An Examination on the Opinions of Teachers Regarding the Use of Impression Management Tactics

İzlenim Yönetimi Taktikleri Kullanımına İlişkin Öğretmen Görüşlerinin İncelenmesi

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ABSTRACT: The purpose of this study was to examine the opinions of teachers regarding the use of impression management tactics. Phenomenological pattern from qualitative research patterns was used in this study. The study group was comprised of 13 teachers working at the secondary schools in the province of Gaziantep during the 2017-2018 academic year. Semi-structured interview form was used in the study for data acquisition. Based on the findings obtained from the analyses. Teachers use different impression management tactics at school. The teachers expressed their opinions on constructing an impression that they will be successful at a task, avoiding considerations of incompetence, giving importance to friendly relations and being an exemplified employee by taking part in out of work hour tasks. It was determined as a result of the study that teachers use different tactics for generating the desired impression on others by using different tactics subject to cases and individuals and that they put in an effort to manage the impressions related with themselves. Teachers who take on important roles and responsibilities with regard to adding new knowledge, skills and values to themselves, students and society should generate a positive impression on individuals around them with their attitudes and behaviors.

Keywords: impression management tactics, teacher, school.

ÖZ: Bu araştırmanın amacı, öğretmenlerin izlenim yönetimi taktikleri kullanımına ilişkin görüşlerinin incelenmesidir. Araştırmada nitel araştırma desenlerinden olgubilim deseni kullanılmıştır. Araştırmanın çalışma grubunu, 2017-2018 eğitim-öğretim yılında Gaziantep'teki ortaokullarda görev yapan 13 öğretmen oluşturmuştur. Araştırmada veri toplama aracı olarak, yarı yapılandırılmış görüşme formu kullanılmıştır. Veriler içerik analizi yöntemiyle analiz edilmiştir. Analizlerden elde edilen bulgulara göre, öğretmenler okul ortamında çeşitli izlenim yönetimi taktikleri kullanmaktadırlar. Öğretmenler bir işi başaracaklarına ilişkin izlenim oluşturma, yetersiz görünmekten kaçınma, arkadaşlık ilişkilerine önem verme ve mesai saatleri dışında da verilen görevlerde yer alarak örnek çalışan olma ile ilgili görüş belirtmişlerdir. Araştırma sonucunda öğretmenlerin duruma ve kişiye göre farklı taktikler kullanarak çevrelerindeki bireyler üzerinde istenilen izlenimleri oluşturma ve kendileriyle ilgili oluşan izlenimleri yönetmek için çaba gösterdikleri belirlenmiştir. Kendilerine, öğrencilere ve topluma yeni bilgi, beceri ve değerlerin kazandırılmasında önemli rol ve sorumluluklar üstlenen öğretmenlerin, sergiledikleri tutum ve davranışlarıyla çevrelerindeki bireyler üzerinde olumlu bir izlenim oluşturmaları gerekmektedir.

Anahtar kelimeler: izlenim, izlenim yönetimi, taktik, öğretmen.

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Introduction

It is known that humans as a social being are in continuous interaction with their environments. They generate certain impressions on individuals around them either consciously or unconsciously while at the same time forming their own impressions of others over time. These acquired impressions play a determinant role in the development of relationships (Doğan & Kılıç, 2009). Individuals who are interested in what others think about them shape their behaviors to manage the impressions of others (Çetin & Basım, 2010). In other words, individuals who aim to generate the desired impressions in others regulate their behaviors accordingly. It is very important for individuals to generate a positive impression during the impression management process. Because they have to influence the thoughts, beliefs and behaviors of others in order to reach their goals (Khadyr, 2016). Different impression management tactics can be used when faced with similar cases since every individual has different personal characteristics (Higgins, Judge & Ferris, 2003; Schütz, 1998). As can be understood from this expression, different factors (personal characteristics etc.) are effective in the selection of different impression management tactics.

