How to Cite (Style APA):

Як цитувати (Стиль ДСТУ 8302: 2015):

UDC [159.923.33: 378-057.87]:316.61.628

Strategies of Student Youth's Self-Representations in Choosing Behavioral Tendencies

Стратегії самопрезентацій студентської молоді у виборі тенденцій поведінки

Received: January 05, 2024 Accepted: April 26, 2024

Antonina Hrys*
Doctor of Psychological Sciences, Full Professor, Head, Laboratory of Psychology of Socially Maladjusted Juveniles, Kostiuk Institute of Psychology of the NAPS of Ukraine, Ukraine Full Professor, Department of Psychology, Interregional Academy of Personnel Management, Ukraine https://orcid.org/0000-0002-0153-2303

Oksana Pavliuk
Doctor of Philosophy, Associate Professor, Department of Social Psychology, Taras Shevchenko National University of Kyiv, Ukraine https://orcid.org/0000-0003-1066-1235

Nataliia Hoi
Candidate of Economic Sciences, Associate Professor, Department of Management and Business Administration, Vasyl Stefanyk Precarpathian National University, Ukraine https://orcid.org/0000-0001-7293-6527

Oksana Los
Candidate of Psychological Sciences, Associate Professor, Department of Pedagogy of Preschool and Primary Education, Kherson State University, Ukraine https://orcid.org/0000-0002-0177-9381

Antonina Грись*
доктор психологічних наук, професор, завідувач, лабораторія психології соціально дезадаптованих неповнолітніх, Інститут психології імені Г. С. Костюка НАН України, Україна

Oksana Павлюк
доктор філософії, доцент, кафедра соціальної психології, Київський національний університет імені Тараса Шевченка, Україна

Nataliia Гой
кандидат економічних наук, доцент, кафедра управління та бізнес-адміністрування, Прикарпатський національний університет імені Василя Стефаника, Україна

Oksana Лось
кандидат психологічних наук, доцент, кафедра педагогіки та психології дошкільної та початкової освіти, Херсонський державний університет, Україна

* Corresponding Author: antoninasgris@gmail.com
* Автор-кореспондент: antoninasgris@gmail.com
Abstract
The aim is theoretical-empirical research of the dominant strategies of student youth’s self-presentations in the context of social desirability and actual behavioral tendencies. Methods. The sample involved students from three levels of higher education institutions of Ukraine representing socionomic and technonomic profiles and numbered n = 142 participants. The respondents’ age ranged from 18 to 28 years (M = 23.36; Me = 23.50; SD = ± 6.12). Theoretical and empirical research methods were used. Theoretical methods included analysis, synthesis and generalization. Empirical methods comprised a complex of valid and reliable methods which ensured determination of the parameters of self-representation, social desirability and behavioral tendencies. Standard methods of mathematical statistics were applied to establish statistically significant correlations and differences. Results and discussion. We registered eleven statistically significant correlations of self-representation strategies with the researched parameters, all of them being direct at the level ps ≤ 0.050; ps ≤ 0.010 and ps ≤ 0.001. It was found that the assertive self-presentation strategy “Wanting to be liked” (AWL) (n = 102; 71.83%; M = 4.03; SD = ± 0.67) is dominant in student youth. We revealed the dual nature of student youth’s self-representation strategies and found that the dominant approval motivation manifests itself in constructive and destructive forms. It was established and explained that high social desirability with the behavioral tendency for dependence has a negative impact on intellectual and physical activities of adolescents. We warn that such a combination can be transformed into respondents’ psychological dependence on permanent self-approval, updating profiles in social networks and the desire to meet social expectations. Conclusions. We highlighted the danger which can be posed by high levels of the formedness of social desirability by the scales “self-deceit” and “managing impressions” for the formation of a young individual, if no prevention measures are taken to develop assertive self-presentation strategies. The findings of the applied research should be implemented in educational process, used in psychological theory and practice. The obtained scientific facts possess novelty and value for everyone working with student youth. Keywords: social desirability, self-deceit, managing impressions, dependent behavior; sociability, communication, higher education institution, self-actualization.

