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The Phenomenological Interplay of Communicative Accommodation and Sanguine Temperament in the Pedagogical Framework of Higher Education: A Qualitative Analysis of University Teachers in the Lucknow Circuit

Dr. Sada Warsi

Research Scholar

warsisada@gmail.com

Department of Education

Integral University

Abstract

This qualitative study is aimed at understanding how accommodation becomes one of the crucial elements in developing professional identity among cheerful (sanguine) university professors in today's higher education. The paper uses interpretative phenomenological analysis and it is premised on the study of life experiences of university lecturers occupied in an unexpectedly high-density academic environment (which is quite the opposite of a low-density academic environment). The study particularly focuses on how temperamentally natural, human, institutional and social factors may jointly function in the everyday teaching operations. The findings indicate that accommodation is not only teaching methods, in fact it is a continuous professional negotiation practice during which the interpersonal, optimistic and relational characteristics of a sanguine teacher become, through the process of maturation, moral character, efficient teaching, and academic accuracy. Therefore, accommodative behaviours promote the convergence of communicative, learner involvement, and emotional support, resulting in the emergence of psychological tensions that include conflict avoidance, emotional labour and setting professional boundaries. Besides that, the study points out that changes in institutions and technologies, such as digitalization and post, pandemic teaching, lead to the increase of identity negotiation which, in fact, highlights the adaptive professionalism of optimistic teachers. Combining insights from personality psychology, communication studies, and teacher identity research, this paper attempts to unravel how accommodation, being a manifestation of one's innate temperamental traits, plays a role in teaching success, teacher welfare, and professional development. The findings carry significant consequences for the areas of teacher selection training mentoring, and school culture, and as a result, call for empathy, self, reflection, and sensitivity to the temperament of different individuals.

Keywords: Accommodation, Sanguine Temperament, Pedagogy, Higher Education.

The Historical and Theoretical Genealogy of the Sanguine Temperament

One of the main preoccupations of ancient thinkers has been the origin of the notion of human personality in terms of temperament. It can be tracked down to the medicine of ancient Greece, especially to the humoral theory that Hippocrates revealed, and Galen who made it systematic, approximately two centuries later (Hippocrates, trans. 1931; Galen, 1968). This original biomedicine model proposed that the human behaviour, emotions, and psychological features were controlled by the mixture of four bodily fluids, blood, yellow bile, black bile, and phlegm, each of which represented a certain temperament: sanguine choleric melancholic, and phlegmatic (Kagan, 1994; Stelmack & Stalikas, 1991). In terms of this schema, the sanguine type, being mostly influenced by blood and corresponding to air, has traditionally been viewed as a personality that is gregarious vivacious cheerful, and emotionally expressive, i.e. the kind of features that enable one to get along with others and live in a community (Rothbart, 2007; Clark & Watson, 2008).

The humoral theory was preserved and developed in the medical, philosophical and theological traditions of the Middle Ages and Renaissance. These traditions had a great impact on the concepts of a person's moral character and their role in society (Siraisi, 1990; Lindemann, 2010). Poets, painters, and playwrights frequently drew on the four temperaments to illustrate characters that would be easily recognizable to the audience. Typically, they would associate the sanguine temperament with characters that display enthusiasm, charm, and the ability to adapt (Burton, 1621/2001; Paster, 2004). During the Enlightenment, science led to the rejection of humoral medicine as a physiological explanation. Nevertheless, as a psychological and behavioural concept, temperament theory was still in use and even had the power to explain individual differences (Allport, 1937; Eysenck, 1967).

Temperament concepts underwent a major transformation after coming new psychological theories in the twentieth century. One of the highest examples is Carl Jung's theory of analytical psychology, which emphasized such natural psychological capabilities like extraversion and introversion (Jung, 1921/1971). Jung's typological approach was the source for numerous personality delineation systems. The popular Myers, Briggs Type Indicator indirectly follows the temperamental distinctions of old times by associating sociability, the way a person directs their energy, and affective responsiveness with stable personality preferences (Myers McCaulley Quenk, & Hammer, 1998; Pittenger, 2005). Like this, trait theorists have sought to ground their conceptions of personality structure in empirical evidence. The end, product of their work was the widely recognized model in contemporary personality psychology, the Five Factor Model (McCrae &

Within this modern trait, based framework, the sanguine temperament is most frequently attributed to high extraversion i.e. being assertive friendly having positive emotions and openness to experience, i.e. being curious, adaptable, and engaging imaginatively (Wilt & Revelle, 2009; DeYoung, 2015). However, the research also revealed that in some way, a person with a sanguine, like nature by temperament may be less conscientious, particularly in control of impulses, attention span, and organizational discipline, thus illustrating both the bright and shadow sides of this temperament (Roberts Lejuez Krueger, Richards, & Hill,

2014). This study, once more, focuses attention on that age, old temperamental wisdom which can most effectively be aligned with psychological paradigms confirmed by research. Today, temperament is generally referred to as the biologically, based and relatively stable core of personality that deeply affects emotional regulation, social behaviour, motivation, and professional dedication (Shiner et al. 2012; Zentner & Bates, 2008). For instance, the sanguine temperament may influence the ways in which teachers communicate with students, interact with colleagues, lead a group, and simultaneously handle the problems of a school. In other words, it is clear that the traditional temperament theories are still mapping out the present.

Restatements of Temperament Across Psychological Eras

Temperament theory is a "living" theory, in the sense that it keeps becoming more refined and closer to reality as psychology advances and the scope of knowledge broadens. The progress of thought from the genetic determinism that dominated at the very birth of temperament theory to a contemporary concept of personality as a kaleidoscope of life experiences, innate dispositions, and personal choices is quite amazing. The table below lists the four temperament types, and how various theorists have reinterpreted and developed them over the centuries. "

Era Author	Sanguine (Air/Blood)	Choleric (Fire/Yellow Bile)	Melancholic (Earth/Black Bile)	Phlegmatic (Water/Phlegm)
Classical (Hippocrates)	Socially, Useful, Joyful	Ruling /Fiery	Avoiding /Reflective	Leaning / Calm
1921 (Jung)	Sensation/ Extroverted	Intuition / Assertive	Thinking / Introverted	Feeling / Reserved
1978 (Keirsey)	Artisan (Dionysian)	Rational (Promethean)	Guardian (Epimethean)	Idealist (Apollonian)
1984 (Hartman)	Yellow (Creative/Optimistic)	Red (Leaders/Bold)	Blue (Detail- oriented)	White/Green (Relaxed/Loyal)
Modern (DISC)	Influence / Inspiring	Dominance / Direct	Conscientiousness / Cautious	Steadiness / Supportive

The individual with a sanguine temperament is marked by quick, shallow surface, level excitability. They get excited very fast and strongly even by the smallest stimulus and they instantly react, however the stimulus does not last; it goes away very soon. This is the "rapid but shallow" character which results in ease of university teaching adaptation but at the same time, it is the cause of the mistakes in the institutional roles which call for rigorous consistency.

