

Chapter 2

Research on Social and Environmental Factors Impact on College Students' Interview Impression Management Behavior

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Abstract This paper, combined with previous research findings and target depth interview results, uses SPSS statistic software to undertake exploratory factor analysis, and construct five structure dimensions of the college interview impression management. The use of multiple regression analysis further explores the impact mechanism of the social and environmental factors on interview impression management behaviors in college students. Finally, it puts forward rational suggestions with the actual situation.

Keywords Interview impression management • Social and environmental factors • Gender differences • Exploratory factor analysis • Multiple regressions

2.1 Connotation and Dimensionality of Interview Impression Management

In previous studies, the concept “candidates impression management” is widely mentioned, which refers to the impression management in the interactive processing of interview, including interview interaction situation and also other

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interaction situations (Fletcher 1992; Erving 1959; Wang 2006). Compared to the “interview impression management”, the contextual extension of the former is wider (Feng 2011). Combined with the object of this paper—college students, I will define the interview impression management behavior as follows: in the job interview, it is a behavior, in order to leave a positive impression but not a negative one on the recruiters, done by college students through controlling the information the recruiters acquired to affect their views, the nature of it is an interpersonal influence strategy.

It has nounified understanding about the structural dimensions division of interview impression management behavior (Roth 1986; Snyder 1974). In the existing researches both at home and abroad, different scholars from different angles led to different dimensions and measurement tools, the methods of dividing dimensions from the same perspective are also different (Kumar 1991; Kacmar 1992; Wayne 1995). This study, starting from the existing literature, has done deep exchanges in 13 different identities carefully selected the interview subjects. Twenty-seven -indexes (achievements show, personal stories and statement fitness and expertize show, etc.) of the interview impression management have designed by secondary extraction of interviews. With the application of LiKert 5-Scale to carry on the questionnaire design, respondents chose the used degree of the behavior strategy according to the actual situation in the interview (1–5 said no, less frequently used, in general, more frequently used, often used). To obtain the structure dimensions of the interview impression management behavior, this study dose an analysis of the exploratory factors with the statistical software SPSS 16.0. (A total of 400 copies of questionnaire, reclaim 380, of which 356 valid questionnaires).

After preliminary analyzed, three items (Question 4: The performance of individual skills and expertize. Question 12: Words and deeds show that their own values are consistent with corporate culture and style. Question 15: Overcome your nervousness, calm) have high load or little common in multiple factors. To further improve the scale, they should be removed. By comparison, these questions were deleted in entirety, the statistical indexes are more desirable. Shown in Table 2.1, $KMO = 0.907$, approximate Chi-squared value is 3.49 1E3, freedom is 276, the significance probability is 0.000, which can be carried out in factor analysis.

In this paper, it extracted common factors by principal component analysis and it carried on factor rotation through variance maximum method. As shown in Table 2.2, the number of factors whose eigenvalue is greater than 1 is 5, namely we can extract five common factors (principal components), which can be accumulated to explain the original 60.23 % variables (variables explained more than 60 %, that is good) through exploratory factor analysis.

Table 2.1 Interview impression management behavior scale KMO and Bartlett’s test

Kaiser-Meyer-Olkin sampling appropriately measured values		0.907
Bartlett’s spherical test	Approximate Chi-squared value	3.491E3
	Freedom	276
	Sig.	0.000

Table 2.2 Total variance of interview impression management behavior scale

Principal components	Initial eigenvalues			Square and load after the shaft		
	Total	Variation	Accumulative total	Total	Variation	Accumulative total
1	7.901	32.922	32.922	3.838	15.994	15.994
2	2.207	9.194	42.117	3.390	14.123	30.117
3	1.581	6.588	48.705	2.694	11.226	41.343
4	1.451	6.045	54.750	2.395	9.981	51.324
5	1.315	5.480	60.230	2.138	8.907	60.230

In Table 2.3, Index 12–17 (Positive outlook, Calm, Eye contact, Neat appearance, Posture, and Facial expression) can be expressed by factor 1. Index 18–24 (Face-saving pretext, Borrow excuses, Deliberately avoid, Rational reason, Table determination, Conceal ambition, and Conceal weaknesses) can be expressed by factor 2. Index 4–7 (Attitudinal commitment, High motivation, Special requirements commitment) can be expressed by factor 3. Index 8–11 (Improving similarity, Meet the needs, Meet the esteem needs, and Culture meet) can be expressed by factor 4. Index 1–3 (Achievement show, Personal story, Declared fit) can be expressed by factor 5. These above five factors are named as following: Nonverbal behavior, Protection and defense, Motivation commitment, Cozy, and Self-promotion.