Introduction
More and more attention is paid to the idealized self-presentation in the modern world. A considerable number of young people
strive to present themselves, highlighting their strengths and advantages, concealing their weaknesses, thereby distorting objective perception of them by the surrounding. Conscious and unconscious process of positioning the "Self"-image and maintaining self-esteem is referred to as self-presentation in scientific literature (Goffman, 1959; Schlenker & Leary, 1982). Young people, presenting themselves, are partly involved in the effect of social desirability, therefore, they do their best to meet social expectations. Interestingly, researcher E. Goffman (1959) considered self-presentation to be an effective measure of expanding an individual's character. In his opinion, each individual, presenting themselves, observes and allows others to observe reactions, functions of behavior and communication in different life situations. It is important not only to make an impression on the surrounding, but also make corrections to one's behavior. Researchers B. Schlenker and M. Leary (1982) pay special attention to such a characteristic as anxiety in self-presentation. They consider anxiety to be a predictor of social desirability, i.e. anxiety occurs as a reaction in self-presentation when a desire to make a good impression on the surrounding dominates, but the reaction of the surrounding does not meet a presenter's expectations. It is natural since anxiety is an individual's reaction to uncertainty (Popovych et al., 2020). Researchers X. Xie (2018) traced and found the conditions wherein real online self-presentation can cause depressive states in Chinese teenagers. An individual's expectations play an important role in construction of a social reality. Social desirability is a value-based measure of the functioning of the mechanism of social expectations (Helmes, 2000; Popovych et al., 2021). D. Crowne and D. Marlowe (1960), A. Edwards (1963) made attempts to measure the phenomenon of social desirability. This scale in their methods is rather designed for diagnosing approval motivation. D. Paulhus (2002) measures the phenomenon of social desirability in his method using two scales – "self-deceit" and "managing impressions". Researchers D. Paulhus and O. John (1998) believe that student youth, which is usually represented by adolescents, is characterized by egoistic and moral prejudices in self-perception. The researchers
established a statistically significant correlation of self-deceit with the main characteristics and motivations of the research participants in the interaction of self-deceit styles.

The modern youth communicate much on the Internet, using numerous communication applications and messengers which are continuously updated or change each other. An individual can be an active participant of five–seven social groups in real life, whereas in social networks and communication applications the number of social communities can be tens or even hundreds. The desire to present oneself becomes more large-scaled. It can instantly cover a wide audience through the Internet. Under such conditions, the phenomenon of self-representation acquires new content features, functions and characteristics which are actively studied. In particular, S. Stern (2015) researched students who described their Internet self-presentations which made them regret. Such self-representations included pictures and comments from parties, personal feelings, beliefs and negative comments concerning other people. The motivation for making a self-presentation showing their desire to resemble others and seeing what will come of this was the most common for the respondents. We should underscore that not only social desirability motivates young people, inquisitiveness can also contribute to creation of such content. Young people were disappointed when they realized that such self-presentations did not reflect who they really were, i.e. distorted their image or invested them with untrue characteristics (Stern, 2015). Sometimes people intentionally apply such technologies, seeking benefits. The research on social norms and self-representations of young Finns on Facebook and Last.fm found that the participants usually pursued the identical socio-cultural objective – presentation of authenticity (Uski & Lampinen, 2016). Another positive example is the study establishing a statistically significant correlation of honest presentation in social networks with junior athletes' self-esteem (Yang et al., 2024). Unlike the above studies, S. Balanji et al. (2023) researched creation of another account on “Instagram” with low rates for authentic self-presentation which is usually called Finsta.
The sample involved females under twenty-five years. The results showed that the users with Finsta are not as pleased by photographing themselves as the users without Finsta. Similar results were obtained in the research by I. Tsartsapakis et al. (2023) establishing a correlation of dissatisfaction with one’s body with self-esteem and anxiety. Another research N. Bij de Vaate et al. (2023) involving the youth from the Netherlands and Japan found that creating and watching the content have a correlation with the level of mental health and with satisfaction with one’s body. In addition, there are studies researching self-objectivation of women which involved approval motivation in self-presentations in the Internet (Chen et al., 2022) and the impact of women’s self-esteem on a self-presentation strategy in social networks (Chen et al., 2023). The research by S. Demir et al. (2022) found that orientation toward social comparison determines a correlation between an individual and self-presentation. C. You et al. (2022) think that permanent improvement of self-presentation in social networks can cause psychological addiction. The researchers demonstrated that an increase in the number of offline contacts made respondents return to online communication.

