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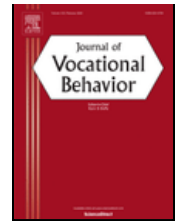


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Holland's Characteristics of personality Traits and Their Influence in Impression Management

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ABSTRACT

The purpose of this research is to identify the effect of the personal characteristics of the independent search variable which consists of six attributes (realistic, intellectual, artistic, social, enterprising, harmonic) of those who work in managing the changing impression of an affiliate consisting of (matching, preference, excuses, apologies, For self-promotion, promotion, flattery, acting). The random sample of (243) technical education workers selected according to a questionnaire prepared for this purpose was conducted. The Department adopted a statistical analysis and tools for the processing of the scientific as well as statistical program (SPSS) which was used in the statistical conduct of operations. The result of the research shows that the technical property advanced in its effect by managing the impression and the rest of the personal characteristics declined.

1. Introduction

1. The Theoretical Framework of the Search Variables:

A: The theoretical framework of the Characteristics of personality Traits

Concept of personality

Research on entrepreneurial personality began in the mid-20th century, as economics, psychology, sociology and business management are combined to answer the question: what are the features that define entrepreneurship? (Kerr at al., 2018: 8). Personality is actually a powerful factor for many outcomes of life and work. Personality is defined as the sum of the ways with which an individual interacts with and interacts with others; personality is often described in terms of measurable traits displayed by a person (Robbins & Judge, 2017: 175). personality ratings in diverse organizational environments have been increasingly used; personality tests are useful in decisions of hiring people and in helping managers to predict the best for the job (Weber & Dwoskin, 2014: 10).

The concept that falls under the term personality is an old concept, perhaps a human foot or a person himself. It refers to the regularity or consistency that characterizes an individual's behavior and what distinguishes an individual as a person and makes his or her behavior predictable. There are many ways in which such behavior, or predictability, can be interpreted, and almost all of them have been developed at one time or another as a theory of what we call personality (Carson, 2019: 7). One of these personal theories is Holland's theory of the professional patterns on which we relied in our study.

The Concept of Features

People differ in their need to communicate with each other and in their personality traits and professional interests. Some can work alone all day and stay highly productive, others have a general readiness that characterizes an individual's behavior. (De Brin, 2019: 66). Traits are defined as regular forms or repetitive trends in people's responses to their environment (De Brin at al., 2009: 1114). Qualities such as responsible, easy, polite, and saved are examples of attributes that can be used to summarize a person's personality (Colquitt at al., 2018: 266).

1. Holland's (1959, 1997) Professional Style Model

Holland's (1959, 1997) model represents his theory of professional-oriented personality styles; a significant contribution of Holland's work; it suggests that professional styles can be classified into six main types (realism, intellectual, artistic, social, adventure and harmonic) (Nye & Rounds, 2019: 3). Each pattern is defined as a range of professional interests, skills and cognitive methods (Boyer, 2005: 103). They are expressions of personality that influence behavior through preferences for certain environments and activities and reflect fixed and stable interests and reservations that can explain why people are attracted to certain professions and keep away from others and these patterns are (Colquitt at al., 2018: 279)

a. Realistic style:

People with mechanical ability prefer to work with objects, machines, tools, plants or animals and want to work independently, outdoors or openly and practically practice the process (Colquitt at al., 2018: 279).

b. Intellectual style:

Members of this style prefer to think rather than act, have a need to understand rather than control, and have a tendency to avoid intimate personal relationships (Boyer, 2005: 103).

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c. Artistic style:

The owners of this style seek to express themselves using non-agreed artistic methods and they love activities that require initiative and easily express their emotions (Boyer, 2005: 103).

d. Social pattern:

Members of this pattern are those who wish to help others, to inform them or guide them to education, training or development (Scandura, 2019: 111).

e. Adventurous style:

The character of this style enjoys convincing others or leading them or outperforming them, tend to be active, sociable, ambitious, and take risks (Colquitt at al., 2018: 279).

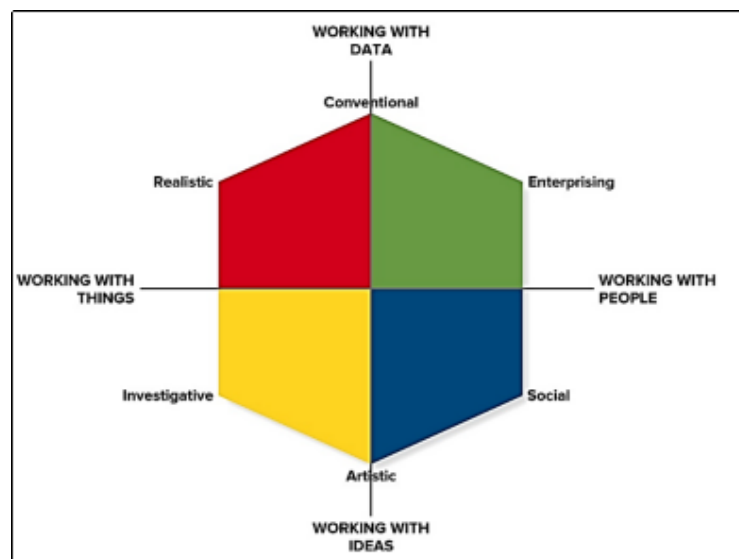
f. Harmonic pattern:

Members of this pattern enjoy the organization of people or objects, tend to be accurate, conservative, self-controlling and organized (Scandura, 2019: 111).