Impression management is comprised of methods that have been used for a very long time by individuals to impress others and display their superiorities by using their knowledge, skills and characteristics and their physical attractiveness through the use of clothing, accessories etc. (Oğuzhan, 2015). The concept of impression management was first defined by Goffman (1959) as behaviors of individuals for influencing the perceptions of others with regard to themselves (Akgün, 2009; Erdem, 2008; Kasar, 2011). Impression management has been defined differently by different researchers in literature as the process through which individuals attempt to influence the impressions other people form of them through the use of information conveyed to others (Demir, 2002; Gardner & Martinko, 1988; Tatar, 2006; Wayne & Liden, 1995;); the process by which individuals attempt to control the impression others form of them (Bolino & Turnley, 1999; Leary & Kowalski, 1990) conscious or unconscious efforts of an individual to control their personal image held by other individuals (Kacmar & Carlson, 1994; Ralston & Kirkwood, 1999) and the processes through which individuals change, regulate and manage the perceptions of others towards themselves for reasons such as displaying accepted behaviors during their interactions with others, avoiding negative perceptions and preventing the formation of such perceptions (Alev, 2018).

Impression management has been used mostly in the fields of social psychology and personality psychology during the 1960's and 1970's. Afterwards, the importance of impression management in behaviors displayed during interpersonal interactions was started to be realized during the 1980's (Leary & Kowalski, 1990) after which it became a key concept in organizational environments as well (Akgün, 2009; Demiral, 2013; Rosenfeld & Giacalone, 1991; Rosenfeld, Giacalone & Riordan, 1995; Ünaldı, 2005). Because individuals resort to various tactics of impression management for reasons such as obtaining financial and social benefits as well as having a positive identity accepted by others (Singh & Vinnicombe, 2001).Impression management tactics are expressed in various forms as; impression management strategies (Caillouet & Allen, 1996; Crane & Crane, 2002), impression management behaviors (Drory & Zaidman, 2007; Wayne & Green, 1993), impression management tactics (Demir, 2002; Demiral, 2013; Gilmore, Stevens, Harrell-Cook & Ferris, 1999; Gwal, 2015; Kacmar & Carlson, 1999; Kacmar,

Harris & Nagy, 2007; Kasar, 2011; Lievens & Peeters, 2008; Mohamed, Gardner & Paolillo, 1999; Shoko & Dzimiri, 2018; Tsai, Chen & Chiu, 2005; Türköz, 2010). The researchers have preferred the use of the "tactic" concept in this study which has been accepted by majority of the researchers. Based on the classification by Jones and Pittman (1982), the frequently used and generally accepted tactics in literature are ingratiation, self-promotion, exemplification, supplication and intimidation (Bolino, Kacmar, Turnley & Gilstrap, 2008) the reliability and validity studies of which have been carried out by Bolino and Turnley (1999) within the scope of a scale. Details on these tactics are provided below.

The individual displaying behaviors that will be considered as pleasant by others, using words of praise for them and acting as if he/she thinks the same way is known as the ingratiation tactic (Zaidman & Drory, 2001). Individuals who use this tactic aim to achieve positive opinions of themselves in individuals they interact with (Alev, 2018). Individuals who aim to self-promote intend to suggest to the target audience that they are competent, skilled and successful individuals (Kacmar et al., 2007; Liden & Mitchell, 1988; Schütz, 1998). Tactics to create the impression that individuals use either unconsciously or unconsciously in both work and social life appear as an important concept in terms of increasing success and happiness (Nartgün, Zafer, Kepekcioğlu, & Selvi, 2013). In other words, individuals strive to promote perceptions of competence in others around them. While individuals who use the exemplification tactic sometimes work during the weekends do not leave their workplaces even during off-work hours thereby evoking impressions in both their colleagues and managers that, "I am very diligent, I devoted myself to my organization, I am an exemplary employee etc." (Türköz, 2010). They strive to build an impression on others that they are exemplary individuals who are attached to ethical values such as honesty and devotion (Leary, 1996; Schütz, 1998).

Even though impression management tactics are used for evoking positive impressions; in some cases supplication and intimidation tactics are also used which may result in negative impressions. Individuals who use the tactic of supplication (Demir, 2002) use their shortcomings and weaknesses to impress others. Moreover, they try to manage the impressions of others by emphasizing their weaknesses to earn sympathy and thus receive help from individuals around them (Kasar, 2011). Supplication is the only tactic that uses weakness to evoke an impression of an individual in need of help. This tactic is the opposite of self-promotion and those who use this tactic generally have weak and submissive personality characteristics (Bolino et al., 2008; Lai, Lam & Liu, 2010). Whereas intimidation is known as a tactic used by the party in power (Tatar, 2013), intimidation tactic, as indicated by Jaja (2003), is generally used in superior-subordinate relationships during cases of salary increase, performance evaluation and award distribution if the superior has a say in these issues and in cases of relationships based on hierarchy. In other words, it can be expressed that this tactic can be used as a tool of enforcement by superiors with greater legal power and a classical management approach who want higher performances.