The Sanguine Archetype in the University Environment

Among university teachers, those with a sanguine temperament tend to be the one who is lively, friendly, and expressive of emotions in the academic environment. They have a knack for building up the relationship of their students and fellow academics. Therefore, the classrooms that such teachers manage are quite open, lively, and emotionally safe. In fact, the

pedagogical research in higher education suggests that instructors who communicate emotionally and relationship, oriented produce more student engagement, perceived instructor immediacy, and overall student satisfaction (Wilson & Ryan, 2013). These characteristics are a perfect fit for the temperament, based characterizations of the sanguine type which underline qualities like optimism, flexibility, and an inborn social orientation (Keirsey & Bates, 1984). On the other hand, the university culture very often emphasizes individual work over time, methodological soundness, and adherence to complex administrative procedures which are the things that could be opposite to a sanguine temperament that is constantly seeking for spontaneity and variety. According to research, individuals who are highly sociable and seeking stimulation may struggle with long solitary activities, systematic planning, and delaying gratification, which are typical of academic research and assessment tasks (Mount, & Judge, 2001). In fact, in an environment like this, faculty members with a sanguine personality type may largely rely on motivational energy and interpersonal interactions instead of regular self, control of tasks, which may lead to lower research productivity and less effective administration (Kanfer, Frese, & Johnson, 2017).

The issue of trying to maintain great relationships and still meet the targets set by institutions creates the problem of people assuming too much about a particular role and the resulting emotional despair only among sanguine teachers. Studies in the higher education sector have proven that when someone's personality does not fit well with the requirements of the organization not only that person's health can be affected, but also his or her level of work satisfaction might decrease especially in the case that the academic environment is very much performance, focused (Hakanen, Bakker, & Schaufeli, 2006; Taris & Schreurs, 2009). Identifying the sanguine character in the higher education settings implies that such universities have to provide not only more flexible but also more temperament, inherent academic cultures which appreciate different kinds of contribution apart from the traditional productivity metrics.

Professional Strengths and Vulnerabilities of the Sanguine Educator

The sanguine teacher would be most successful in the kinds of situations where a person exhibits dynamic, sociable and emotionally open behaviours. These types of teachers are really people, oriented extroverts who get motivated and professionally gratified through constant social interaction with students, colleagues, and different institutional networks (Eysenck & Eysenck, 1985; McCrae & Costa, 1999). They can create pedagogically effective environments and have strong collegial relationships by sharing their great spirits, speaking abilities, and relational magnetism; therefore, they are both the most outstanding and the most approachable members of the faculty (Bakker & Demerouti, 2008). Actually, the typical sanguine nature's positive attitude is a psychological tool that can assist a person in managing work, related stress and also allow one to recover more quickly after experiencing disappointments such as research rejection or administrative conflict.

The classical and modern temperament studies equally point out the major faults of a sanguine type, like being easily distracted, acting on the spur of the moment, being messy and not wanting to put one's attention to the task at hand when it has low levels of stimulation

(Strelau, 2001; Rothbart, 2011). These features may create difficulties in highly academic environments where the requirements are thorough planning, long individual work hours, and procedural compliance. The life of a sanguine public university teacher therefore is a constant battle between their natural impulsiveness and the highly structured, bureaucratic nature of the higher education institutions (Clark, 2008; Tett & Burnett, 2003). In fact, their positive casual demeanour is a significant help in keeping their self, confidence and resilience at a very high level but if pushed to the extreme, their impulsivity might make them decide too quickly, lack consistent follow, though, or have less tolerance for boring administrative tasks (Whiteside & Lynam, 2001; Steel, 2007).

Research indicates that social acceptance and interpersonal validation are the major psychological needs of the sanguine temperament. This explains their heightened sensitivity to social rewards (Depue & Collins, 1999; Ashton & Lee, 2007). In professional academic environments, such a need might manifest as an extremely strong desire to have good relationships, to avoid conflicts, and to emotionally accommodate others. Therefore, sanguine instructors are often the ones within their departments who play the role of relaters, people who prioritize harmony, teamwork, and emotional bonding over assertive self, advocacy (Goleman, 1998; Jordan Ashkanasy Hrtel, & Hooper, 2002). Though the use of this relational style may lead to teams becoming stronger and serve as the foundation for good mentoring, it could also lead to emotional labour and overstepping one's limits, especially in high, pressure work environments.

Academic Performance and Personality Dimensions

Discovering the personality traits that most closely relate to students' achievement in higher education has been one of the leading results of research in this area. According to the literature, such traits include conscientiousness (very high level), openness to experience (moderate high level) and effective emotional regulation (Poropat, 2009; O'Connor & Paunonen, 2007). Of these traits, conscientiousness is considered by many as the strongest and most reliable predictor of academic excellence, publishing research, and career advancement. The study authors attribute this link of conscientiousness to persistence, self, discipline, and goal, oriented behaviour (Duckworth & Seligman, 2005; Roberts Lejuez Krueger, Richards, & Hill, 2014).

On the other hand, sanguine temperament generally manifests personality traits of high extraversion and openness such as being intellectually curious creative educational innovators, but they may show relatively low conscientiousness which over time limits their academic productivity (DeYoung, 2010; Komarraju Karau Schmeck, & Avdic, 2011). This personality profiling tells that a teacher with a sanguine disposition could be excellent at engaging students with that personal charm, doing collaborative research with other staff, and getting along with other people in social situations. At the same time, he or she may have difficulties with long solitary projects, following a very strict timetable, and undergoing a performance evaluation that is mainly based on consistency rather than on one's creative capacities (Chamorro, Premuzic & Furnham, 2003; Barrick). Therefore, after recognizing the professional capacities along with the limitations of the sylph, type personality, a sanguine teacher can not only be a winning character for himself but also for the very whole academic

community. Such understanding requires temperament, based institutional system that recognizes multiple paths to academic productivity and success.

Conceptualizing Accommodation in Pedagogical Practice

This study views accommodation as a complex factor that blends communication, interpersonal regulation, and pedagogical flexibility. It consists of three interconnected aspects: Besides being a method, accommodation in teaching is a relational attitude that is shaped by the person's nature, the teachers' community, and the school management (Giles, 2008,). For the optimistic teacher's accommodation is the chief way through which they achieve classroom harmony, students' engagement, and popularity.

Communication Accommodation Theory (CAT)

The original concept of Communication Accommodation Theory (CAT) by Howard Giles was that human beings consciously or unconsciously change the way they communicate to a large extent e.g. by altering the speed of their speech, the choice of words, the accent, the intonation, and the non, verbal cues to control social distance in different kinds of interactional situations (Giles & Powesland, 1975; Coupland, & Coupland, 1991). CAT in the educational context helps to understand how teachers change their way of talking when they are affected by several factors such as students' demographics, the atmosphere of the classroom, and their own relationship goals (Gallois, Ogay, & Giles, 2005; Wubbels et al. 2016). Typically, enthusiastic teachers due to their high extraversion and strong desire for social fellowship will display a convergent behaviour in a student, teacher communication situation. Convergence is that type of behaviour when two individuals get so similar in different behavioural aspects during the conversation that their interaction will be perceived as easy, agreeable, and pleasant (McCroskey, Richmond, & McCroskey, 2006).