As described in the following figure, personality types can be classified into two dimensions: the degree to which employees prefer to work with data versus ideas and the degree to which they prefer to work with people versus things (Colquitt, at al., 2018: 279).

A recent analysis of 92 studies found that compatibility between personality traits and functional requirements significantly predicts functionality (Nye at al., 2017: 138-151). Besides, research evidence found that the appropriate functional knowledge is related to lower rotation intentions (Van at al., 2011: 13-33). When personality adapts to the work we do, it increases the direction of our goal, vitality and continuity, leading to great motivation, and this is true for both academic and career performance. It gives you better activity in the workplace and a reflection on your personality traits and your presence (Scandura, 2019: 112).

Figure (1) Classification of personal types of professional styles



Source: Jason A. Colquitt, Jeffry A. Lepine & Michel J. Wesson, (2018) "Organizational Behavior :Improving Performance and Commitment in the Workplace" Sixth Edition. | Dubuque : McGraw-Hill Education, USA .

Robbins's description of the character and professions corresponding to Holland is also in the table as follows:

Table (1) Holland's Personal and Career

Type	Personal qualities	Identical professions
Realism: Prefers physical activities that require skill, strength and coordination	Shy, real, persistent, stable, matching process	Mechanic, drilling press operator, assembly line worker, farmer
Intellectual: Prefers activities involving thinking, organization and understanding	Analytical, original, strange, independent	Biologist, Economist, Mathematician, News Reporter
Social: Prefer activities involving the help and development of others	Sociable, friendly, cooperative, understanding	Social worker, teacher, counselor, clinical psychologist
Traditional: Prefers regulated, rules-related and non-opaque activities	Matching, effective, practical and inflexible fantasy	Accountant, Company Manager, Bank Teller, File Writer
Adventure: Prefer verbal activities where there are opportunities to influence others and gain power	Self-confidence, ambition, vitality, tyranny	Lawyer, real estate agent, public relations specialist, small business manager
Artistic: Prefers mysterious and irregular activities that allow creative expression	Imaginary, disorganized, perfect, passionate, impractical.	Painter, musician, writer, interior decorator

Source: Robbins, Stephen P. & Judge Timothy A., (2017), "Organizational Behavior," Edition (17), Pearson Global edition, England.

B: The theoretical framework of the Impression Management

The Concept of Impression Management

People have a constant interest in how others perceive and evaluate them. For example, North Americans spend billions of dollars on diets, health club memberships, cosmetics and plastic surgery, all aimed at making them more attractive to others. Positive lycee perception has benefits in the regulatory environment. This may help us, for example, to get the jobs we want in an organization, and when you hire someone they will look for favorable ratings, higher salary increases and faster promotions. The process by which individuals try to control the other impression of them is called impression management (Bolion & Turley, 2003: 141-60).

Some researchers view impression management as a process by which individuals seek to influence others' perceptions of their personal image, or it is the process of controlling behavior through any form of social interaction through which to control the perceptions of others and their attitudes or their ideas (Che-Jen Su, 2003: 113-4). It can be said that managing the impression of vital skills in social life involves effectively presenting oneself to others, which is the romantic attraction associated with professional and organizational success and making friends to reach desired goals (Vohs et al., 2005: 632). The desire to create a positive impression of others is an essential part of human nature in both work and personal life and when the manager meets with employees he tries to convince them that he is wise, hardworking and trustworthy.

Robbins & Judge (2017: 431) defines impression management as the process by which individuals try to control the impression of others. (Carson 2019: 342) and (Scandura, 2019: 7) sees that impression management represents a set of behaviors that people use to protect their self-image or change the way they see others or both. People are passionate about managing the impression for three reasons: the importance of impression goals, the value of these goals, and the difference between their desired and current image. For example, anyone is motivated to manage the impression when they see that their image is important to a goal, such as promotion or pay increase. (DuBrin, 2019: 254) also states that managing impression can occur at the physical level and attractive appearance, as well as at the intellectual level. Also like that is the person who indicates that he has strong relationships, such as: Mark Zuckerberg, founder of Facebook social site .

The basics of impression management

A: Impression-building:

One of the most important characteristics of impression building is the need to correct and understand the reading of the concept of self by reading the social reactions of others (Jones & Pittman, 1982: 255) and the support of senior administrations by providing an easy-to-deal environment to enhance confidence in the completion of impression building, as it helps to provides a supportive supervisor to establish high quality relationships between the two parties, supervisor and worker. This increases employees' sense of belongingness and develops their perception of their abilities to influence the environment and hold more control over their actions (Ho, 2017: 3).

