continues throughout his life. It is what instills in children good habits and constructive attitudes, and earns them decent qualities and righteous behavior (Abd Al-Aal, 2: 2015). Thus, the success of Riyadh depends on the competent teacher, who directs the child and provides him with environmental stimuli or specific educational means to stimulate his energies, provoke his abilities and help him in the integrated and healthy growth. With her appearance, movement, gesture, and utterances, which come from her (Muhammad, 47: 2018). Impression management is one of the priorities of kindergarten teachers, as they want to form good first impressions on others because they believe that these impressions will exert their influence on social interactions. For the self, and another interpretation Impression management is a process through which teachers try to influence the impressions of others towards them (Gwal 2015:38). Accordingly, impression management has been linked to many variables, such as the study (Gallab and Hussein, 2008), which found a correlation between the methods of impression management and work ethics, while the study (Bakr, 2011) found a correlation between the methods of impression management and organizational identity, while the study of (Bakr, 2011) found a correlation between the methods of impression management and organizational identity. Abbas, 2019) There is no statistically significant effect relationship between self-promotional style and organizational identity. The research found that there is an opposite effect of the intimidation strategy in the practice of functional voice behaviors. A study (Adnan & Latif, 2012) found The employees who use impression management have an influence on the supervisor to persuade them to obtain positive performance rates in order to obtain promotion in the organization and it has been proven that hard work and experience are not the only factors to enhance the employee within the organization. A study (Akarc and Aslan, 2014) found that organizational emotional commitment It had a low positive effect on citizenship performance and it was found that impression management had a negative impact on low citizenship performance.

Search Aim

- 1- Building an impression management scale for kindergarten teachers.
- 2- Getting to know the impression management of kindergarten teachers.

Research Limits

The current research is limited to kindergarten teachers, the General Directorate of Education, Baghdad, Rusafa (first, second, third) for the academic year (2021-2022)

Define search terms.

Impression management

Erving Goffman, 1959

"It is the process by which individuals seek to control or manipulate the responses of others to their images or thoughts" (1959:130, Goffman).

Theoretical definition:

The researchers adopted the definition of (Irving Goffman, 1959) for (impression management).

procedural definition:

It is the total score obtained by the parameter through her answers to the paragraphs of the impression management scale used in the research.

Standard error	Stability value by alpha grew nebach method	Standard error	Stability value by retest method	The scale
5.637	0.83	4.974	0.85	Impression

Theoretical framework (the theory that explains impression management):-

Impression management is a conscious or unconscious process in which people attempt to influence other people's perceptions of a person or event, and they do so by organizing and controlling information in social interaction (1959:6, Goffman).

The concept of (impression management) has become the focus of attention and interest of many researchers and psychologists through various field studies on large areas of psychology, The rule of impression management is two motives, the first is the motive of pleasing others, and the second motive is to establish a person's social image, that is, his social position in front of others. The social psychologist (Goffman) has laid the foundations for managing the impression and (Goffman) believes that "any daily behavior, any meeting, or any kind of role-play is very similar to theatrical performance" (Abda, 300: 2020). Impression management means an attempt to control other impressions that are formed by the individual through common behaviors that make him more attractive and attractive to others (Al-Samarrai, 235: 2021). Many names have been given to the concept of impression management (self-presentation and management, Identity, Perceived Reality and Building the Future) all of which almost share one goal, which is the attempt of individuals to create good impressions in the eyes of others by influencing their perceptions, by following types of strategies that they see as capable of creating positive perceptions of them. So that it forms their personal identity, so individuals try to adapt their identity to suit the environment in which they live (Al-Samarrai, 243:2021).

Theory (Goffman: 1959)

It is one of the first theories that developed interpretations of the concept of impression management. It has been concerned with the individual and his attitudes towards others, how he presents himself and his actions to them during daily life, and the way in which it is possible to control the impressions of others about him during social interaction (Alwan, 61: 2019). on the individual and others through social interaction Based on symbolic interaction, Goffman . found

Physical expressions, gestures, and the quality of the situation are truer indicators of the meaning of the situation and the individual's perception, making him try to manage his kinetic expressions and actions in a way that shows the best appearance, trying to hide the negative aspects, which makes social interaction a kind of game of impressions between the sender and the receiver, a party trying to discover the truth and a party trying to hide it, which It helps the social process to continue, so that each of the interacting parties tries to protect its image and avoid its negative images, and presents the best image of itself with a defensive attempt (Saleh and Al-Shammari, 103, 2020). To illustrate this, Goffman says there are three levels of individual identity:

Level One Ego Identity:

In which the individual presents himself for himself, and is linked to his feelings and feelings, so the individual must know who he is? And what are its limits? What are its weaknesses and strengths?