The problems of self-development (Popovych et al., 2022; Radul et al., 2022) and self-efficacy (Halian et al., 2023a; 2023b) remain important for adolescents in the context of the discussed issues. Psychological characteristics of adolescence, youthful idealism and dedication in achieving a desirable result sometimes incentivize student youth to act carelessly or adventurously (Pryor, 2019; Tett, Simonet, 2021). Safety of workspace (Blynova et al., 2022b), open corporate culture of a university (Blynova et al., 2020), realization of professional expectations (Blynova et al., 2022a) can also affect behavioral tendencies of student youth.

Research on self-presentation strategies of student youth as a factor of choosing behavioral tendencies aimed at self-expression and demonstration of one’s own individuality means finding the impact of real and socially desirable intentions, the desire to create a successful image in public opinion.
Hypotheses. 1. Dominant self-presentations of student youth have a correlation with the parameters of social desirability and behavioral tendencies. 2. Comparison of groups with high and low levels of social desirability will have differences by the parameters of dominant self-presentation strategies.

The aim. Theoretical-empirical research of dominant self-presentation strategies of student youth in the context of social desirability and actual behavioral tendencies.

Methods

Methodology of the research comprises fundamental principles of the concept of self-presentation by E. Goffman (1959), positioning the image "Self" aimed at maintaining self-esteem by B. Schlenker and M. Leary (1982), modern empirical studies about young people’s self-presentation and positive and negative consequences of this phenomenon (Markowitz, 2023; Nitschinsk et al., 2022). Sociable desirability is regarded as an important phenomenon of social-psychological and virtual reality of student youth which is closely related to self-presentation. Studies focusing on positive and negative consequences of social desirability in certain areas of human activity (Messick et al., 1957; Simunović et al., 2023) were also considered.

Participants. The sample involved students from three levels of higher education institutions of Ukraine representing socionomic and technonomic profiles and numbered n = 142 participants. The participants were students of four higher education institutions of Ukraine: Taras Shevchenko National University of Kyiv (Kyiv, Ukraine), Interregional academy of Personnel Management (Kyiv, Ukraine), Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine), Kherson State University (relocated to Ivano-Frankivsk, Ukraine). A small number of respondents (n = 10; 7.04%) pursued a degree in two areas of study. Student youth represented a capital university and regional universities, temporarily relocated higher education institutions and those which were not relocated. There were respondents who took only online courses and respondents who combined a mixed format and offline education. Simonet, 2021). Безпечність робочого простору (Blynova et al., 2022b), відкрита корпоративна культура університету (Blynova et al., 2020), реалізація очікувань від отриманої професії (Blynova et al., 2022a) здатні також вплинути на тенденції поведінки студентської молоді.

Дослідження стратегій самопрезентації студентської молоді як чинника вибору тенденцій поведінки, з метою самовираження та демонстрації власної індивідуальності, передбачає з’ясування впливу реальних і соціально бажаних інтенцій, пагніння створення успішного образу в очах оточення.

Гіпотези. 1. Домінуючі самопрезентації студентської молоді мають кореляційний зв’язок із параметрами соціальної бажаності й тенденціями поведінки. 2. Порівняння груп із високим і низьким рівнями соціальної бажаності матиме відмінності за параметрами домінуючих стратегій самопрезентації.

Мета. Теоретико-емпіричне дослідження домінуючих стратегій самопрезентацій студентської молоді в контексті соціальної бажаності й актуальних тенденцій поведінки.