B. Motives for building impression:

The desire to build the motives of impression increases whenever there is fear or perception among individuals of the contradiction between the current picture and the desired image. At the present time, the number of jobs occupied by individuals and remotely managed increaser. Sometimes, people work excessively and for long hours without receiving the benefits associated with the amount of effort exerted as a result of the spatial dimension; this requires a more impulsive management of impressions firmly with a focus on the supervisor and the task (Barsness et al., 2005: 402-403).

C. Impression Management Techniques (IM):

Robbins Explains Impression Management Techniques in terms of eight techniques as follows:

Matching	Agreeing with another person's opinion to obtain his consent is a form of attraction.
Kindly	Doing something nice for someone to get his/her approval is a form of attraction.
Excuses	Explaining an event that might cause a crisis with the aim of reducing the apparent seriousness of that crisis or impasse is a defensive approach.
Apologize	Recognizing responsibility for an unwanted event and simultaneously seeking amnesty is a defensive approach.
Self-upgrade	Highlighting your best qualities, minimizing your disability, and drawing attention to your achievements is a self-centered instant messaging technique.
Strengthening	To claim that something you've done is more valuable than most other members of organizations think it's a self-centered instant messaging technique.
Flattery	Having others have their virtues in an attempt to make yourself seem aware and loved is a firm instant messaging technique.
Representation	Doing more than you need to in an effort to show how dedicated and hard working you are is an assertive IM technique.

Source: Robbins, Stephen P. & Judge Timothy A., (2017), "Organizational Behavior," Edition (17), Pearson Global edition, England.

If you want to control the impression of others, what chat techniques can you use? It is better to keep in mind that when people engage in instant messaging, they send the wrong message that may be true under other circumstances (Chng et al, 2015: 270–85). Excuses may be made sincerely, you can already believe that ads contribute little to sales in your area. But distortion can be costly. The impression manager must therefore be careful not to be perceived as dishonest or manipulative (Ham & Vonk, 2011: 466-71).

A study has found that when managers attributed employee citizenship behaviors to impression management, they actually felt angry, perhaps because they felt manipulated, and gave subordinates of fewer performance ratings. When managers attributed the same behaviors to social values and concern about the organization, they were happy and provided higher performance ratings (Halbesleben et al., 2010: 1450-89.) In short, people don't like to feel that others are dealing with them by managing the impression so such tactics should be used with caution. Not all impression management consists of talking about yourself either. Recent research suggests that modesty in the form of generous credit for others and understanding one's contributions to success may create a more positive impression on others (Blickle & others, 2012: 899-922).

A wide range of impression management methods have been studied, and there are two different objectives to use. One goal is to use it defensively to avoid blaming poor performance, the other is to generate respect and feeling from others (Bolino et al., 2008: 1080), as people have three reasons to manage the impression: the importance of the goal of the impression, the value of these goals, and the difference between their image desirable and current (Bolino et al., 2016:377). Studies have also found that when bidders participate in self-promotion, they are perceived as insignificant, unintelligent and unfriendly (Lafrenière et al., 2016: 28), as well as the impression management has been shown to affect interviews, performance evaluation and career success (Carson, 2019: 342)

1. Research Methodology

The research methodology includes a presentation of the research problem, its objectives, importance and methodology, as well as the society and sample of research, data and information collection tools, statistical analysis and processing tools, research variables and limits, as follows:

Research Problem

Studies and scientific research have covered the theoretical aspect of the independent research variable personality and variable adopted impression management and although there is no longer a need to recognize the two variables from the theoretical point of view, the test of their relationship at the field level in technical education is still a problem. It needs to be researched and analyzed; so, the research problem has been formulated with questions that can be presented in the following:

- A: What is the level of awareness of the research sample of the personality traits of technical education workers?
- B: What is the level of awareness of the research sample to manage the impression in technical education institutions?
- C: Are Characteristics of personality Traits related to impression management?
- D: Does Characteristics of personality Traits influence impression management?

Research Objectives

The research aims to reveal the level of awareness of technical education workers about the nature of the perception of the research sample of independent and accredited variables, and the relationship between them.

The Significance

The results of statistical analyses and the observations of field researchers are expected to provide university leaders with digital indicators inspired by the reality of the research sample that will guide them to the strengths and weaknesses in the personal characteristics of workers and their impact on the management of the impression facing The institutions of Technical Education.

Research methodology

The research adopted a relatively recent methodological technique that emerged in 2003 called Based Research & Meta-Analysis Curriculum, which is one of the pioneers of this approach. It is a design that contributes to the formulation of plans to gather information that will clarify the objectives of the research in a coherent and systematic manner. (Hoobler & Johnson, 2004: 665-76) indicated that the study is a comprehensive approach because it is based at the same time on other approaches to reach at its goals. It is a reconnaissance approach that achieves data and information from people's opinions and orientations, whether it uses a written or oral survey,. However, the experimental approach, as it is based on a coverage of the phenomena and variables, studied on the descriptive approach (Al-Saidi, 2006: 35).