CAT suggests that people bring an idea or opinion, which they call their "initial orientation, " to a conversation. This idea comes from their past experiences, social identities, and motivational states. The initial orientation gets modified with the progress of the interaction (Giles, 2016). Teachers who crave social acceptance and have characteristics of sanguine personalities will probably try to converge their behaviour by e.g. matching students' vocal loudness, rate of speech, use of humour and emotional tone (Burgoon, Guerrero, & Floyd, 2016; Richmond, Wrench, & Gorham, 2009). Such aligning of voices and bodies serves as a psychological signal of understanding and acceptance hence it increases the similarity, attraction effect and facilitates the creation of a shared classroom identity (Byrne, 1971; Drnyei & Murphey, 2003). However, excessive convergence may blur the teacher's authority which could result in instructional confusion and lack of role differentiation unless the teacher knows very well when and how to use convergence (Solomon, 2015; Myers, 2018).

Accommodation as a Conflict Management Style

Accommodation, besides communication, is also believed by conflict management theory to be an obliging or accommodating mode that is low in one's own concern and high in concern for others (Thomas & Kilmann, 1974; Rahim & Bonoma, 1979). Teachers who are always smiling in the classroom and school may prefer this style to maintain interpersonal harmony,

reduce tension, and avoid breaking relationships with students or colleagues (De Dreu & Weingart, 2003; Friedman et al. 2000). The obliging method is concerned with the two parties' shared elements, emotional soothing, and that one puts off his or her own preferences or, in the case of an educational authority, gives in in order to maintain peace (Rahim, 2011). Accommodation can be a suitable and even a necessary strategy to use during short, highly emotional episodes if the focus is on saving the relationship. However, the truth is, accommodation by its very nature contains the premise that it may lead to the breakdown of the relationship. Research so far indicates that if a person keeps on resorting to an obliging style for a very long period of time, for reasons unknown to him, it will most likely result in a situation where the person becomes less and less visible, and when his standards are relaxed, then the emotional burden will increase especially for the case of teachers who the belief "teaching with love" and "being compliant" is the one that characterizes the profession (Grandey, 2000; Yin, 2016). Generally, the teachers who are always cheerful and whose character is such that they always seek to be in good terms with others and desire recognition and praise thus it is their accommodative behaviour which is a double, edged sword, their greatest strength as well as their greatest weakness. To put it another way, it leads to a pleasant classroom environment, at the same time it is capable of bringing about exhaustion, overwork, and loss of power in relation to teaching methods (Brotheridge & Lee, 2003; Chang, 2009).

University teachers adapting their behaviour to accommodate others has been compared to their act of responding to the call for peace within their "small society" of the campus, where a tightly, knit community, long, lasting interactions, and shared professional roles depict the work setting (Gracia 2015, 71). For the tough teachers, accommodating others is not just an occasional action when situations demand it, but their very nature (i.e. their identity, character, and environment) that are in constant interaction with one another and so they influence one another (Lewin, 1936; Magnusson & Stattin, 2006). Such accommodation is mostly hidden in those educators who try to avoid the detrimental effects of continuous conflicts in academic workplaces, such as toxic organizational cultures, emotional exhaustion, high levels of stress, and low job satisfaction (Frost, 2003; De Dreu & Beersma, 2005; Leiter et al. 2014). Research conducted in universities has revealed that staff more attuned to the preservation of relational harmony exhibit behaviours that enable them to maintain not only work harmony but also a peaceful environment for students even if it means that their own rights are compromised (Hargreaves, 2001; Trowler, 2014).

Teaching as Accommodation: A Pedagogical Theory

Increasingly, teaching is being thought of largely as an accommodative act that goes far beyond the mere regulation of conflicts. Accommodation in a pedagogical setting indicates a continuous process wherein teachers alter curricula pace methods of assessment, and modes of interaction so as to help students learn (Bruner, 1996; Biggs and Tang, 2011). Besides those, changes might be granting extra time, offering different explanations, using several modes of representation and most importantly, being flexible enough to cater to students' emotional and cognitive needs. What the authors do in this regard is simply to highlight accommodation as the easiest and most basic act and art of teaching, always stressing how

indispensable it is for teaching effectiveness and teacher legitimacy, in their respective works (Brookfield, 2017; McMillan, 2015). Besides, Accommodation is considered according to the authors as one of the major pillars of inclusive teaching theories, which link it to practices such as openly communicating expectations, curricula that are culturally responsive, and differentiated instruction as a way of handling diverse learning styles and cultures (Tomlinson, 2014; Gay, 2018; Universal Design for Learning Guidelines, CAST, 2018). In contrast, the study's results reveal that properly planned accommodation not only amongst other benefits, heightens students' concentration, increases the level at which supportive faculty members are perceived, and enhances learning outcomes, particularly in mixed ability classrooms (Ambrose et al. 2010; Nieminen et al. 2022).

Design of Qualitative Inquiry: Interpretive Phenomenological Analysis (IPA)

The present research aims to explore how university teachers accommodate their experiences as a part of their professional identity through Interpretive Phenomenological Analysis (IPA) in the Lucknow area. IPA is an inductive idiographic qualitative method that focuses on the understanding of how individuals interpret and give significance to their main life and work experiences (Smith, Flowers, & Larkin, 2009; Smith, 2011). This method is very fitting for the examination of deeply emotional experiences such as avoidance of conflict, relational labour, and identity negotiation in a particular institutional setting like that of higher education (Eatough & Smith, 2017; Pietkiewicz & Smith, 2014).

The Philosophical Foundations of IPA

IPA draws its foundation from three main philosophies which are closely related to Phenomenology, hermeneutics, and ideography. Phenomenology, which is at the core of IPA, describes participants' lifeworld's through their subjective experiences, feelings, and thoughts, and interpreting actions (Husserl, 1970; van Manen, 2016). Hermeneutics accepts that any experience must necessarily be interpreted and that this interpretation is part of the access to the experience; this leads to the double hermeneutic principle: on one hand, participants make sense of their experience, on the other hand, researchers interpret the meaning, making process of the participants (Heidegger, 1962; Gadamer, 1975; Smith & Osborn, 2008). Finally, IPA's idiographic nature that focuses firstly on individual cases, in, depth, detailed case studies, and only then to the identification of patterns across cases which are carried out with great attention to depth, subtlety, and contextual sensitiveness (Larkin, Watts, & Clifton, 2006; Shinebourne, 2011). This metaphysical foundation makes IPA quite appropriate to explore the ways in which happy university teachers' accommodation is experienced, justified, and embodied in their professional lives on a daily basis.