Методи

Методологічну основу дослідження склали вихідні положення концепції самопрезентації E. Goffman (1959), позиціонування образу "Я" з метою підтримки самооцінки B. Schlenker і M. Leary (1982), сучасні емпіричні праці про самопрезентацію молоді й позитивні та негативні наслідки цього феномену (Markowitz, 2023; Nitschinsk et al., 2022). Соціальну бажаність розглянуто як важливе явище соціально-психологічної і віртуальної реальності студентської молоді, яке знаходиться в органічній єдності з самопрезентацією. Взято до уваги праці, в яких досліджено позитивні й негативні наслідки соціальної бажаності в окремих сферах людської діяльності (Messick et al., 1957; Simunović et al., 2023).

Учасники. Вибіркову сукупність склали студенти трьох рівнів закладів вищої освіtidь України, які представляли соціономічні і технікономічні профілі, загальною кількістю n = 142 особи. Здобувачі навчалися в чотирих закладах вищої освіти України: Київський національний університет імені Тараса
A rigorous approach to selecting the sample and a random choice of respondents had to ensure representativeness and objectivity of the obtained data. An equal number of the respondents’ questionnaires by gender were used: males’ (n = 71; 50.00%) and females’ (n = 71; 50.00%). The respondents’ age ranged from 18 to 28 years (M = 23.36; Me = 23.50; SD = ± 6.12).

Variables. Dominant self-presentation strategies are those variables which were researched by the strategy of comparison. The rest of the parameters can be regarded as independent and additional variables which allowed establishing correlations and performing comparison.

Procedures and Instruments. A toolkit of psycho-diagnostic methods relevantly reflecting the researched variables was used. We preferred the methods which were adapted or tested on the Ukrainian sample. The method “A self-presentation tactics scale” (Lee et al., 1999) was the basic one. In accordance with this method, self-presentation tactics were regarded as short-term behavioral acts of self-presentation. The method combines twenty tactics belonging to one of the two groups: “assertive behavior” or “self-aggrandizing behavior”. Sometimes self-aggrandizing behavior is called a defense strategy.

The method has sixty-four statements to be answered by respondents using a nine-point scale, where “1” – very seldom, and “9” – very often. The tactics of assertive behavior: wanting to be liked, an example for imitation, request, justification with taking responsibility, rejection, apologizing. The tactics of self-aggrandizing behavior or a defense type: exaggerating one’s achievements, inhibiting oneself, attributing achievements to oneself, justification without taking responsibility, negative evaluation of others, forceful impact.

Social desirability was regarded as two-factor space, therefore the method “Balanced inventory for desirable responding” (“BIDR” Version 6 – Form 40A) D. Paulhus (2002) tested by A. Shevchenko (2019) was relevantly applied. This method was used to determine socially desirable responses which were measured by the two scales: “self-deceit” and “managing impressions”. The respondents who demonstrated the tendency for self-aggrandizement and excessive self-confidence...
had high scores by the first scale. The respondents, who strove for making an “appropriate” impression and embellished their image in public opinion, had high scores by the second scale. Generally, high levels by the scales testified to self-deceiving or deceiving the surrounding, i.e. deceiving others. The method contained forty statements and a seven-point direct assessment scale where “1” – absolutely agree, “7” – absolutely disagree. The questionnaire “Q-sort” (Stephenson, 2014) was used to diagnose the respondents’ notions of themselves and allowed identifying six main behavioral tendencies which have a dual nature: dependence and independence, sociability and unsociability, accepting a struggle and avoiding a struggle. The value of this questionnaire consists in the fact that, while filling it out, respondents demonstrate their real “Self”, without comparing themselves with others. The level of homogeneity of the responses by all the psycho-diagnostic instruments was determined by the coefficient of Cronbach and these levels were within satisfactory and medium values (.721–.801).

Organization of research. Empirical data were collected in October of the academic year 2023–2024. The university administrations were informed about the subject and purpose of the research. The relevance to the research theme of the specialized laboratories and departments was confirmed. The ethical committees approved the research. The research findings were processed and accomplished in November – December of the current academic year. Voluntariness and anonymity of responses were ensured, that allowed receiving a high percentage of completed standard forms of the methods and expecting objectivity and reliability of the obtained data. Google-forms were used at the higher education institutions with online education. Paper forms of the methods were used at the universities with offline education.