Society and Sample

To enrich the requirements of the practical part and achieve the objectives and research endeavors, the society and sample of the research have been chosen in accordance with what is intended to achieve it, the Middle Euphrates Technical University in Kufa, whose colleges and institutes are spread over five provinces: Karbala, Najaf, Babil, Muthanna, and Qadisiyah. Identification of the research sample is based on an equation (Glenn, 2013: 4), where (243) was a response from university leaders at the three management levels: upper, middle and executive.

$$N = N/1 + Ne^2$$

$$N = \text{Community Size} \quad n = \text{Required sample size} \quad e = \text{resolution level (allowed error)}$$

Data Collection Tools

1. The theoretical part: books and periodicals (Arabic and foreign), letters and frameworks have been adopted, as well as research and studies published on the Internet.

2. The practical part where the following have been adopted:

A: A questionnaire is the main source of information and data adopted by the researcher; it consisted of (44) paragraph covering fourteen sub dimensions of the researchers six of which represent the characteristics of personality traits, whether realistic, intellectual, artistic, social, adventurer, and harmonic and the 8 left represent the management of impression: matching, slack, excuses, self-apology, upgrades, promotion, flattery, and representation.

B. The test of consistency and honesty was conducted to identify the research: alpha-kronbach coefficient was (0.89) to show the consistency of the resolution items, while the half-fragmentation method was adopted to test the stability of the resolution by finding the coefficient of association between individual and marital items. It has been found that the coefficient of stability is (0.91). The statistical honesty factor was (0.95) and therefore the resolution is valid to be applied to the research sample.

Statistical Analysis and Processing Tools

The united nations have been able to make a significant difference in the number of people who have been forced to work in the united states.

1. Median:

It is one of the measures of centrality that is used in the conduct of studies, and comes through the ascendant or descendent order of values;

the values are divided into two equal sections in the number, where the broker occupies the middle position technically so that the number of answers is similar to above and below the medium answer; however, the average answer is within a large group and therefore the number of smaller values is equal to the number of the values larger than that.

2. Range is the difference between the largest value and the smallest value in the group (Shaqir & Halabi, 2000: 102).

3. Factor Analysis is a statistical method aiming at rotating the axes on which the data lies in order to obtain significant factors that do not change from one analysis to another. In the process of analysis, each method of analysis takes into consideration the development of the reference axes of a different doctrine; these must be rotated. The way to put them in specific places is easy to interpret and compare (Imad al-Din, 967: 140).

4. Kendal Correlation Coefficient:

Kendall's law relies on signals if the grades compared with the rank in question are greater; they take a positive signal because with the order of natural numbers, even if they are smaller they take a negative signal. The grade correlation coefficient is equal to the ratio of the algebraic sum of signals by their real position to the sum of signals when the ranks of the values ranked ascendingly or descendingly (Mashhadani, 1976: 66).

5. Alpha-Cronbach coefficient: The Alpha-Cronbach equation is used to extract alpha-cronbach plants to measure the accuracy of the search resolution. When it exceeds 60%, it indicates the acceptance and reflects an agreement and correlation between the phrases of the questionnaires based on Sekaran.

Research Variables and Metrics

The measures are an important technique that depends on the application side theories by adopting them as a preliminary tool for the testing and analysis processes to verify the research hypotheses. It shows the ability of the researcher to choose his expressive and precise tools that govern the course of the relationship between the research variables and its dimensions (Al-Saidi & Muhammad, 2013: 3):

1. Characteristics of personality Traits: The independent search variable is a six-dimensional subset: Realistic, Intellectual, Social, Adventurer, Harmonic Technical covered by items based on the theoretical frameworks of (Robbins & Judge, 2017: 192) , (Jason et al, 2018: 280) and (Terri, 2019: 111)

2. Impression management: (8) sub-variables: Matching, Slack, Excuses, Self-apology, Upgrades, Promotion, Flattery, Representation were covered by items based on the scale of (Robbins & Judge, 2017: 505) and (Terri, 2019: 344).

Limits of research

The limits of the search were as follows:

1. Time limits:

The field work took place between December 2019 and February 2020.

2. Spatial boundaries:

The Middle Euphrates Technical University, Kufa, Najaf; the middle Euphrates region, has been chosen as a place for research, as the institutes and faculties of this university are located in five provinces (Babylon, Karbala, Najaf, Muthanna and Qadisiyah).

3. Scientific limits: The research was scientifically defined by its objectives.

3. The Practical Part

The Practical Part includes the following items:

1. Testing the adequacy of the sample and the level of its significant

The (KMO) test was used to test the adequacy of the research sample and the significant level of this test by a correlation coefficient (Partlett's Test of Sphericity), Kaiser's coefficient was more than (50%), with significant level (0.000) so the sample in terms of size is enough, and the results were as in the table (1).