The Practical Steps of the IPA Methodology

The research utilized a systematic, yet adaptable Interpretive Phenomenological Analysis (IPA) method that aimed at transforming the lived experiences of the participants into analytically significant phenomena. Being a method that enables a nearly face, to, face interaction with participants' subjective worlds, IPA is highly suitable for leading inquiries into experiences which are deeply felt, nuanced in emotion, complex and contextually

embedded. The study started with purposive participant selection concentrating mainly on university teachers from Lucknow region who according to self, description and screening results were found to have strong sanguine character. Through in, depth and semi, structured interviews, the data was transformed into a dialogue, a thorough investigation of teachers' professional lives, emotional orientations and accommodative practices. In order to preserve various language features and emotional nuances, all the interviews were recorded and later transcribed verbatim. Later on, the researcher, by reading the transcripts for one, twice and thrice and by doing reflexive bracketing, checked for personal assumptions, immersed deeply in the written text. The recognition of the main ideas by doing initial coding of single sentences was the first step, then the meanings were continuously refined into emergent themes during the process of interpretative engagement. After that, themes identified were merged into superordinate themes which adequately captured the common patterns across different cases while at the same time preserving the idiographic depth of each case. Next, an interpretative narrative was assembled that mainly comprised participant quotes, analytic commentary, and theoretical insights so as to present a coherent story of accommodation as a lived professional experience.

Detailed Demographic and Professional Profile of Participants (N = 15)

Participant ID	Gender	Age (Years)	Academic Rank	Discipline Cluster	Years of Teaching Experience	Institution Type	Employment Status	Primary Teaching Level	Class Size Typically Handled	Self-Reported Temperament Dominance	Prior Administrative Role	Exposure to Pedagogical Training
P1	Male	38	Assistant Professor	Humanities	9	State	Permanent	UG	80–100	High Sanguine	No	Moderate
P2	Female	42	Assistant Professor	Social Sciences	12	Central	Permanent	UG & PG	60–80	High Sanguine	Yes	High
P3	Male	51	Associate Professor	Social	23	State	Permanent	PG	40–60	Moderate–High Sanguine	Yes	low
P4	Female	36	Assistant Professor	Humanities	7	Central	Contractual	UG	90–120	High Sanguine	No	Moderate
P5	Male	47	Associate Professor	Professional Studies	18	State	Permanent	UG & PG	50–70	Moderate Sanguine	Yes	High
P6	Female	55	Professor	Social Sciences	28	State	Permanent	PG & Research	30–40	High Sanguine	Yes	Low
P7	Male	41	Assistant Professor	Sciences	11	Central	Permanent	UG	70–90	High Sanguine	No	Moderate
P8	Female	49	Associate Professor	Humanities	20	Central	Permanent	UG & PG	45–65	Moderate–High Sanguine	Yes	High
P9	Male	34	Assistant Professor	Professional Studies	6	State	Contractual	UG	100+	High Sanguine	No	Moderate
P10	Female	58	Professor	Social Sciences	31	State	Permanent	PG & Research	25–35	Moderate Sanguine	Yes	Low
P11	Male	44	Associate Professor	Sciences	15	State	Permanent	UG & PG	50–70	High Sanguine	No	Moderate
P12	Female	39	Assistant Professor	Humanities	10	Central	Permanent	UG	80–100	High Sanguine	No	High
P13	Male	53	Professor	Professional Studies	26	State	Permanent	PG	35–50	Moderate–High Sanguine	Yes	Low
P14	Female	46	Associate Professor	Social Sciences	17	State	Permanent	UG & PG	60–80	High Sanguine	Yes	Moderate
P15	Male	40	Associate Professor	Humanities	11	Central	Permanent	UG	90–110	High Sanguine	No	Moderate

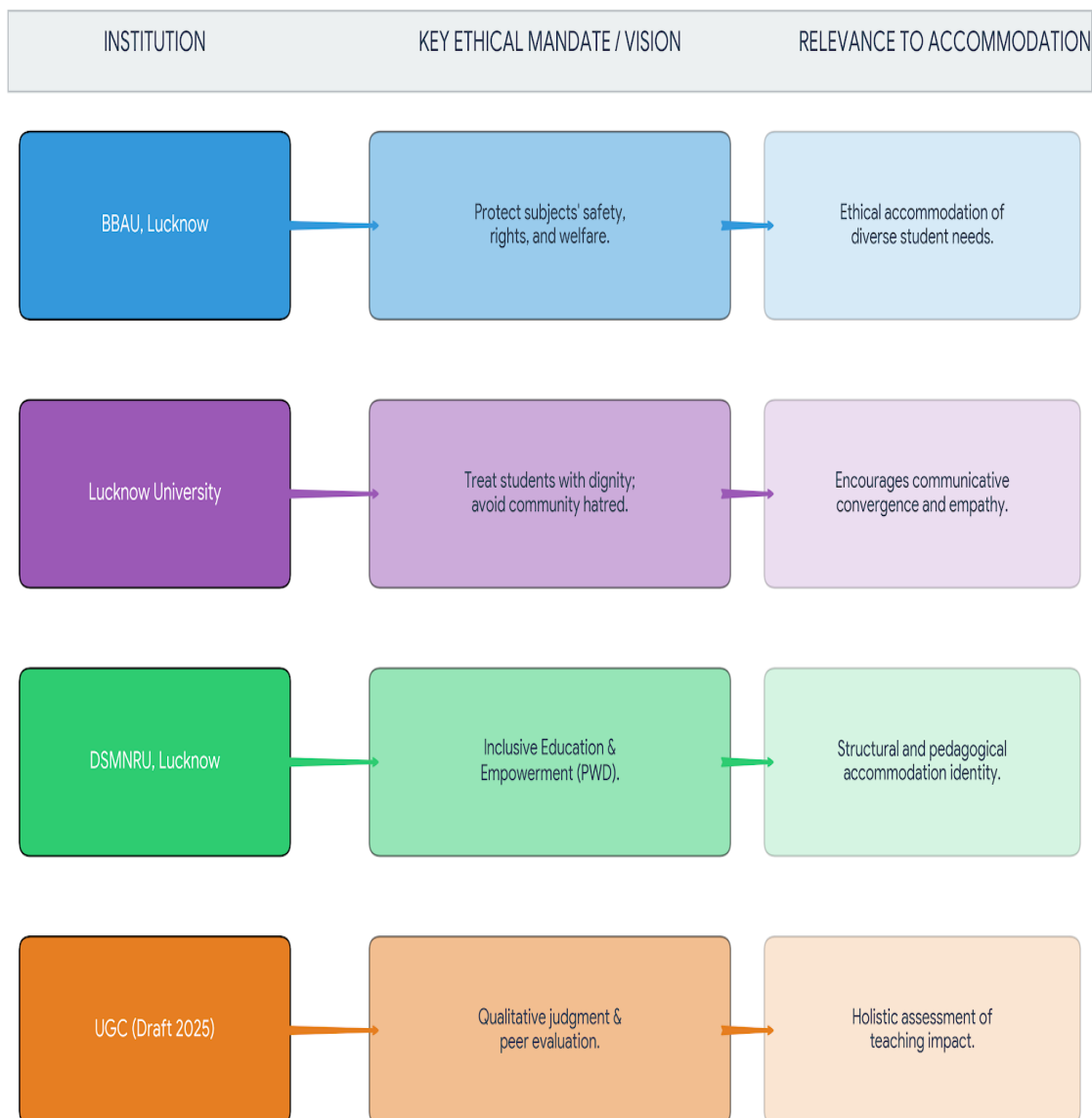
Institutional Context: The Higher Education Landscape in Lucknow