Statistical Analysis. The empirical data were processed manually at the initial stage. Then “MS Excel” was used for creating a matrix of empirical data. Descriptive frequency characteristics and statistical coefficients were determined by means of the computer software “SPSS”, version 24.00.00.01. The levels p≤.050; p≤.010; p≤.001 were considered to be statistically significant.

Organization of research. Empirical data were collected in October of the academic year 2023–2024. The university administrations were informed about the subject and purpose of the research. The relevance to the research theme of the specialized laboratories and departments was confirmed. The ethical committees approved the research. The research findings were processed and accomplished in November – December of the current academic year. Voluntariness and anonymity of responses were ensured, that allowed receiving a high percentage of completed standard forms of the methods and expecting objectivity and reliability of the obtained data. Google-forms were used at the higher education institutions with online education. Paper forms of the methods were used at the universities with offline education.

Statistical Analysis. The empirical data were processed manually at the initial stage. Then “MS Excel” was used for creating a matrix of empirical data. Descriptive frequency characteristics and statistical coefficients were determined by means of the computer software “SPSS”, version 24.00.00.01. The levels p≤.050; p≤.010; p≤.001 were considered to be statistically significant.
Results
Since the purpose of the research was to determine dominant self-presentations of student youth, the dominant self-presentations of the sample were given by the results of the method "A self-presentation tactics scale" (Lee et al., 1999). The method contained two scales: “assertive behavior” and “self-aggrandizing behavior”. Three self-presentation strategies having the largest number of the students’ choices were selected by each scale. Tabl. 1 presents the dominant self-presentation strategies, three by each scale.

It was found that the dominant self-presentation strategies of the student youth by assertive behavior are: wanting to be liked (n = 105; 71.83%); an example for imitation (n = 50; 35.21%) and justification with taking responsibility (n = 47; 33.10%). The dominant self-presentation strategies by self-aggrandizing behavior or defensive behavior are: exaggerating one’s achievements (n = 85; 59.86%); justification without taking responsibility (n = 66; 46.48%) and inhibiting oneself (n = 52; 36.62%).

Tabl. 2 gives empirical results through descriptive frequency characteristics by the method “Balanced inventory for desirable responding” (“BIDR” Version 6 – Form 40A) D. Paulhus (2002) and the questionnaire “Q-sort” (Stephenson, 2014).


Статистичне аналізування. На початковому етапі емпіричні дані оброблено вручну. Далі використано "MS Excel" для формування матриці емпіричних даних. Описові частотні характеристики і статистичні коефіцієнти з'ясовано за допомогою комп'ютерної програми "SPSS", версія 24.00.00.01. Статистично достовірними вважалися рівні p≤.050; p≤.010; p≤.001.

Результати
Оскільки метою дослідження було з'ясування домінуючих самопрезентацій студентської молоді, то за результатами методики "Шкала виміру тактик самопрезентації" (Lee et al., 1999) подано домінуючі самопрезентації вибіркової сукупності. Методика містила дві шкали: "асертивна поведінка" і "поведінка самозвеличення". За кожну шкалою обрано по три стратегії

Table 1. Dominant self-presentations of the sample (n = 142)
Таблиця 1. Домінуючі самопрезентації вибіркової сукупності (n = 142)

<table>
<thead>
<tr>
<th>Self-presentation strategy</th>
<th>Number Кількість</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assertive behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wanting to be liked (AWL)</td>
<td>102</td>
<td>71.83</td>
<td>4.03</td>
</tr>
<tr>
<td>Example for imitation (AEI)</td>
<td>50</td>
<td>35.21</td>
<td>2.12</td>
</tr>
<tr>
<td>Justification with taking responsibility (AJTR)</td>
<td>47</td>
<td>33.10</td>
<td>2.78</td>
</tr>
<tr>
<td>Self-aggrandizing behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exaggerating one’s achievements (SEOA)</td>
<td>85</td>
<td>59.86</td>
<td>3.62</td>
</tr>
<tr>
<td>Justification without taking responsibility (SJTR)</td>
<td>66</td>
<td>46.48</td>
<td>3.04</td>
</tr>
<tr>
<td>Inhibiting oneself (SIO)</td>
<td>52</td>
<td>36.62</td>
<td>2.21</td>
</tr>
</tbody>
</table>

Note: n – the number of respondents; % – percentage of respondents; M – mean; SD – mean squared deviation.
Примітка: n – кількість респондентів; % – відсоток респондентів; M – середнє розподілу; SD – середнє квадратичне розподілу.