The research on college students’ job interview impression management behaviors was generically described and analyzed using the results of exploratory factor analysis, drawing mainly the following five aspects of interview impression management behaviors in college students: (1) Self-promotion class. That is according to job requirements on their own experience, achievements, skills and expertize, qualities, character, and other positive description of the self-promotional, display, and raise, (2) Motivation commitment class. The candidates have a good impression to the employer by expressing a strong interest and enthusiasm and sending a high degree of professionalism and loyalty to the organization and the post, (3) Cozy class. The candidates boost their interpersonal attraction by catering to the culture of the appointment unit, praising the appointment unit, and cozying recruiters, (4) Nonlanguage class. The candidates acquire more positive evaluation by smiling, leaning forward, natural facial expression, and other non-verbal behavior of self-display, and (5) Protect and defensive class. The defensive measures have been taken to weaken their own inadequacies or avoiding negative look from recruiters as much as possible in candidates.

2.2 Effects of Interview Impression Management Behavior in the Social and Environment Factors

Studies have suggested the concept “gender role approval”. Gender role refers to the normative expectations of sexual division of labor in specific social and cultural context and rules related to gender identity in social interaction. The gender role

Table 2.3 Rotated component matrix of interview impression management behavior scale

Observed variable	Factor structure				
	Factor 1 (A12–17)	Factor 2 (A18–24)	Factor 3 (A4–7)	Factor 4 (A8–11)	Factor 5 (A1–3)
A1	0.141	0.126	−0.006	0.121	0.831
A2	0.110	0.164	0.072	0.115	0.832
A3	0.236	0.076	0.300	0.139	0.631
A4	0.328	0.093	0.742	0.010	0.113
A5	0.265	0.070	0.732	0.142	0.072
A6	0.014	0.249	0.708	0.162	0.009
A7	0.242	0.071	0.703	0.122	0.123
A8	0.072	0.157	0.021	0.766	0.040
A9	0.210	0.237	0.157	0.685	0.163
A10	0.253	0.204	0.103	0.735	0.071
A11	0.096	0.187	0.287	0.548	0.288
A12	0.617	0.210	0.294	0.048	0.201
A13	0.594	0.223	0.131	0.235	0.102
A14	0.730	0.119	0.239	0.010	0.153
A15	0.741	0.090	0.085	0.197	0.076
A16	0.815	0.115	0.138	0.142	0.050
A17	0.767	0.169	0.196	0.113	0.115
A18	0.280	0.558	0.151	0.070	0.218
A19	0.293	0.634	0.050	0.212	0.064
A20	0.253	0.759	0.055	0.009	−0.027
A21	−0.037	0.713	0.101	0.240	0.051
A22	0.294	0.576	0.340	−0.034	0.108
A23	0.088	0.605	0.142	0.323	0.073

approval of college students refers to their attitudes to the traditional gender role, which reflects the osmosis and internalization of social traditional gender culture in male and female college students. The higher the degree of gender roles recognized, the attitudes of gender role are more traditional. Based on the detail of the recognized gender roles, this study will be divided into two dimensions: work—family gender role approval and ability trait gender role approval (Wang 2009).

This study will not only recognize the effect of the interview impression management behavior from social and environmental factors, but also analyzes the differences of effects on different gender students through the four dimensions: employment situation awareness (ESA). Perceived unfairness of gender differences in employment (PUGDE) (The awareness of the different treatment and unfair opportunities caused by gender has no capacity in the employment of male and female employment), Work-family gender role approval (WGRA), and Ability trait gender role approval (ATGRA).