Higher education institutions in Lucknow have very well-defined set of ethical, professional, and regulatory standards, the application of which has a significant influence on the teaching and academic conduct. State Universities like University of Lucknow, Babasaheb Bhimrao Ambedkar University (BBAU), and Dr. Shakuntala Misra National Rehabilitation University (DSMNRU) have their own institutional codes of ethics which are in conformity with the regulations of University Grants Commission (UGC). These documents greatly emphasize integrity impartiality academic freedom, and accountability in the teaching, research, and other academic activities. Based on these frameworks, teachers are obligated to exhibit ethical conduct within the classrooms, discrimination is to be eliminated entirely, academic integrity has to be preserved at all costs, and students as well as colleagues are to be treated in a show being manner. Furthermore, these codes of conducts are also equipped with the provision of grievance redressal and monitoring of professional conduct. These communal standards combined together set up a proper, well, ordered professional atmosphere that significantly influences the pedagogical choices of teachers, their behavioural interactions, as well as how much emotional labour they perform within the institutional environment.

Ethical Standards and Professional Responsibility

Teachers in this circuit, without a doubt, are held to, and deserve to be held to, a very high standard of personal responsibility and integrity so that even their handling of personal matters is in keeping with the dignity of their profession. Therefore, they are not only expected to maintain the highest level of integrity and honesty with the students, but also to be kind, treat students fairly, and not try to get revenge or be harsh to them. They can be among the first to extend the conversation to the students even after the class time. Besides, the Institutional Ethics Committee (IEC), for instance, at BBAU is responsible for ensuring that human research participants' safety, rights, and welfare are maintained through research review (UGC, 2019; Ministry of Education, 2020; Indian Council of Social Science Research [ICSSR], 2017; Babasaheb Bhimrao Ambedkar University, 2021; Indian Council of Medical Research [ICMR], 2017; Association of Indian Universities [AIU], 2019; UNESCO, 2015; World Medical Association, 2013).

INSTITUTIONAL ETHICAL FRAMEWORKS AND ACCOMMODATION



Synthesis of Institutional Values and Pedagogical Impact

The recent amendments to the University Grants Commission (UGC) guidelines, aligned with the National Education Policy (NEP) 2020, clearly reveal the Commission's plan to stop relying on archaic and rigid scorecards to evaluate faculty performance. Qualitative assessments should be emphasized as they alone have the potential to reveal a teacher's performance and impact. Besides this, the amendments show that upholding academic standards by means of peer review and institutional control is closely linked with allowing the freedom of faculties to explore different intellectual avenues (University Grants Commission [UGC], 2020; UGC, 2022; National Education Policy, 2020; University Grants Commission, 2018; National Assessment and Accreditation Council [NAAC], 2020;

Association of Indian Universities [AIU], 2021; Higher Education Financing Agency, 2021; OECD, 2019; UNESCO, 2021).

Thematic Analysis: Findings on the Role of Accommodation

Combining qualitative data from university educators, a higher, order analysis of the relationship between the sanguine temperament and the professional requirement for accommodation revealed three main themes: The Convergence of Self and Student, The Burden of Social Harmony, and Adaptive Professionalism.

Theme 1: The Convergence of Self and Student

The positive (sanguine) teacher's craving for social intercourse is manifested through a typical behaviour of communicative convergence within the class. The participants often said that this was "becoming who the students need them to be, " so it was not regarded as loosening the professional identity but rather it was viewed as a deliberate pedagogical strategy by which student engagement and trust are generated. The sanguine teacher can be seen as essentially "socially useful", according to Adler, since they are focused on cooperation, belonging, and mutual affirmation. These types of educators see a lesson as a relational act where success comes from emotional attunement and not only from the imposition of authority (Adler, 1927; Hargreaves, 2000).

Deliberate use of verbal and nonverbal communication elements, e.g. raising voice, lowering voice, using simple words, giving motivation, showing positive attitude by facial expressions and body gestures, happy teachers create a condition in class which students perceive as safe and supportive (communication) environment. Communication Accommodation Theory explains this as reducing the gap behaviour that comes from people's natural desire to become closer socially and this way, the people also become happier in the relationship. Studies show that these accommodated behaviours are positively linked with student satisfaction, perceived teacher's credibility, and learning effectiveness (Giles et al. 1991 & Ogay, 2007; Mehrabian, 1971; Patrick et al. 2000). For example, teachers said that they present themselves emotionally to students and they are always focused on students' academic and personal worries. This presence mindfulness etc. now enables happy teachers to change their behaviour as per the class situation changes, in fact, strengthening students feeling of being noticed and valued. It has been reported, studying teacher, student relationship that such emotional availability increases student motivation, student engagement, and student persistence, and that in college, the students are mostly alone and stressed (Rogers, 1961; Wentzel, 1997; Pianta et al. 2012).

This social approval and interpersonal connection need, which is one of the main traits of the sanguine temperament, is the foundation of this agreement. This motivation, rather than being limited to selfishness, often leads to someone's sincere concern and dedication to the relationship, thus contributing to the reciprocal liking and psychological closeness between teacher and students. Furthermore, according to positive psychology the emotional interactions are mutually good for the teachers and learners in terms of cognitive and social resources which then lead to a positive cycle of engagement and learning (Fredrickson, 2001; Cornelius White 2007; Frisby & Myers, 2008).

Theme 2: The Burden of Social Harmony

Accommodation, apart from contributing to a favourable atmosphere in the classroom, may pose as a significant psychological burden to the just teacher. The pursuit of social acknowledgment can be so powerful that it might even push a teacher to take the extremely obliging or the accommodating mode of conflict handling, and this is a situation in which confrontation is shunned at all costs even to the extent of sacrificing harmony and popularity (Rahim, 2002; De Dreu & Van Vianen, 2001; Antonioni, 1998). Studies on conflict management styles show that agreeable and extraverted individuals even consider the interpersonal aspect of the situation more than the task, even if such avoiding might mean giving up professional standards or long, term effectiveness.