ISSN 2663-970X insight.stateuniversity.ks.ua
It was found that the student sample demonstrated medium indicators with the tendency for high indicators by the scales SD (M = 97.44; SD = ± 15.12) and MI (M = 91.23 SD = ± 15.01). Comparison by Student’s t-test with the data obtained by I. Popovych et al. (2021) did not show statistically significant differences by any scale. The questionnaire "Q-sort" (Stephenson, 2014) allowed stating that the constructive behavioral tendency "sociability" expectedly dominates (M = 11.95; SD = ± 1.99). The following tendencies were "dependence" (M = 11.06; SD = ± 1.92) and "avoiding a struggle" (M=10.93;SD=±1.72).Such tendencies in student youth’s behavior demonstrate a peaceful attitude aimed at constructive friendly relationships and compromise.

Then, according to our research strategy, correlations between the dominant self-presentation strategies and the scales of sociable desirability, behavioral tendencies of the sample were established by Pearson's correlation coefficient (R). Tabl. 3 gives a correlation matrix of the research.

Table 2. Descriptive frequency characteristics by "BIDR" Version 6 – Form 40A (Paulhus, 2002) і "Q-sort" (Stephenson, 2014)

<table>
<thead>
<tr>
<th>Scales of Student Youth’s Self-Representations</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;BIDR&quot; Version 6 – Form 40A (Paulhus, 2002)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-deceit (SD)</td>
<td>97.44</td>
<td>±15.12</td>
</tr>
<tr>
<td>Managing impressions (MI)</td>
<td>91.23</td>
<td>±15.01</td>
</tr>
<tr>
<td>&quot;Q-sort&quot; (Stephenson, 2014)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dependence (D)</td>
<td>11.06</td>
<td>±1.92</td>
</tr>
<tr>
<td>Independence (ID)</td>
<td>9.12</td>
<td>±1.64</td>
</tr>
<tr>
<td>Sociability (S)</td>
<td>11.95</td>
<td>±1.99</td>
</tr>
<tr>
<td>Unsociability (US)</td>
<td>7.12</td>
<td>±1.41</td>
</tr>
<tr>
<td>Accepting a struggle (AcS)</td>
<td>8.84</td>
<td>±1.52</td>
</tr>
<tr>
<td>Avoiding a struggle (AvS)</td>
<td>10.93</td>
<td>±1.72</td>
</tr>
</tbody>
</table>

Note: M – mean; SD – mean squared deviation.
Примітка: M – середнє розподілу; SD – середнє квадратичне розподілу.
We can state that the respondents’ self-presentation strategies have eleven statistically significant correlations with the scales of social desirability and behavioral tendencies. It allows stating that the first hypothesis is confirmed. The largest number of correlations was registered in the self-presentation strategy “exaggerating one’s achievements” – three with SD (R = .283; p < .001), MI (R = .261; p < .001) and D (R = .109; p = .049). We should also note that the strategy “exaggerating one’s achievements” has the strongest direct correlations with the scales of social desirability. Assertive strategies have the largest number of statistically significant correlations with “sociability” – three: AWL (R = .181; p = .008), AEI (R = .121; p = .041) and AJTR (R = .153; p = .019). Two assertive self-presentation strategies have two statistically significant correlations for each: “wanting to be liked” with MI (R = .117; p = .045) and S (R = .181; p = .008); “justification with taking responsibility” with S (R = .153; p = .019) and AcS.
Strategies of Student Youth’s Self-Representations in Choosing Behavioral Tendencies

(R = .110; p = .048). Such behavioral tendencies as “independence,” “unsociability” and “avoiding a struggle” do not have any statistically significant correlation with self-presentation strategies.