Table (1) KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.591
Bartlett's Test of Sphericity	Approx. Chi-Square	1.184E3
	Df	312
	Sig.	.000

2. Testing Loading Ratios for Questionnaire Items

This statistical work is necessary before starting testing and analyzing the correlation and effect relationships between the research variables in order to verify the strength and weakness of the resolution items, using factors analysis method, so the statistical work of this axis will tend to analyze the main factors. Principals Component Analysis in which the (40%) loading ratio is determined Based on (Field, 2009: 647) and determine the degree of excellence by extracting the Factor Matrix first, and then the Rotated Matrix to find out the strongest saturation ratios.

Through the statistical program (SPSS) the method of analysis (14) factors (roots) that control the direction of the characteristic of the resolution items of the matrix of components, a good number of factors that give way to the researchers to choose the distinctive items which lead to recycling data in order to obtain the rotation matrix and obtain higher saturation rates. Actually, the rotation matrix came with high saturation rates for most factors; so, it was adopted for analytic purposes. Statistical analyses of the overall variation of these factors have shown that they are able to explain their proportion (82.287%). One of the factors controlling the resolution vertebrae is the realism of saturation ratios, as evidenced by the data of the tables (2) below.

Table (2) Analysis of the Total Variance Explained of the roots of the component matrix

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.268	16.518	16.518	7.268	16.518	16.518	3.510	7.978	7.978
2	5.200	11.819	28.337	5.200	11.819	28.337	3.414	7.760	15.738
3	3.885	8.829	37.166	3.885	8.829	37.166	3.348	7.609	23.347
4	2.843	6.461	43.627	2.843	6.461	43.627	3.057	6.947	30.294
5	2.726	6.195	49.822	2.726	6.195	49.822	3.028	6.882	37.176
6	2.213	5.030	54.852	2.213	5.030	54.852	2.885	6.556	43.732
7	2.146	4.876	59.728	2.146	4.876	59.728	2.545	5.785	49.517
8	2.118	4.813	64.542	2.118	4.813	64.542	2.518	5.722	55.239
9	1.657	3.765	68.307	1.657	3.765	68.307	2.291	5.206	60.445
10	1.581	3.593	71.900	1.581	3.593	71.900	2.209	5.019	65.464
11	1.267	2.878	74.779	1.267	2.878	74.779	2.139	4.862	70.326
12	1.180	2.681	77.460	1.180	2.681	77.460	1.885	4.284	74.610
13	1.100	2.501	79.961	1.100	2.501	79.961	1.835	4.171	78.780
14	1.024	2.326	82.287	1.024	2.326	82.287	1.543	3.507	82.287

Extraction Method: Principal Component Analysis.

Table (3) A: Testing Loading Ratios for Characteristics of personality Traits

Seq.	A: Realistic\ The content of the paragraph	Loading rate	distinguishes the paragraph
1.	I prefer to go to physical or practical activities that require skill and strength.	0.818	Saturated
2.	Maintain a high level of coordination and practical matching in my performance.	0.382	unsaturated
3.	I prefer to work in real, stable situations.	0.687	Saturated
4.	I want to be honest and clear at work.	0.842	Saturated
Seq.	B: intellectual\ The content of the paragraph	Loading rate	distinguishes the paragraph
5.	I tend to have activities that are characterized by thinking and organization.	0.672	Saturated
6.	He clearly notices my tendency towards alien independent roles.	0.867	Saturated
Seq.	C: Social\ The content of the paragraph	Loading rate	distinguishes the paragraph
7.	I expect the social roles of the employees to help them and develop them.	0.357	Unsaturated
8.	Behaviors with my employees are cooperative and friendly.	0.496	Saturated
9.	Understanding my social roles in the organization.	0.765	Saturated
Seq.	D: Harmonic\ The content of the paragraph	Loading rate	distinguishes the paragraph
10.	My behavior in the organization is in accordance with unequivocal rules.	0.776	Saturated
11.	I see the business in the organization as not innovative and there is no room for flexibility.	0.658	Saturated
12.	From my point of view, the behavior of the workers is ambiguous and vague.	0.851	Saturated
13.	Take care of the parts at work and cannot be compromised.	0.660	Saturated
Seq.	E: Adventurer\ The content of the paragraph	Loading rate	distinguishes the paragraph
14.	I play ambitious roles to reach my goals.	0.320	Unsaturated
15.	From my point of view, employees have the confidence and vitality of dealing with others.	0.611	Saturated
16.	I have a linguistic and social ability that depends on persuasion in dealing with others.	0.645	Saturated
Seq.	F: Technical\ The content of the paragraph	Loading rate	distinguishes the paragraph
17.	I see that the works in the organization are not systematic or specific as much as they allow creative expression	0.694	Saturated
18.	I play imaginary and emotional roles in my performance in order to enrich my professional imagination.	0.805	Saturated
19.	I understand the tastes of other people working with me at work.	0.418	Saturated