Teaching is not a one-way process in which certain information is transferred to students. Because respect and love towards the school, society and friends can only be attained at schools and teachers play an important role in the development of attitudes and behaviors as well as the formation of opinions on the world. Hence, it is critical that

teachers display positive behaviors accepted by everyone (Oğuzhan, 2015). On the basis of this expression, it can be stated that teachers who work at schools as an educational organization may resort to impression management tactics for reasons such as being successful and leaving a positive impression on other teachers as well as school administrators thus earning awards or creating an impression of success for serving in different positions (such as administrators).

Teachers play an important role at schools as social systems due to their positions and the fact that they may inflict various changes in the lives of students. Thus, the expressions used by teachers, their deeds and the tools they use during teaching activities are effective on the attitudes and behaviors of their colleagues, students and their guardians (Oğuzhan & Sığrı, 2014). In this context, it is considered important for teachers that they form positive impressions and act as role models for students and other individuals around them. Because teachers who give importance that their behaviors are in accordance with the situations they are in or individuals who are experiencing the same situations want other individuals around them to have positive opinions of themselves and thereby try to act accordingly (Demir, 2003). In other words, teachers are in continuous interaction with students, teachers and administrators in the school environment as well as with various other individuals outside the school. During these interactions they sometimes evaluate themselves based on the feedback they receive from individuals around them. It can be stated as a result of the evaluations made that it is important for teachers to determine their shortcomings, try to overcome them and act as exemplary individuals to others around them with their attitudes and behaviors. Teachers give importance to the impressions they leave on other individuals, try to determine their shortcomings and overcome them thereby leaving a positive impression with their attitudes and behaviors.

As a result of the literature review, various researches have been carried out regarding the use of impression management tactics of teachers, but the level of their use of impression management tactics or individual and organizational values (Karakuş & Alev, 2016), general self-efficacy and emotional labor (Alev & Bozbayındır, 2018), virtual shift (Nartgün, Ekinci, Limon & Tükel, 2017), ethical climate and leader-member interaction (Oğuzhan & Sığrı, 2014). Therefore, the research was conducted in a qualitative research design in order to obtain detailed information about the selection and use of impression management tactics of teachers. It is considered that the evaluation of the findings obtained by comparing them with previous studies with quantitative research method will contribute to the literature.

In this regard, the purpose of this study was to determine the opinions of teachers on the use of impression management tactics. For this purpose, the answer to the following question was sought: "What are the opinions of teachers on the use of impression management tactics?"

Method

Study Model

The present study was carried out using the phenomenological pattern from among qualitative research methods. In qualitative analyses, an incident or case is examined from the perspective of individuals (Ekiz, 2013). Whereas the

phenomenological pattern enables us to think on cases which we are aware of but do not have an in-depth and detailed understanding about (Yıldırım & Şimşek, 2013) and it aims to define the experiences of individuals with regard to a certain concept or case (Creswell, 2016). Therefore, the opinions of teachers on the use of impression management tactics were tried to be examined in-depth via qualitative research method.

Study Group

The study group was selected by way of purposeful sampling which is one of the sampling methods used in qualitative researchers. Purposeful sampling involves the selection of certain units (individuals, groups, etc.) "based on a specific purpose rather than randomly" (Teddlie & Yu, 2007). As the aim of the study was to determine the use of impression management tactics of secondary school teachers, the study group consisted of 13 teachers working in secondary schools. In this context, the study group was comprised of 13 secondary school teachers working at the Gaziantep province. Of the teachers, 6 were male, 7 were female; 3 were married, 10 were single. With regard to the age variable, 10 of the participants were between the ages of 21-30, whereas 3 were between the ages of 31-40. Of the teachers who were selected to participate in the study, 11 had an experience of between 1-9 years and 2 had an experience of 10-19 years. Twelve of the teachers had bachelor degrees and 1 had graduate degree.