The final step of our research was comparison of the researched parameters of the groups with high and low levels of sociable desirability performed by two scales. The researched groups were distributed by the scale “self-deceit” by the median (Me = 97.50) into Group 1 (a high level) and Group 2 (a low level). Group 1 comprised n = 87 (61.27%) respondents and Group 2 – n = 55 (38.73%). Tabl. 4 gives the results of comparison of self-presentation strategies in Groups 1 and 2. Comparison was performed by the Mann-Whitney U-test.

It was found that Group 1 (a high level of self-deceit) has a statistically significant advantage in one self-presentation strategy – in AWL (U = 1720.000; p = .039).

Then the researched groups were distributed by the scale “managing impressions” by the median (Me = 91.00) into Group 3 (a high level) and Group 4 (a low level). Group 3 comprised n = 76 (53.52%) respondents and Group 4 – n = 66 (46.48%). Tabl. 5 gives the results of comparison of self-presentation strategies in Groups 3 and 4. Comparison was performed by the Mann-Whitney U-test.

Table 4. Comparison of the groups with a high level (Group 1) and a low level (Group 2) of self-deceit (SD)

<table>
<thead>
<tr>
<th>Self-presentation strategy</th>
<th>Mann-Whitney U-test</th>
<th>*</th>
<th>**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wanting to be liked (AWL)</td>
<td>1720.000*</td>
<td>.039</td>
<td></td>
</tr>
<tr>
<td>Example for imitation (AEI)</td>
<td>1890.000</td>
<td>.241</td>
<td></td>
</tr>
<tr>
<td>Justification with taking responsibility (AJTR)</td>
<td>1785.500</td>
<td>.098</td>
<td></td>
</tr>
<tr>
<td>Exaggerating one’s achievements (SEOA)</td>
<td>1385.500**</td>
<td>&lt;.001</td>
<td></td>
</tr>
<tr>
<td>Inhibiting oneself (SIO)</td>
<td>1911.000</td>
<td>.372</td>
<td></td>
</tr>
</tbody>
</table>

Note: * – the Mann-Whitney U-test; ** – the level of significance ≤ .050 and the level of significance ≤ .010, the data is given in bold type.

Results of comparisons showed that:

- Group 1 (a high level of self-deceit) has a statistically significant advantage in two self-presentation strategies: SEOA (U = 1385.500; p < .001) and SJTR (U = 1244.000; p < .001). Group 2 (a low level of self-deceit) has an advantage in one self-presentation strategy – in AWL (U = 1720.000; p = .039).

- Group 3 (a high level of managing impressions) has a statistically significant advantage in three self-presentation strategies: “bajshania sporobatitsya” (R = .181; p = .008), APN (R = .121; p = .041) and AVIP (R = .153; p = .019). Group 4 (a low level of managing impressions) has an advantage in one self-presentation strategy – in AWL (R = .117; p = .045). Such tendencies were also found in the correlation analysis of self-presentation strategies with social desirability and behavioral tendencies.

- Self-presentation strategies with high levels of sociability and social desirability were found to be related to higher self-esteem and self-efficacy, while those with low levels of sociability and social desirability were related to lower self-esteem and self-efficacy.

- The results of the study suggest that self-presentation strategies can be used as a tool for assessing individual differences in social desirability and behavioral tendencies.
It was found that Group 3 (a high level of managing impressions) has a statistically significant advantage by two self-presentation strategies: SEOA (U = 1690.000; p = .036) and SJTR (U = 1220.500; p < .001). Group 4 (a low level of managing impressions) also has an advantage by two self-presentation strategies: AWL (U = 1765.500; p < .043) and AEI (U = 1768.000; p = .045).

Discussion

In scientific literature there are numerous studies which conceptually outlined methodological fundamentals of self-presentation (Goffman, 1959; Schlenker & Leary, 1982), theoretically substantiated topical tendencies, regularities and determinants of self-development (Ketler-Mytnytska & Shevchenko, 2022; Lopez et al, 2023), elucidated the current state of the problem sweeping social networks and the Internet (Kleinman at al, 2023).