Sanguine personalities are often shown as spontaneous "people, pleasers" who get their energy from socializing but at the same time they are emotional exhausted if forced continually to carry out relational activities. In schools, the never, ending requirement to be kind, helpful, and willing to communicate may cause role weariness especially when teachers feel there is a contradiction between accommodation and academic standards. Literature on emotional labour in the field of teaching point out that keeping one's negative feelings to oneself or agreeing when one does not want to just to have peace would sooner or later result in internal conflict, anxiety, and eventually exhaustion (Hochschild, 1983; Yin, 2016).

Sometimes when teachers perceive that dealing with conflict or enforcing set standards might jeopardize their relational capital, they may choose to "ignore the moment" as a temporary tension release strategy. In contrast, studies in the field of organizational behaviour point out that if one ignores uncivil behaviour and continually uses avoidance as a way of coping, the situation will most likely get out of hand, professional boundaries will be weakened, and the overall workplace atmosphere will turn hostile. The presence of such negative patterns leads to high levels of emotional exhaustion, low employee morale, and lack of confidence in the organization, and these effects are even more pronounced in academic settings where informal collegial interactions constitute a significant part of the work environment (Pearson & Porath, 2005; Andersson & Pearson, 1999; Einarsen et al., 2011; Leiter et al., 2011).

Theme 3: Adaptive Professionalism

One of the most commonly accepted ideas about teacher professional identity is that it should not be seen as a finished product, but rather as a series of transformations in the light of multiple interactions with personal characteristics, professional roles, and institutional demands. From the optimistic teacher's perspective, most of this identity work can be done through willingness to change and adaptation, which eventually is his/her main strategy for handling the university environment by means of balancing various demands, being relevant, and keeping good inter, personal relationships. There is an extensive body of literature on teacher identity that highlights the fact that such identities are not static or isolated from the environment, but characterized by change, dependent on the context, and the product of daily practice, policy influences, and social interactions (Beijaard, Meijer, & Verloop, 2004; Akkerman & Meijer, 2011; Day, Kington, Stobart, & Sammons, 2006).

These periods of rapid change put adaptive professionalism under a lot of pressure. The increasing incorporation of artificial intelligence and digital tools in higher education has brought up concerns about role erasure, deskilling, and loss of pedagogical autonomy. However, positive, minded teachers' typical optimism and openness often allow them to look at such disruptions as opportunities for more interaction, creativity, and instructional support. Studies on technology adoption in education indicate that teachers who are highly adaptable and have a positive effect are more likely to use new tools in a meaningful way, especially when these tools are seen as supporting rather than replacing the human connection (Rogers, 2003; Ertmer & Ottenbreit, Leftwich, 2010; Tondeur et al., 2017). Emergency remote teaching during the Covid, 19 pandemic was a real hard test for sanguine educators, as it took away face, to, face interaction and non, verbal feedback, which are the basis of their relational teaching style. The lack of mutual visual cues, spontaneous classroom talks, and emotional immediacy upset their professional efficacy and identity.

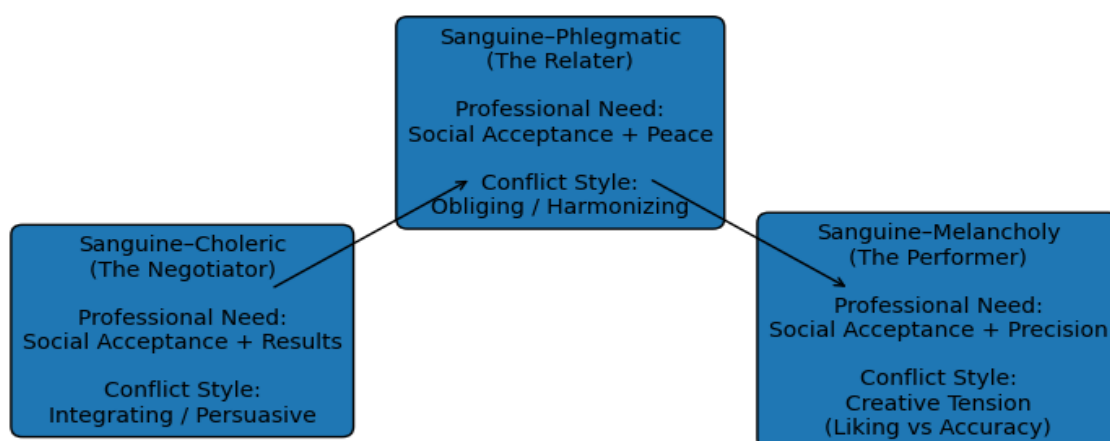
Research done during the pandemic shows that teachers who are very dependent on social presence experienced more emotional stress. At the same time, it is also noted that those who were engaged in reflective adaptation and pedagogical flexibility could better re, establish their professional identities in digital environments (Hodges et al., 2020; Flores & Gago, 2021). These findings taken together, present an adaptive professionalism as the hallmark characteristic of the optimistic teacher's career path one that balances an openness to vulnerability during times of upheaval with a sturdy ability to re, define one's identity through adjustment, relational inventiveness, and contextual sensitivity.

Psychological Mechanisms and Inter-Temperamental Dynamics

The development of a sanguine personality character by accommodation is additionally affected by the teacher's mixture of temperaments. Sanguine persons hardly ever are "pure" types; generally, they are mixtures of a primary and a secondary temperament.

Temperament Combinations and Accommodative Orientation

Every temperament combination has its own distinct impact on a teacher's professional behaviour at work. The table given below shows how secondary temperaments influence the sanguineus accommodative attitude.



The interplay of these characteristics composes a teacher's "conflict competence", the capacity to acquire and use cognitive, behavioural, and emotional skills leading to positive outcomes and lessening the damage. Cheerful teachers, who underneath are more of a phlegmatic type, are probably going to be calm, cool, and slow to anger, which will be a great advantage in their ability to bring down the heat of the tense classroom situations.

The Corresponsive Principle of Personality Development

One significant psychological revelation about how accommodation impacts the formation of the personality is derived from the corresponsive principle. According to this principle, life experiences like the social interactions at a university intensify those personal traits which, at the outset, were most likely to be linked to such experiences (Caspi, Roberts, & Shiner, 2005; Roberts, Caspi, & Moffitt, 2003).

Certainly, communicative, lively teachers who enter the profession primarily because of their love for social interaction can come to the realization that the university environment actually strongly rewards such behaviour. The work environment acts as an instrument to the growth of personality traits not only at the present stage but across the entire life span through social selection (where one's personal characteristics determine the kind of social conditions one gets) and social influence (where the contextual conditions dictate the nature of individual characteristics). The teacher performs continually the act of meeting student needs, which in time becomes a source of their extraversion, agreeableness, and openness to experience (Roberts & Wood, 2006; Lodi, Smith & Roberts, 2007; Denissen, van Aken, Penke, & Wood, 2013; Specht, Egloff, & Schmukle, 2011).