Data Acquisition Tool

The data were acquired via semi-structured interview method. Interview is defined as a data acquisition method during which the interviewer asks a series of questions to the interviewee for acquiring information (Christensen, Johnson & Turner, 2015). Interview is a powerful method for data acquisition. Because there is a one-to-one interaction between the researcher and the interviewee in this method (Teddlie & Tashakkori, 2015) and the interviewer has the freedom to ask previously prepared questions on a certain topic as well as to ask additional questions for acquiring more detailed information (Yıldırım & Şimşek, 2013). For this purpose, a semi-structured interview form was prepared on the opinions of teachers regarding the use of impression management tactics. Research was made on the concept of impression management from both national and international sources while preparing the questions included in the form. Afterwards, the questions that are considered to be included in the form were prepared. Opinions of three faculties members expert in this field were taken on the prepared questions after which a pilot application was conducted with two teachers. The form was finalized after the pilot application in accordance with opinions and suggestions of teachers and the questions in the semi-structured interview form were directed to the teachers in the study group.

Data Acquisition and Analysis

Qualitative methods generally enable the acquisition of in-depth information on a small number of people and cases (Patton, 2014). For this purpose, the point at which the data started to repeat itself or in other words the point at which the data reached a certain level of saturation was taken into consideration when determining the number of participants. Accordingly, semi-structured interviews were conducted with 13 secondary school teachers within the knowledge of the school principal and teachers after taking

the required permits. The physical conditions of the interview location were examined prior to starting the interviews in order to ensure that the interviews are carried out in a suitable environment. The interviews were started after providing a short briefing on impression management tactics to the participants. The interviews were carried out face-to-face for about 30-45 minutes and all interviews were recorded based on the voluntariness of the participants. The interviewed teachers were given codes as; K1: Participant 1, K2: Participant 2, K3: Participant 3.

Content analysis was used for data analysis. Similar data are grouped around certain concepts and themes in content analysis which is frequently used in qualitative studies (Stemler, 2001) after which they are organized and interpreted in an understandable way for readers (Yıldırım & Şimşek, 2013). Voice records for each participant were uploaded to the computer environment during the first stage of content analysis and raw data texts were organized. Qualitative data analysis software ATLAS.ti 7.5.18 was used for generating a coding key for analysis and for the coding of the data accordingly. The concepts used in literature and the data acquired during the interviews were used while determining the codes. Thematic coding was carried out taking into consideration the similarities between the concepts and themes were generated from the codes. Care was given during thematic coding that the selected themes and sub-themes form a meaningful whole. After the themes and codes were interrelated and arranged, interpretations related with the purpose of the researchers were included. Strict attention was given to include expressions exemplifying certain opinions while presenting the opinions of the participants. The […] sign was used to indicate that the opinion is continuing either before or after the provided expression.

Validity and Reliability Studies

Studies on credibility (internal validity) and transferability (external validity) were carried out for ensuring the validity of the study. Credibility is the extent to which a research account is believable and appropriate, with particular reference to the inference of the researchers regarding the causality of the observed relationship (Christensen et al., 2015). The duration of the interviews made with the participants was kept as long as possible for ensuring credibility thereby striving to obtain detailed information. Moreover, evaluations on data acquisition process, data analysis and results were carried out with experts on the study topic and qualitative research methods. Three teachers were asked to read and control the interview forms prepared by the researchers in accordance with expert opinions. After the interviews were transcribed in a digital environment, the teachers were asked to read them for determining whether they reflect their own opinions or not. Another study carried out for validity was transferability which is related with the extent to which the study results may be transferred to and generalized for other environments (Miles and Huberman, 2015). A detailed description was made within the scope of the transferability study which can be defined as the rearrangement of the concepts and themes emerging from the raw data acquired and the transferring of this data to the reader without adding any interpretations (Yıldırım & Şimşek, 2013). Studies on credibility (internal validity) and repeatability (external validity) were carried out within the scope of reliability studies (Yıldırım & Şimşek, 2013). Attention was given to code the data with the right expressions and to unify these codes under proper themes during data analysis in order

to ensure consistency which is defined as the relative constancy of the study process with regard to time, researcher and place (Miles & Huberman, 2015). Moreover, consistency was tried to be attained among independent coders during data analysis. Opinions of four experts in the field of educational management were taken for this purpose. The formula of Miles and Huberman (1994) (Reliability = 27/27+2x100) was used as a result of which the ratio of consensus among coders was determined as 0.93. The most important precaution that the researcher could take for repeatability was providing detailed and clear data on the basic stages of the study as well as the position and approach of the researcher (Yıldırım & Şimşek, 2013). Therefore, the stages of recording data, coding and thematics have been tried to be explained in detail.