Table 2.4 Regression analysis of social environment factor to self-promotion

	R ²	Adjusted R ²	ΔR^2	Change	Variable	Beta	T	Sig
Male	0.136	0.120	0.037	8.892	PUGDE	0.195	2.982**	0.003

** P < 0.01

Table 2.5 Regression analysis of social environment factor to motivation and commitment

	R ²	Adjusted R ²	ΔR^2	Change	Variable	Beta	T	Sig
Male	0.133	0.116	0.088	21.129	ESA	0.259	3.800**	0.000
	0.154	0.133	0.021	5.047	PUGDE	0.152	2.247*	0.026

* P < 0.05

** P < 0.01

Table 2.6 Regression analysis of social environment factor to ingratiation

	R ²	Adjusted R ²	ΔR^2	Change	Variable	Beta	T	Sig
Male	0.246	0.232	0.094	25.945	ESA	0.279	4.579**	0.000
	0.283	0.266	0.037	10.577	WGRA	0.202	3.252**	0.001

** P < 0.01

2.3 The Influence of Social Environment Factors on Interview Impression Management Behavior

As a result, professional category and practice experience in this study will affect the interview impression management behavior, so set as control variable. Therefore, using hierarchical multiple regression analysis, it explores the effects of each variable in social environment on various interview impression management behavior. The dependent variable is various interview impression management behaviors, and the independent variable is the influencing factor. As shown in Tables 2.4, 2.5, and 2.6.

Therefore, the following relationship was partially confirmed, respectively: (1) The ESA had significant influence on interview impression management behavior of male and female college students; (2) PUGDE greatly affected interview impression management behavior of male and female college students; (3) WGRA had an obvious impact on interview impression management behavior of male and female college students; (4) ATGRA dramatically affected interview impression management behavior of male and female college students. As shown in Tables 2.7 and 2.8.

Table 2.7 Regression analysis of social environment factor to nonverbal behavior

	R ²	Adjusted R ²	△R ²	Change	Variable	Beta	T	Sig
Male	0.179	0.163	0.086	21.775	PUGDE	0.202	2.920**	0.004
	0.205	0.186	0.026	6.808	ESA	0.143	2.133*	0.034
	0.220	0.197	0.015	3.937	ATGRA	0.138	1.984*	0.049
Female	0.079	0.059	0.042	6.266	PUGDE	0.241	2.994**	0.003
	0.129	0.104	0.050	7.952	ATGRA	−0.228	−2.820**	0.006

* P < 0.05
** P < 0.01

Table 2.8 Regression analysis of social environment factor to defensive behavior

	R ²	Adjusted R ²	△R ²	Change	Variable	Beta	T	Sig
Male	0.304	0.291	0.140	41.854	PUGDE	0.254	4.098**	0.000
	0.350	0.334	0.046	14.668	ATGRA	0.201	3.211**	0.002
	0.372	0.354	0.022	7.167	ESA	0.161	2.677**	0.008
Female	0.121	0.102	0.084	13.339	PUGDE	0.291	3.652**	0.000

** P < 0.01

2.4 Strategies and Suggestions

Correctly understand and attach great importance to the interview impression management behavior. Appropriate impression management behavior could help candidates to better show themselves and make the interpersonal relationship in the interview harmonious. Simultaneously, it reflects a person’s cultivation and could contribute to the good impression of candidates.

Female college students should strengthen the subject consciousness, and deal with the employment gender injustice by individualized strategies. First, in order to increase the employment opportunities, determine the reasonable expectation of employment . Second, adjust impression management motivation to avoid the problems caused by high motivation such as, unnatural nonverbal behavior, excessive use of protection, and defensive behaviors. Third, provide the individual information of female role bias.

Protect employment rights and interests of the female college students with legal system, and strengthen the supervision by law-enforcement. Male and female college students perceive that the level of the employment gender inequality is too high, which reflects the discrimination phenomenon for gender differences in employment market is still serious. Female college students are inferior in the employment competition, and their difficulty in employment is still very prominent.

Strengthen the social adaptation, and build a fair and equal gender culture from the source, which is very important for correcting gender discrimination and promoting female college students’ employment and development. Nothing but fair and equal gender concept in social environment can promote the change of the gender role attitude of individual consciousness.

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