Table (4) A: Testing Loading Ratios for B: Impression Management

Esq.	A: Matching\ The content of the paragraph	Loading rate	distinguishes the paragraph
1.	Show employees my agreement with their ideas and beliefs.	0.838	Saturated
2.	Imitate the behaviors and ways of dealing with others.	0.599	Saturated
3.	Praise the efforts and achievements of other workers.	0.710	Saturated
4.	I flatter others and make them come down to a lower level of understanding with me.	0.857	Saturated
5.	Offer help to others if they don't ask.	0.718	Saturated
Esq.	B: Slack\ The content of the paragraph	Loading rate	distinguishes the paragraph
6.	I'm trying to get in early to show my commitment.	0.787	Saturated
7.	I try to stay at work late to show that I am dedicated to performance.	0.921	Saturated
8.	I'm trying to look like a model employee.	0.664	Saturated
Esq.	C: Excuses\ The content of the paragraph	Loading rate	distinguishes the paragraph
9.	Pretend I'm rushing things to help provide a solution.	0.608	Saturated
10.	I ask a lot of non-topical questions to my colleagues about my work.	0.572	Saturated
11.	I'm trying to attract the sympathy of others under the pretext that I'm weak on the job.	0.585	Saturated
Esq.	D: Self-apology\ The content of the paragraph	Loading rate	distinguishes the paragraph
12.	He apologized for the mistake and broadly reformed it in order to win the friendliness of others.	0.530	Saturated
13.	I regret to show others that I really feel sorry.	0.429	Saturated
Esq.	E: Upgrades\ The content of the paragraph	Loading rate	distinguishes the paragraph
14.	I'm showing myself to be valuable in the organization.	0.959	Saturated
15.	I'm trying to amplify the magnitude of the positive event that's responsible for it.	0.389	unsaturated
16.	I speak proudly of my past achievements.	0.392	unsaturated
Esq.	F: Promotion\ The content of the paragraph	Loading rate	distinguishes the paragraph
17.	Adopt monotony in the performance of my tasks	0.800	Saturated
18.	I try to inform my colleagues and always about my achievements.	0.392	unsaturated
19.	I always declare that I have other opportunities to work outside the organization.	0.777	Saturated
Esq.	G: Flattery\ The content of the paragraph	Loading rate	distinguishes the paragraph
20.	I make commitments to the workers, even at the expense of myself.	0.852	Saturated
21.	Show my loyalty to the workers and respect especially for the elderly	0.676	Saturated
22.	I have a willingness to announce my mistakes in front of others.	0.820	Saturated
Esq.	H: Representation\ The content of the paragraph	Loading rate	distinguishes the paragraph
23.	I act spontaneously with others about a topic, situation or problem.	0.378	unsaturated
24.	I represent the role of the supervisor in thinking, analyzing and discussing	0.593	Saturated
25.	Circumvent various arguments to avoid new tasks client me.	0.789	Saturated

The above-mentioned test of the items in the questionnaire shows that all variable items exceeded the required load rate (40%) for the two variables except for items (2, 7, 14) of the independent variable and items (15, 16, 18, 23) of the approved non-standard to saturation. This indicates that the members of the sample agree to the content of the items in a positive way except for the saturated non vertebrae; this saturation carries the accuracy of the observations of individuals about the content of each item, in which the leaders of universities in technical education realize the content of the variables of research very well.

3: Testing the correlation hypothesis:

After testing the first key hypothesis that (there is a significantly significant correlation between the characteristics of personality traits of the attributes and the management of impression at the macro and sub-level, the data of the Kendall correlation matrix has shown that the hypothesis is not accepted at the macro level if no significant correlation has been achieved. Significance between the independent and subordinate variables.

At the level of sub dimensions, the results have proved that there is no correlation significance between the dimensions of realistic pattern, intellectual pattern, social pattern, harmonic pattern, and adventurer style. As no relationship has been achieved this rejects the hypothesis and accepts the alternative one that there is no statistically significant correlation between realistic style, intellectual style, social pattern, harmonic style, and adventurous style) and impression management. The hypothesis is accepted at the level of the relationship between artistic style and impression management.