Results

Thematic and conceptual codings related with the use opinions of teachers on the use of impression management tactics are provided in Table 1.

Table 1

Thematic and Conceptual Codings Related with the Use Opinions of Teachers on the Use of Impression Management Tactics

Theme	Sub-theme	Conceptual Codings/Concepts and Sub-Concepts	*f*
Impression Management Tactics	Supplication	Asking for help in difficult tasks	9
		Hiding competence	7
		Doubting experience/education	6
	Self-promotion	Creating an impression of success	11
		Avoiding an appearance of incompetence	10
		Avoiding negative impressions	12
		Appearing as determined	9
		Appreciation of successes	6
		Forming an impression of a qualified individual	2
	Ingratiation	Giving importance to friendly relations	10
		Being a positive role model	11
		Striving to ingratiate the courses	8
		Acting sincere	5
	Exemplification	Taking part in extra tasks/duties	8
		Helping others	10
		Working out of hours	7
		Not striving to present one's qualities	4
		Displaying natural behaviors	3
	Respect to Differences	Being open to different opinions and suggestions	13
		Acting calm when faced with different opinions	9

	Avoiding insistence to impose ideas	2
Intimidation	Reacting to oppositions	4
	Trying to impose ideas	4
	Arguing with the opposing party	3
Avoiding Assignments	Not taking part unless mandatory	7
	Unwillingness to take part in assignments	5
	Not taking part in out-of-hours assignments	6

As can be seen in Table 1, a total of seven sub-themes were determined as a result of the analysis of the opinions of teachers on the use of impression management tactics which are, "supplication, self-promotion, ingratiation, exemplification, respect to differences, intimidation and avoiding assignments".

Teachers put forth their opinions under the *"supplication"* sub-theme respectively as; Asking for help in difficult tasks (f=9), hiding competence (f=7), Doubting experience/education (f=6). One of the teachers expressed his opinion with regard to asking for help for overcoming difficult tasks and difficulties as follows:

> "At this point, I try to make use of the knowledge and experience of others around me when I need to overcome difficulties. I ask them to help me in my research to overcome this situation." (K2)

Based on the above expression, it can be put forth that teachers will try to overcome difficulties and difficult problems by asking for help from others around them. Whereas some of the teachers indicated that they will avoid taking part in assignments they do not want or being involved in an unpleasant task by making an impression on others that they are not competent even though they have sufficient knowledge to take part in this task. A quotation from the opinions of a teacher is provided below:

> "[…] I try to create an impression that I do not have sufficient knowledge. If it is something I will enjoy, I volunteer but if not, why should I do something that I do not enjoy! I can act as if I don't know anything about it and this is something that I do frequently. Because I would prefer doing things that I enjoy."(K3)

As is expressed above, teachers may prefer to resort to the supplication tactic by hiding their competence or by forming an impression that they have no knowledge of the subject when faced with unpleasant tasks they do not want to take part in.

Teachers who strive to leave a qualified and positive impression on others indicated their opinions respectively as follows; Creating an impression of success (f=11), avoiding an appearance of incompetence (f=10), avoiding negative impressions (f=12), appearing as determined (f=9), appreciation of successes (f=6), forming an impression of a qualified individual (f=2). One of the teachers stated the following opinions on forming an impression of a qualified individual with confidence on his experience and education:

> "I try to leave an impression on others that I may successfully complete the tasks that I start with confidence on my experience and education. Perhaps it is not something that I can do by myself. I am forced to leave such an impression to convince other people as well. I try to leave such an impression by using expressions such as, I have been trained for this or this is how it should be done."(K7)

Accordingly, it is understood that teachers who have confidence in their experience and education will strive to leave a positive impression on those around them. Whereas one of the teachers who stated that he will not hide his knowledge if he is sufficiently informed in that issue and that he will carry out the assigned duties in addition to leaving an impression of success expressed his opinions on this issue as follows:

> "I do not try to leave an impression of incompetence in a field at which I am competent and I try to do it deservedly even if I do not enjoy it. Because this is something related with behavior, with inner conscience. If this is my responsibility, I have to do it no matter what." (K12)

As can be understood from the above expression, teachers who are of the opinion that they are competent at a certain subject try to complete the assigned duties and responsibilities even if they do not want to do so in order to avoid leaving an impression of an incompetent person.