The Role of Emotional Intelligence and Professional Identity

The success of accommodation depends largely on an educator's emotional intelligence (EI) level. Having a strong EI can equip leaders and educators with the skills necessary to handle conflicts more constructively and understand the emotional needs of students (Mayer, Salovey, & Caruso, 2008; Brackett, Rivers, & Salovey, 2011).

Emotional Intelligence as a Tool for Accommodation

Emotional intelligence is a key factor in successful conflict resolution, as it significantly improves leadership effectiveness and organizational behaviour, especially in the interactions between teachers and school administrators. Teachers of a sanguine temperament who are emotionally intelligent can empathize with the students' emotional states and provide the necessary support thereby fostering the teacher student relationship (Jordan & Troth, 2004; Carmeli, 2003; Goleman, Boyatzis, & McKee, 2002).

Teacher professional identity development (TPID) refers to the continual process of building a teacher's image and role within the educational community. For a teacher of sanguine nature, a strong professional identity is like a map that guides behaviour and reflecting on their societal role. This identity is not a straight path but is impacted by the life story of the individual, the school setting, and the socio, cultural environment (Kelchtermans, 2009; Beauchamp & Thomas, 2009; Sachs, 2005; Rodgers & Scott, 2008).

Mental Health and Workplace Adaptation

Recently, more and more studies have started to emphasize the correlation between a teacher's professional identity and teacher's mental health. Student teachers who have a well, established professional identity generally report better psychological well, being and are less prone to anxiety disorders. Especially for teachers of the sanguine temperament, the 'perceived need for accommodations' and their ability to successfully request and receive these accommodations at their workplace are factors that significantly influence their job satisfaction and turnover intentions. Workplace support remains one of the most important contributors to the likelihood of someone receiving accommodations that they may need. In turn, this leads to the person experiencing greater job satisfaction (Van den Broeck, Ferris, Chang, & Rosen, 2016; Skaalvik & Skaalvik, 2017; Schaufeli & Bakker, 2004; Ryan & Deci, 2017; Collie, Shapka, & Perry, 2012; Klassen & Chiu, 2010; Demerouti, Bakker, Nachreiner, & Schaufeli, 2001; Eisenberger, Huntington, Hutchison, & Sowa, 1986; Laschinger & Fida, 2014; Wang, Hall, & Rahimi, 2015).

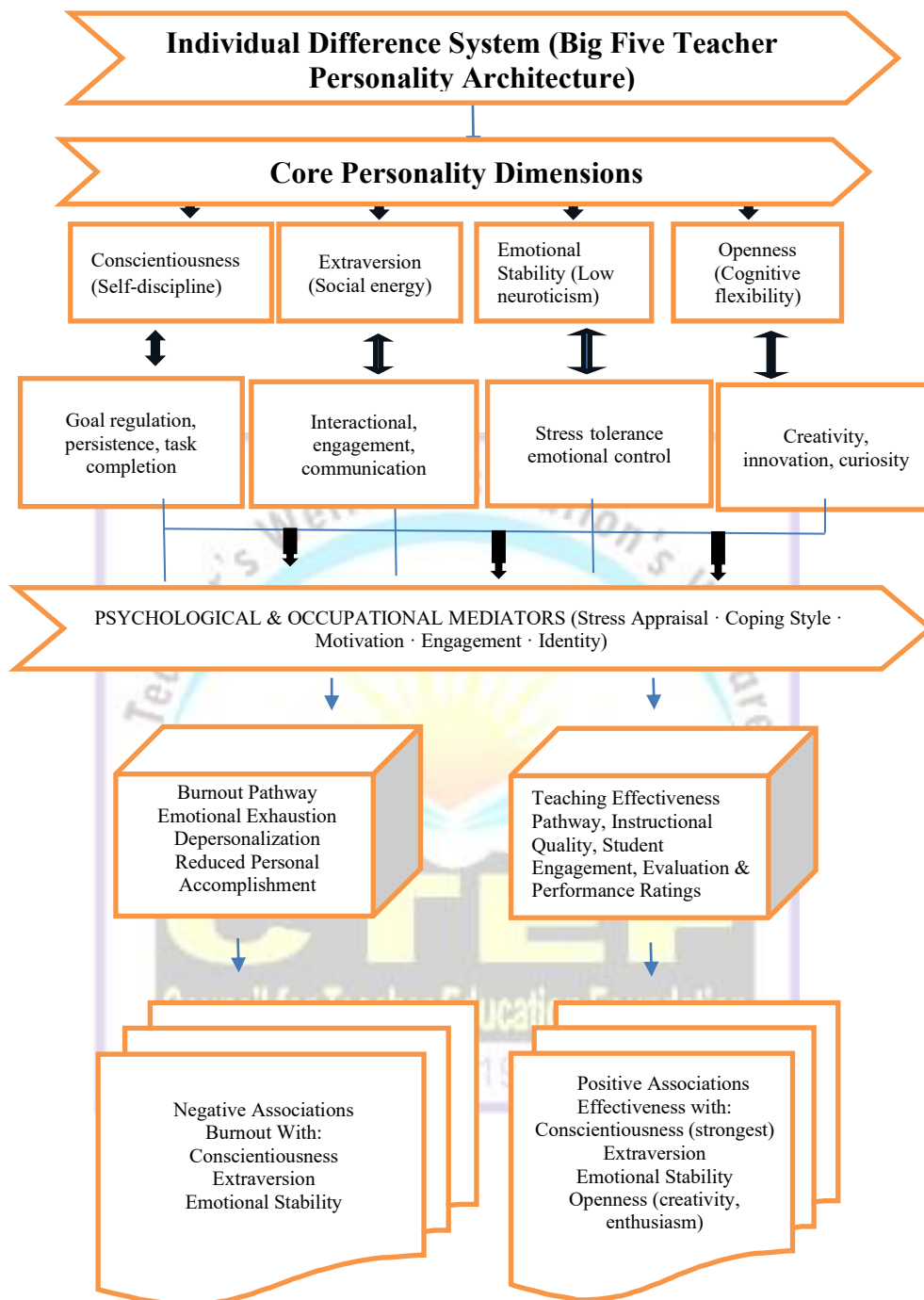
Quantitative Correlates: Performance and Teacher Identity

Alongside primarily qualitative methods employed in this study, it was also informed by quantitative analyses which demonstrated a strong association between personality characteristics and academic achievements. Extraversions and openness, the typical features of a sanguine type, are strongly linked with the scores of teacher identity.

Teacher Effectiveness and Burnout

A number of meta, analyses demonstrate that teacher Big Five personality traits, apart from agreeableness, are generally positively related to teacher effectiveness. Emotional stability, extraversion, and conscientiousness have been found to be negatively correlated with burnout. The sanguine teacher's traits of high extraversion and general stability (low neuroticism) can be understood as factors that keep them safe from the high pressures of the profession (Kim, Jrg, & Klassen, 2019; Bastian, McCord, Marks, & Carpenter, 2017; Aloe, Amo, & Shanahan, 2014; Veldman, van Tartwijk, Brekelmans, & Wubbels, 2013; Kokkinos, 2007; John, Naumann, & Soto, 2008; Bakker & Demerouti, 2017; Judge, Rodell, Klinger, Simon, & Crawford, 2013).