The second level of individual identity:

In which a person introduces himself to his family and close friends. You are the only one who decides the form of the image that you appear in front of your family members in terms of their impressions of you as calm or nervous, balanced or reckless...etc.). The third level of social identity:

In which a person presents himself to others in a wide circle of family and close friends. This circle includes the public and co-workers, and it also defines the way you want others to see you. (Al-Samarrai, 235:2021), the performance of the

individual who wants to leave an impression that aims to convey it to others is similar to the performance of the actor in front of his audience on the stage in terms of scenes and decorations that are consistent with the scene he performs, such as the way he wears, his shape, the way of speaking, the shape of the place and the type of furniture. ...etc, and appearance is very important in making an impression on the audience. As it affects the social form of the person in front of others, and the way of speaking plays an important role during the dialogue in leaving the impression you want on others (Goffman, 1959:133-136). Goffman's theory is the first and basic that referred to the concept of impression management explicitly and clearly in light of a number of strategies that individuals take in social situations.

1- Goffman touched on the method of impression management as one of the personal dimensions that the individual uses through his daily interaction to be a positive impression of himself on others with the aim of achieving his goals during social interaction

2- It is an integrated theory that explains impression management as an aspect of personality that links personality traits and mental functions and affects the perceived self-image. These justifications prompted the researchers to adopt Goffman's theory.

Dimensions of impression management:

A- Ingratiation: It is the impressions that the individual has on others that he is a desirable and loved person by others so that the individual becomes more attractive by the regulatory authorities. (Goffman).

B- Self-promotion: It is presenting a person as a unique person with high competence who tries to be rewarded by others or to get a positive response within certain skills or abilities (Goffman 1959:153).

C - Exemplification: generating an impression on others of the individual as a moral person, through his performance of duties, which leads to others imitating him and exaggeration in it until he is seen as a hypocrite. (1959:134, Goffman)

D - Intimidation: is the individual's attempt to create the impression on others that he is dangerous so that they feel fear of him by showing threats and anger. Goffman (1959:135)

E- Tawassul: - (Sapplication): It means appearing helpless or unfortunate and in need of help, which reduces the self-worth and the inability to assume responsibility. Goffman 1959:135)).

Research Methodology and Procedures

Research Methodology :-

The researchers relied on the correlative descriptive approach as it is appropriate to the nature of the objectives of the current research

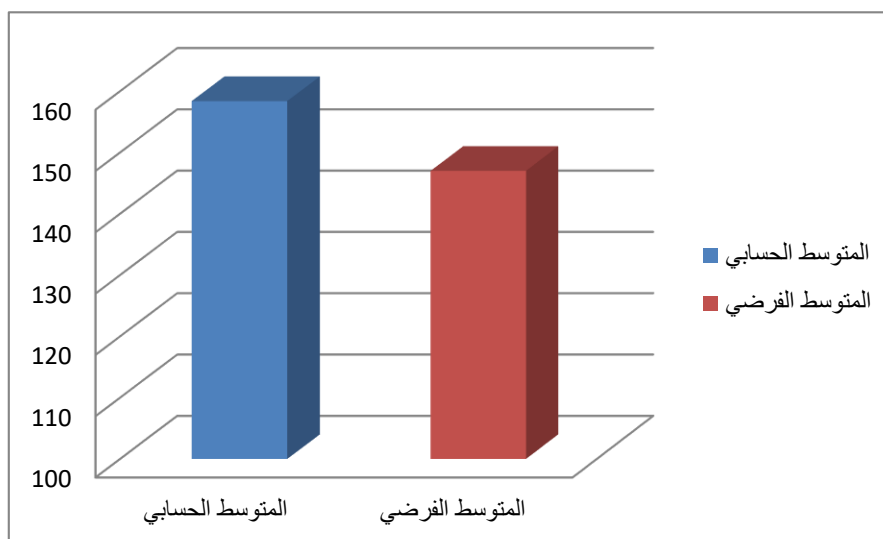
Research community: The current research is determined by