The opinions of teachers on the "*ingratiation*" sub-theme can be listed respectively as; Giving importance to friendly relations (*f*=10), being a positive role model (*f*=11), Striving to ingratiate the courses (*f*=8) and Acting sincere (*f*=5). Some of the teachers emphasized the importance of friendly relations and expressed opinions in favor of the necessity of improving relationships. One of the teachers expressed his opinion as follows:

> "I would like to help the people around me regarding a subject that I am competent in and improve our friendly relations. For instance, let's say I prepared a homework on that day which I really liked. I take it to my friends thinking that they can also benefit from it. I do this to improve our friendship." (K3)

The above expression is related with helping others related with a subject that the individual is competent in and accordingly the improvement over time of friendly relations in a positive communication environment. One of the teachers who has an objective of helping others around him to improve their friendly relations expressed his opinions as follows:

> "I try to help others around me regarding subjects that I am competent in. As I said, friendly relations are very important for me. I do everything in my power to improve such relations." (K6)

It can be observed based on this expression that importance is given to improving friendly relations and that the roles played by sharing of information and helping others have been mentioned.

Some of the teachers used expressions on the importance and necessity of being a positive role model under the sub-theme of ingratiation. One of the teachers stated his opinions as follows:

> "With regard to social position, teachers are individuals who display exemplified behaviors thereby setting up a role model for the students and the environment. Accordingly, I try to teach my lessons after having a good command of the topics that I will teach." (K10)

The above expression emphasizes the necessity for teachers of being a positive role model for both the students and the people around them due to their social standing.

Teacher opinions under the theme of "*exemplification*" have been determined respectively as; Taking part in extra tasks/duties (*f*=8), helping others (*f*=10), working out of hours (*f*=7), not striving to present one's qualities (*f*=4), displaying natural

behaviors (*f*=3). Citations from the opinions of participants on various categories are given below.

One of the teachers expressed his opinions on helping others by taking part in extra duties and thus establishing a positive impression as well as on the subject of leaving a positive impression as follows:

> "I would like to take part in duties which will enable me to help others around me. For example, if a library will be set up at the school, this is actually done for students. If we do this together with our friends, our relations improve and we will have done something for the school."(K6)

Based on this expression, it is understood that teachers pay regard to the benefits of the school and the students while taking part in extra duties outside the scope of their job definitions for helping others, leaving a positive impression and improving relations.

One of the teachers who indicated that he will strive to carry out his duties deservedly without refraining from any duties in fields that he is competent in stated his opinions on this issue as follows:

> "If I consider myself competent with regard to knowledge and experience in a certain subject, I do not avoid any duties and I try to do the best I can." (K5)

As is stated above, teachers who are of the opinion that they are competent in a subject indicate that they will try to do their best when assigned duties related with that specific subject.

One of the teachers who expressed his opinion that in addition to taking part in assignments, he would work out of hours if necessary to help other people and finish the duties that could not be completed during work hours stated the following:

> "If I want to stick to my plan, there is no problem. I would even do what I have to do outside of work hours. If only I want to do it by heart. I would not come if someone forces me to anyway. I would never avoid extra duties." (K3)

It is indicated here that the individual would work even out of hours to complete the tasks at hand for duties that are carried out voluntarily and not enforced by anyone else.

Teachers stated their opinions for the "*respect to differences*" sub-theme respectively as follows; being open to different opinions and suggestions (*f*=13), acting calm when faced with different opinions (*f*=9) and avoiding insistence to impose ideas (*f*=2). Citations from the opinions of the participants are provided below.

One of the teachers who stated that he would tolerantly approach his colleagues, students and guardians with contrary opinions to those of himself, that he would respect the differences and be open to different opinions and suggestions thereby expressing his opinions as follows:

> "I would tolerate those who are not of the same opinion with me. I mean every individual has their own way of thinking. For instance, if the child is thinking wrong, I would try to make him/her correct these mistakes. If they are not very wrong and if he/she is just thinking differently, I think we should be tolerant. He/she is also an individual with different thoughts. I think we have to respect this." (K9)

It is stated in the above expression that one should approach different opinions and suggestions of students tolerantly but that the mistakes if any should be corrected in some cases.