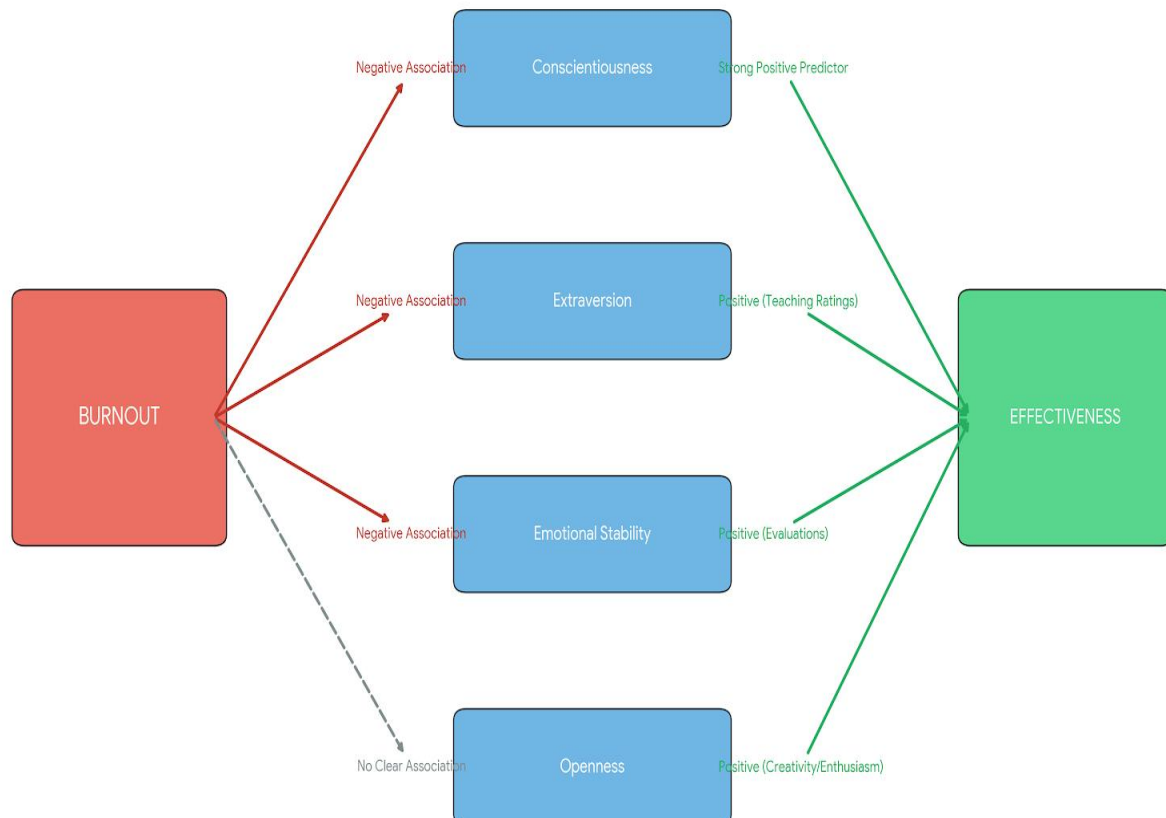
Figure X. Conceptual Flowchart of Personality Traits Influencing Teacher Burnout and Effectiveness



This is a conceptual flowchart that shows the logical connections between the core teacher personality traits and two important professional outcomes: burnout and teaching effectiveness. Personality traits influence the teacher's well, being and performance through psychological and occupational mediators, e.g. stress appraisal, emotional regulation, coping strategies, and work engagement. Conscientiousness, extraversion, and emotional stability are the three personality traits that provide the greatest resistance against burnout and are most strongly positively correlated with instructional effectiveness. Openness works indirectly by

increasing creativity and enthusiasm which leads to more innovative teaching methods and not directly to less burnout.

Relationship Between Personality Traits, Burnout, and Effectiveness



The incremental value of specific personality "facets" (narrower traits within the Big Five domains) also accounts for student ratings of teaching quality and teacher enthusiasm. Students tend to rate highly teachers who are cheerful and energize ("teaching enthusiasm" which is activity, related enthusiasm) that type of) teachers.

Synthesis: How Accommodation Refines the Sanguine Teacher The dominant story figured out from this study is that the teaching of the sanguine university teacher is always full of accommodations. The teacher's personality is not merely a fixed set of features but a lively act that fits the social, historical context of the educational institution.

The Pedagogical Gift of the Sanguine

The sanguine teachers joy of passing knowledge mainly depends on their social energy. Their natural smile and friendliness give them the ability to persuade others to work and have fun together. In the university world, such energy is turned to intellectual management, i.e., to

achieve intellectual beauty through a harmonious system that enables the development of both knowledge and personality.

The Professional Constraint and Refinement

The institutional rules for academic honesty and professionalism thus serve as a necessary check on the sanguine tendency to superficiality and apathy. Sanguine teachers are required to bring their scientific temper and spirit of inquiry in harmony with institutional norms. Continually adjusting to the different needs of students is a mode of self, discipline for the sanguine character, thus helping them to become more persistent and task, oriented (Bourdieu, 1990; Goffman, 1959; Biesta, 2015; Palmer, 1998; Higgins, 2011; Barnett, 2000; MacIntyre, 1984; Bernstein, 2000; Lave & Wenger, 1991; Archer, 2003).

Conclusions

This study demonstrates that accommodation functions as a central developmental mechanism through which the sanguine temperament is transformed into a competent, ethical, and effective professional identity within the university context. Rather than suppressing the inherent social energy, optimism, and relational orientation of the sanguine personality, accommodation channels these traits into pedagogically meaningful practices that align with institutional expectations and academic values. Through continual adjustment to students' cognitive, emotional, and social needs, the sanguine teacher learns to balance warmth with rigor, empathy with standards, and spontaneity with responsibility. What initially appears as "raw" temperamental vitality is progressively refined through everyday professional demands—lesson planning, assessment, conflict management, and ethical accountability—into a disciplined form of pedagogical competence.

Accommodation also emerges as a reciprocal process: while teachers adapt to students and institutional norms, these contexts simultaneously shape the teacher's personality, reinforcing persistence, reflective practice, and task commitment. For sanguine educators, whose natural inclination is toward social connection and immediacy, this process serves as an informal but powerful form of professional self-training. It cultivates a deeper sense of professional identity grounded not merely in popularity or interpersonal success, but in intellectual credibility, ethical responsibility, and sustained engagement with academic work. Ultimately, the findings suggest that accommodation is not a weakness or concession but a sophisticated professional skill—one that enables sanguine teachers to integrate their personal dispositions with the structural demands of higher education, thereby contributing meaningfully to student learning, institutional integrity, and their own long-term professional well-being.

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