The current research community amounted to (1034) female teachers and (102) kindergartens for the education directorates of Baghdad, Rusafa first, second and third for the academic year (2021-2022), with (399) teachers of Rusafa first and (28) kindergartens, and Rusafa second (489) female teachers and (54) Kindergarten, and the third Rusafa (146) teachers and (20) kindergartens.

Indication (0,05)	Value t		Hypothetical mean	Standard deviation	Arithmetic mean	The number	Variable
function	tabular	calculated	147	33,161	158,380	300	impression management
	1,96	5 , 944					

Research sample:

The current research sample was chosen from the original community, as the sample amounted to (300) teachers from kindergartens and from the Baghdad Rusafa Directorate (first, second and third) equally, and the sample was chosen by the systematic random stratified method.



Impression Management Building Procedures:

Define the concept of impression management:- (It is the process through which individuals seek to control or manipulate the responses of others towards their images or ideas. (1959, 130, Goffman) Five dimensions of the scale were identified: (self-enhancement, favor, representation or idealism, intimidation, begging) (60) paragraphs were formulated, and each dimension has 12 paragraphs, and five alternatives were put in front of each paragraph, which are (always apply to me, apply to me often, apply to me sometimes, apply to me rarely, never apply to me). For these alternatives, grades (5, 4, 3, 2, 1) were given, and clear and understandable instructions were set by the parameters of how to answer.

Paragraph analysis: Paragraphs will be analyzed in two ways:

First, the logical analysis of the paragraphs:

In order to identify the validity of the paragraphs of the scale, the researchers presented the scale in its initial form of (60) paragraphs to (14) experts from specialists with experience in the field of educational psychology, kindergarten, measurement and evaluation. To express their opinions and observations about the scale in judging the suitability of the scale for the purpose for which it was developed.

And in light of what the experts decided, some paragraphs were modified, and the researchers relied on the value of the chi-square calculated to judge the validity of the paragraph, which is equivalent to 80% or higher of the arbitrators' opinions. In light of this, most of the paragraphs were approved, except for paragraphs No. (4, 10) of The first dimension and paragraph No. (9) of the second dimension and paragraphs No. (6, 10) of the third dimension and paragraphs No. (2, 6, 8) of the fourth dimension and paragraphs No. (3, 4, 8) of the fifth dimension were deleted because most of the arbitrators They indicated that it is not valid, so that the scale applied for the statistical analysis sample consists of (49) items

Second: the statistical analysis of the paragraphs

1- Discrimination Power of Items.

After applying the scale to the sample members numbering (300) female teachers and correcting the answer forms, and in order to extract the discriminatory power of the paragraphs of the scale, the scores of the sample members were arranged from the highest total score to the lowest total score. Individuals in each group have (81) female teachers in the upper group, and (81) female teachers in the lower group.

The researchers used the t-test for two independent samples in calculating the significance of the differences between the mean of the two groups in the scores of each paragraph of the scale, on the basis that the calculated t-value represents the discriminatory power of the paragraph, and it turned out that all paragraphs are distinguished for being statistically significant, as it ranged between (4.35 - 16.32) because its calculated t-value is greater than the tabulated t-value of (1.96) with a degree of freedom (160) and at a significance level (0.05)

Internal consistency (paragraphs validity): Paragraph validity was calculated as follows

A- Relationship of the paragraph's degree to the total degree:

In calculating the validity of the paragraph, the two researchers relied on the Pearson correlation coefficient between the scores of each item and the total score, because the item scores are related and gradual. - 0.667), and these values were greater than the tabular value of (0.113) with a degree of freedom (298) and with a significance level of (0.05).