One of the teachers expressed the following opinions on the importance and necessity of remaining calm when faced with different opinions and expressing one's self without hurting the thoughts and emotions of the other:

> "I do not easily reflect my real emotions to people who cause hindrances for me when trying to implement my decisions. Because I lose that individual if I get angry or enraged. But I am of the opinion that it would be best if we say what I mean not bluntly but by way of other things. It is easy to lose someone but difficult to win them." (K6)

Here, it is emphasized that one should act calmly when faced with individuals who pose hindrances for the implementation of decisions and that emotions should be regulated before being reflected onto others.

It was observed when the opinions of teachers on the use of impression management tactics were examined that they strive to leave a positive impression through ingratiation, self-promotion and being respectful to different opinions and suggestions but that they sometimes prefer to impose their opinions and thoughts on others thereby standing out as an individual who is contending with challenges and defending their opinions. Accordingly, citations are given below for the opinions of various teachers who have indicated their opinions under the sub-theme of "*intimidation*" respectively as follows; Reacting to oppositions (f=4), trying to impose ideas (f=4), arguing with the opposing party (f=3). One of the teachers put forth the following expression with regard to reacting to opposition:

> "I generally act in a stubborn manner when I am faced with oppositions for implementing my decision or when I am prevented from carrying out my duties. It becomes apparent that I am angry. I mean, if I really want to do this and I believe that it has to be done, I may be angry at the opposition and I generally reflect this." (K11)

It is observed that the individual who has expressed the above opinions will struggle with opposing individuals and that negative emotions such as anger will be reflected to others.

One of the teachers who indicated that he would try to impose his opinions on people with different opinions expressed his considerations as follows:

> "I would make them feel that they will experience difficulties if they continue to say what they know even if I give sufficient information on a topic that I am competent in and I would force them to share my opinion." (K13)

As can be understood from this expression, teachers who want to impose their opinions and thoughts strive to ensure that other people also share their opinions when they are sufficiently competent in a subject.

Finally, the opinions of teachers regarding the "*avoiding assignments*" sub-theme were respectively as follows; Not taking part unless mandatory (f=7), unwillingness to take part in assignments (f=5) and not taking part in out-of-hours assignments (f=6). Some of the teachers indicated that they would be unwilling to take assignments related to different tasks unless it is obligatory and that they would not prefer to do so. One of the teachers expressed his opinions on this issue as follows:

> "I would perhaps be unwilling if they tried to assign me some tasks outside the scope of my duties during period that I am quite busy. Because in that case it may be difficult for me to stick to my plan. For instance, my own duties could be affected if I have to enter a lesson for another class. However, I would still do it if somehow I have to, I would teach the course whatever it is and I would not have that time spent freely." (K8)

It is stated in the above expression that appointed tasks will be carried out even if unwillingly when they are asked to carry out a task that is not within the scope of a specific plan. While one of the teachers who stated that he would openly express his opinions in case he does not wish to take part in an assignment that he is unwilling about stated his considerations as follows:

> "If I have sufficient knowledge but I do not want to take part in that assignment, I would make others around me feel that I have sufficient knowledge but that I do not want to be a part of that assignment and people would feel it. Indeed, if they are people who know me they would know and understand, but still I would express my thoughts directly. I can say that I will not take part in this task, because it contradicts with my understanding of education. I mean of course I would state it using a suitable language." (K2)

As indicated above, teachers who do not want to take part in an assignment despite having sufficient knowledge try to express their thoughts about this issue using a proper language and without hurting the feelings of other individuals.

Discussion, Conclusion, and Suggestions

It was concluded as a result of the study carried out for determining the opinions of teachers regarding the use of impression management tactics that teachers generally resort to impression management tactics at school environments. In addition, it was also observed that different tactics are used depending on the individual and the incident at hand. It was determined as a result of the study that teachers who use impression management tactics mostly prefer using tactics that will leave a positive impression such as self-promotion by creating an impression of success; ingratiation by giving importance to friendly relations and being a positive role model; respect to differences by being open to different opinions and suggestions and exemplification by working out of hours and taking part in extra tasks/duties. However, it was also determined that they sometimes also resort to the use of tactics that will result in a negative impression of themselves such as supplication by asking for help, intimidation by reacting to oppositions as well as by avoiding assignments.