Table (5) Correlations

			Realistic	Intellectual	Social	Adventure r	Harmonic	Technical	Matching	Slack	Excuses	Self- apology	Upgrades	Promotion	Flattery	Representa tion	Characteri stics of personality Traits	Impression Manageme nt
Kendall's tau_b	Realistic	Correlation Coeff	1.000	.190	.239*	.096	.352**	.111	.169	.206*	-.218*	-.091-	-.015-	-.090-	.082	-.044-	.393**	-.035-
	Intellectual	Correlation Coeff	.190	1.000	.075	.035	.121	.069	.013	-.109-	.033	-.029-	.135	.169	.056	.072	.304**	.076
	Social	Correlation Coeff	.239*	.075	1.000	.414**	.373**	.202	.256*	-.085-	.043	.139	-.031-	-.063-	.059	.065	.526**	.094
	Adventurer	Correlation Coeff	.096	.035	.414**	1.000	.163	.210*	.131	-.052-	.150	.121	-.023-	.064	.071	.038	.480**	.105
	Harmonic	Correlation Coeff	.352**	.121	.373**	.163	1.000	.258*	.174	.024	-.102-	.150	-.170-	-.126-	.029	-.101-	.493**	-.028-
	Technical	Correlation Coeff	.111	.069	.202	.210*	.258*	1.000	.278**	.175	.261*	.425**	.177	.123	.096	.127	.444**	.291**
	Matching	Correlation Coeff	.169	.013	.256*	.131	.174	.278**	1.000	.184	.357**	.426**	.138	.082	.110	.237*	.251*	.417**
	Slack	Correlation Coeff	.206*	-.109-	-.085-	-.052-	.024	.175	.184	1.000	.102	.216*	.047	.027	.163	.148	.025	.272**
	Excuses	Correlation Coeff	-.218*	.033	.043	.150	-.102-	.261*	.357**	.102	1.000	.553**	.256*	.253*	.075	.401**	.064	.586**
	Self-apology	Correlation Coeff	-.091-	-.029-	.139	.121	.150	.425**	.426**	.216*	.553**	1.000	.150	.189	.187	.282**	.184	.529**
	Upgrades	Correlation Coeff	-.015-	.135	-.031-	-.023-	-.170-	.177	.138	.047	.256*	.150	1.000	.356**	.321**	.377**	-.008-	.466**
	Promotion	Correlation Coeff	-.090-	.169	-.063-	.064	-.126-	.123	.082	.027	.253*	.189	.356**	1.000	.272**	.423**	.023	.464**
	Flattery	Correlation Coeff	.082	.056	.059	.071	.029	.096	.110	.163	.075	.187	.321**	.272**	1.000	.236*	.096	.376**
	Representation	Correlation Coeff	-.044-	.072	.065	.038	-.101-	.127	.237*	.148	.401**	.282**	.377**	.423**	.236*	1.000	.046	.621**
	Characteristics of personality Traits		.393**	.304**	.526**	.480**	.493**	.444**	.251*	.025	.064	.184	-.008-	.023	.096	.046	1.000	.124
	Impression Management		-.035-	.076	.094	.105	-.028-	.291**	.417**	.272**	.586**	.529**	.466**	.464**	.376**	.621**	.124	1.000

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

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

4: Testing Impact Relationships

The hypothesis of the second main study stated that (it entails a significant effect of characteristics of personality Traits in Impression Management), and in the light of this hypothesis the equation of simple regression indicates that characteristics of personality Traits affect Impression Management, and in the light of this relationship, a relationship has been formulated between abilities characteristics of personality Traits (X) and Impression Management (Y), this relationship is represented by the equation of simple regression:

$$Y = a + \beta X$$

This relationship means that Impression Management (Y) is a real function of the characteristics of personality Traits (X), and the following is the estimated relationship and the value of its statistical indicators calculated at the level of the study sample of (243), and the slope equation was as follows:

Impression Management = 3.771+ (0.175) (Characteristics of personality Traits)

It is clear from tables (6, 7, 8) the contrast analysis of the relationship between Characteristics of personality traits and Impression Management

Table (6) Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.175 ^a	.031	.010	1.28803
a. Predictors: (Constant), x				

Table (7) ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.509	1	2.509	1.512	.225 ^a
	Residual	79.633	48	1.659		
	Total	82.142	49			
a. Predictors: (Constant), x						b. Dependent Variable: y

Table (8) Coefficients ^a						
		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.771	2.164		1.743	.088
	Characteristics of personality Traits	.343	.279	.175	1.230	.225
a. Dependent Variable: y						

The calculated (F) value is smaller than its scheduled value, significant level (0.225) and degree of freedom (1,48), which indicates that the regression curve is not good for describing the relationship between (X) and (Y), and according to the t test, the value is (tx =1.230).

In view of the slope equation, the constant indicates (a =3.771), which means that there is a Impression Management of 3.771 even if the value of the Characteristics of personality Traits (X) is equal to zero.

The marginal slope angle of ($\beta = 0.175$) associated with (X) that a change of (1) in Characteristics of personality traits will result in a change of (0.175) in Impression Management, which is insignificant non-significant coefficient.

The selection coefficient has determined a coefficient of (0 .031) which means that (0.031) of the variation in Impression Management (Y) is indicated variation (X) and remains (0.969) of variance explained by other factors that did not enter the regression model, and on the basis of these indicators the second main hypothesis cannot be accepted, and the second main hypothesis is accepted, and accepted the alternative hypothesis is that there is no effect of Characteristics of personality traits in impression management.

At the sub-level, the second main hypothesis was derived from a sub hypothesis (there is a effect relationship to the dimensions of Characteristics of personality traits in impression Management).