B . The relationship of the degree of the paragraph with the degree of the dimension to which it belongs:

The researchers used this method to find out the correlation coefficient between the degree of each paragraph and the degree of the dimension to which it belongs, for the purpose of ascertaining the validity of the paragraphs of the impression management scale in each dimension. It was compared with the critical value of (0,113) at a significance level of (0.05) and a degree of freedom (298). Through this indicator, it became clear that all the items of the scale express its dimensions. And it ranged between (0.295 - 0.772)

C- Matrix of internal correlations for the independence of the main dimensions:

With the aim of identifying the extent of the independence of the main dimensions in their measurement of the concept of impression management, and then finding the coefficients of internal correlations between the total score of the scale and the total scores of the main dimensions. In calculating it, the two researchers relied on the "Person correlation" coefficient because the scores are related and gradual. To achieve this, the researchers relied on the previous sample forms, and the results indicated that the correlation coefficients of the degree of each dimension with the total score of the scale as well as the relationship of the dimensions to each other are statistically significant. And it turns out that all the correlations, whether they were between the dimensions with each other or their correlation with the total score of the impression management scale and using the Pearson correlation coefficient, were statistically significant at a significance level of (0.05) and a degree of freedom (298), where the critical value is (0.113), and this indicates The components are interconnected and measure one thing and are treated as one overall degree.

Scales Reliability:

Stability was calculated using the retest method and the Facro-Nebach equation as follows:

A- Test-Retest Method:

For the purpose of extracting stability in this way, the scale was re-applied to the stability sample that consisted of (30) parameters, with an interval of (14) days from the first application. This value is a good indicator of the stability of individuals' answers to the scale over time.

b- Cronbach's Alpha equation:

The stability was extracted in this way from the degrees of the basic sample forms amounting to (300) forms, and by using the Crow-Nbach equation, the alpha coefficient reached (0.83), which is a good stability coefficient.

Standard error of the impression management scale:-

The final version of the impression management scale:

The scale consists of (49) items and a gradation (five-alternatives), and the highest score for the scale was (245) and the lowest score for the scale was (49) with a hypothetical mean of the scale (147).

Statistical means: The data were processed statistically through the use of the statistical package for social sciences (SPSS) using the following statistical methods (Ka2) chi-square test and t-test for one sample, T-Test for two independent samples, Pearson correlation coefficient, Alpha Crow-Nbach equation for internal consistency,).

The first goal: to build a scale of impression management for kindergarten teachers.

The first objective was verified through the procedures taken by the two researchers in constructing the scale based on the theory (Kaufman 1983).

The second objective: to identify the level of impression management among kindergarten teachers.

To achieve this goal, the researchers applied the impression management scale consisting of (49) items on the research sample consisting of (300) female teachers. The results of the research showed that the arithmetic mean of the scores of this sample on the scale amounted to (158,380) degrees, with a standard deviation of (33,161) degrees, and to find out the significance of the difference between the arithmetic mean and the hypothetical average, which reached 147 degrees, The researchers used the t-test for one sample, and it was found that the difference was statistically significant at the level of significance (0.05), as the calculated t-value reached (5,944) is greater than the tabular t-value of (1.96), and with a degree of freedom (299), which means that Kindergarten teachers have impression management, and Table (1) and Figure (7) illustrate this.

The arithmetic and hypothetical average of the impression management scale

This result indicates that kindergarten teachers have a level of impression management as one of the personality dimensions that individuals use through their daily interaction to form positive impressions of themselves on others with the aim of achieving desired goals during social interaction. (Goffman: 1959: 132) In addition, impression management links the personality traits and mental functions of female teachers, which affect their self-image. It is one of the important strategies in social interaction between female teachers and the acquisition of positive and desirable behaviors (such as enthusiasm, self-improvement, and representation).

Recommendations

In light of the results of the current research, the researchers recommend the following:

- 1- The Directorate of Preparation and Training's approach to setting up courses for kindergarten teachers to develop the impression management.
- 2- The developers of kindergarten curricula in (Faculties of Education and Basic Education) should include the subject of impression management in the curricula for preparing kindergarten teachers.

Suggestions

In light of the findings of the current research, the researchers suggest the following:

- 1- Conducting a comparative study between primary school teachers and kindergarten teachers in the management of impression.
- 2- Conducting a study to find out the effectiveness of a training program in developing the impression management behavior of kindergarten teachers.

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