It is important that teachers should be role models towards the individuals around them due to their profession and leave positive impressions on both students and other stakeholders of the school (Karakuş & Alev, 2016). As a result of a study conducted by Nartgün, Ekinci, Limon, and Tükel (2017), teachers rarely used the tactic of introducing their qualifications; self-pitifulness, being an exemplary individual, asking for help and noticing their own importance by force. Similarly, Demiral (2016) found in his research that although employees use impression management tactics of varying importance, they try to introduce their qualifications most.

Based on the study results, the opinions of teachers on the use of impression management tactics were classified under the sub-themes of self-promotion, ingratiation and exemplification. Accordingly, teachers stated opinions on leaving an impression of success, avoiding appearing incompetent, giving importance to friendly relations and exemplification by way of taking part in assignments outside of work hours. Similarly, it has been indicated in various other studies on the issue (Gwal, 2015; Harris, Kacmar, Zivnuska & Shaw, 2007; Shoko & Dzimiri, 2018; Turan, 2018) that the tactics of self-promotion and ingratiation are used more in comparison with the tactics of exemplification, intimidation and supplication.

Ellis, West, Ryan and DeShon (2002) carried out a study as a result of which it was determined that the participants use impression management tactics and resort more to the tactics of self-promotion, exemplification and ingratiation. The objective of self-promotion is not to appear as a good individual to others as in the case of ingratiation but to be considered as a competent and skillful individual (Akdoğan & Aykan, 2008; Ünaldı, 2005). As an example, a teacher trying to evoke an impression that he/she is skilled and well-informed for being appointed to future administrative positions may use this tactic for putting forth behaviors that will leave an impression on others that he/she is the best candidate for the job in question. Indeed, teachers in the present study stated that they will avoid leaving a negative impression in others related with a subject they are competent in and that they will strive to convince others regarding the rightness of their ideas if they believe that they have sufficient knowledge. Moreover, some of the teachers indicated that they will put in extra effort to establish an effective relationship with students in the classroom in order to leave an impression as a determined and self-confident individual.

It was determined that exemplification is one of the tactics that is most frequently used by teachers in the school environment. Individuals who use the exemplification tactic strive to leave an impression on others that he/she is an individual that should be exemplified due to his/her commitment to moral values such as honesty and devotion (Leary, 1996; Schütz, 1998). Individuals who use this tactic go to their jobs earlier, leave late, take work to their homes and do not use their leave of absence periods. In addition, such individuals also seem eager for difficult tasks (Tabak, Basım, Tatar & Çetin, 2010; Ünaldı, 2005), help other individuals at the work environment and try to create an impression that they are very busy (Kasar, 2011). It was also determined as a result of the study that some teachers are present at the school outside of course hours and during the weekends thereby using the exemplification tactic by improving the physical conditions of the school, helping students with low academic success or those who are preparing for examinations.

It was concluded as a result of the study that teachers generally turn to tactics such as self-promotion, exemplification, ingratiation to leave positive impressions on people around them; however, it was also indicated that they may sometimes use tactics such as supplication and intimidation that will leave negative impressions on other individuals. Individuals who resort to the use of the supplication tactic want to emphasize their weaknesses and shortcomings for receiving protection and support (Bolino & Turnley, 1999). It can be stated that a teacher asking for help to use technological tools such as computers, slide projectors and smart boards or a friend of the teacher acting as replacement for recess duties if the teacher in question cannot fulfill this duty due to his/her sickness can be given as examples to the reflections of this tactic in education.

It is possible to make suggestions for both implementers and researchers based on the study results. Suggestions for implementers; teachers improving themselves in line with the requirements of the age we live in, adapting to the innovations and changes; teachers organizing and taking part in various in-service training activities, seminars and workshops for ensuring that they are open minded individuals instead of acting as an obstacle to change. Teachers who assume various responsibilities to bring in new knowledge, skills and values to students and the society in the long run should

be educated as individuals who will act as role models to the society rather than taking part only at a position of carrying out the duties of education and teaching. Suggestions for researchers can be indicated as follows: it has been observed that related studies have generally been carried out via quantitative methods. Hence, qualitative or mixed method studies can be carried out on the use of impression management tactics for making an in-depth and detailed evaluation of the impression management concept on education. The study was carried out on a sample group comprised of teachers. Future studies can be carried out for determining the opinions of administrators as well as teachers.

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