In the light of this relationship, a functional relationship has been formulated between the dimensions of Characteristics of personality traits (X₁, X₂, X₃, X₄, X₅, X₆) and Impression Management (Y), as the dimensions of Characteristics of personality traits affect at the same time the Impression Management, and this relationship was represented by the equation of multiple regression:

$$Y = a + B_1X_1 + B_2X_2 + B_3X_3 + B_4X_4 + B_5X_5 + B_6X_6$$

This relationship means that Impression Management (Y) is a real function of the dimensions of Characteristics of personality Traits (X₁, X₂, X₃, X₄, X₅, X₆), and the following is the estimated relationship and the value of its statistical indicators calculated at the level of the study sample of 150, and the slope equation was as follows:

Impression Management = 4.953+ (-0.032) (Realistic) + (0.060) (Intellectual) + (0.096) (Social)+ (-0.031) (Adventurer) + (-0.284) (Harmonic) + (0.521) (Technical)

It is clear from tables (9, 10, 11) analysis of the contrast of the relationship between Characteristics of personality Traits and Impression Management

Table (9) Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.515 ^a	.265	.163	1.18486

a. Predictors: (Constant), f, b, a, d, e, c

Table (10) ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	21.775	6	3.629	2.585	.032 ^a
	Residual	60.368	43	1.404		
	Total	82.142	49			

a. Predictors: (Constant), f, b, a, d, e, c

b. Dependent Variable: y

Table (11) Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.953	2.231		2.220	.032
	Realistic	-.052	.248	-.032	-.209	.835
	Intellectual	.057	.126	.060	.454	.652
	Social	.110	.202	.096	.544	.589
	Adventurer	-.034	.171	-.031	-.200	.842
	Harmonic	-.369	.220	-.284	-1.676	.101
	Technical	.541	.149	.521	3.642	.001

a. Dependent Variable: y

The calculated (F) value is big than its scheduled value, significant level (0.032^a) and degree of freedom (6,43), which indicates that the regression curve is good for describing the relationship between Impression Management (Y) and dimensions of Characteristics of personality Traits (X₁, X₂, X₃, X₄, X₅, X₆), and according to the test (t), the value of (tx₁ = -0.209, tx₂ = 0.454, tx₃ = 0.544, tx₄ = -0.200, tx₅ = -1.676, tx₆ = 3.642).

In view of the slope equation, the constant indicates (a = 4.953), which means that there is an Impression Management of (4.953) even if the value of the dimensions of Characteristics of personality traits is equal to zero.

The marginal slope angle β_1 = (-0.032) associated with (x) means that a change of (1) in realistic will result in a change of (-0.032) in Impression Management, which is a non-significant coefficient.

The marginal slope angle of β_2 = (0.060) associated with (x) means that a change of (1) in intellectual will result in a change of (0.060) in Impression Management, which is a non-significant coefficient.

The marginal slope angle β_3 = (0.096) associated with (x) means that a change of (1) in social velocity will result in a change of (0.096) in Impression Management, which is a non-significant coefficient.

The marginal slope angle β_4 = (-0.031) associated with (x) means that a change of (1) in adventurer will result in a change of (-0.031) in Impression Management, which is a non-significant coefficient.

The marginal slope angle of β_5 = (-0.284) associated with (x) means that a change of (1) in the harmonic will result in a change of (-0.284) in Impression Management, which is a non-significant coefficient.

The marginal slope angle of β_6 = (0.521) associated with (x) means that a change of (1) in technical will result in a change of (0.521) in Impression Management, which is a significant coefficient.

The selection coefficient has been defined as a coefficient of (0.265), which means that (0.265) of the variation in Impression Management (Y) is an indicated variation (X) and remains (0.735) of variation explained by other factors that did not enter the regression model, and on the basis of these indicators the sub hypothesis can be accepted.

Fourth: Conclusions and recommendations:

Based on the findings that have emerged throughout the statistical processing of data and information, the most important conclusions and recommendations can be included as follows:

1. Conclusions

a. The patterns of behavior in its technical aspect matches the impression management, reflecting the depth of the technical behavior with the technical characteristics of being the specialized characteristic of the research sample.

- b. Realistic, intellectual, social, consensual and adventurous patterns do not represent any influential behavior in managing impression, as they decline significantly.
- c. The behaviors adopted in technical education based on personal characteristics are far from being able to market themselves to create realistically, intellectually, socially or consensually acceptable personalities that are necessary to create a state of social acceptability in the university environment.
- d. The dimension of conformity as one of the dimensions of impression management has to do with personality characteristics according to patterns
- e. Supported in search only without all dimensions of impression management.
- f. The artistic style has achieved a good effect at the sub-level in the management of impression.

2. Recommendations:

- a. Intellectual depth is one of the most important components of academic culture, so university leaders should be directed to reconsider their training and development programs in enriching the intellectual aspect of the workers.
- b. Deepening the social cohesion between employees and leaders as one of the capitals of any organization that contributes to its productivity.
- c. Promoting the behaviors of university leaders with cultural and social diversity to enhance the state of adaptation and compatibility among workers to increase their acceptability and lack of uniqueness of opinion.
- d. Challenging technical education professions and preparing exciting programs involving breaking routine and traditional in the preparation and design of professions and assignments with the aim of creating adventure patterns that accept calculated risk.

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