The obtained quantitative indicators and descriptive frequency characteristics (see Tabl. 1) of the sample showed that the parameter "Wanting to be liked" (AWL) (n = 102; 71.83%; M = 4.03; SD = ±.67) in student youth takes the first place among all self-presentation strategies. This is an assertive self-presentation strategy, and it expectedly dominates. Self-presentation embodies wanting to be liked through a flexible and constructive impact in real or virtual

<table>
<thead>
<tr>
<th>Self-presentation strategies</th>
<th>Мann-Whitney U-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wanting to be liked (AWL)</td>
<td>1765.500</td>
</tr>
<tr>
<td>Example for imitation (AEI)</td>
<td>1768.000</td>
</tr>
<tr>
<td>Justification with taking responsibility (AJTR)</td>
<td>1885.000</td>
</tr>
<tr>
<td>Exaggerating one’s achievements (SEOA)</td>
<td>1690.000</td>
</tr>
<tr>
<td>Justification without taking responsibility (SJTR)</td>
<td>1220.500</td>
</tr>
<tr>
<td>Inhibiting oneself (SIO)</td>
<td>2025.500</td>
</tr>
</tbody>
</table>

Note: U – the Mann-Whitney U-test; p – the level of significance by the Mann-Whitney U-test; * – the level of significance p≤.050 and ** – the level of significance p≤.010, the data is given in bold type.

It was found that Group 3 (a high level of managing impressions) has a statistically significant advantage by two self-presentation strategies: SEOA (U = 1690.000; p = .036) and SJTR (U = 1220.500; p < .001). Group 4 (a low level of managing impressions) also has an advantage by two self-presentation strategies: AWL (U = 1765.500; p < .043) and AEI (U = 1768.000; p = .045).

Table 5. Comparison of the groups with a high level (Group 3) and a low level (Group 4) of managing impressions (MI)

Таблиця 5. Порівняння груп із високим (група 3) і низьким (група 4) рівнями управління враженнями (УБ)

<table>
<thead>
<tr>
<th>Self-presentation strategies</th>
<th>Mann-Whitney U-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wanting to be liked (AWL)</td>
<td>1765.500</td>
</tr>
<tr>
<td>Example for imitation (AEI)</td>
<td>1768.000</td>
</tr>
<tr>
<td>Justification with taking responsibility (AJTR)</td>
<td>1885.000</td>
</tr>
<tr>
<td>Exaggerating one’s achievements (SEOA)</td>
<td>1690.000</td>
</tr>
<tr>
<td>Justification without taking responsibility (SJTR)</td>
<td>1220.500</td>
</tr>
<tr>
<td>Inhibiting oneself (SIO)</td>
<td>2025.500</td>
</tr>
</tbody>
</table>

It was found that Group 3 (a high level of managing impressions) has a statistically significant advantage by two self-presentation strategies: SEOA (U = 1690.000; p = .036) and SJTR (U = 1220.500; p < .001). Group 4 (a low level of managing impressions) also has an advantage by two self-presentation strategies: AWL (U = 1765.500; p < .043) and AEI (U = 1768.000; p = .045).
interaction. At the same time, an advantage of the self-presentation strategy “Exaggerating one’s achievements” (SEOA) which also involves an intention to be liked was registered by a defense strategy (n = 89; 59.86%; M = 3.62; SD = ±.60). However, the basis of this self-presentation is a defense mechanism which is often accompanied by destructive intentions and actions. The next dominant pair of assertive behavior and self-aggrandizing behavior, “Justification with taking responsibility” (AJTR) (n = 47; 33.10%; M = 2.78; SD = ±.46) and “Justification without taking responsibility” (SJTR) (n = 66; 46.48%; M = 3.04; SD = ±.51), also has a similar aim, but different mechanisms of achieving it. Respondents can justify themselves by means of self-presentation, but, as shown in the results of our study, they do not want to take responsibility. Assertive behavior of the self-presentation “Example for imitation” (AEI) (n = 50; 35.21%; M = 2.12; SD = ±.35), whose aim is to attract attention, through an example for imitation, traditionally offers valuable constructive advice (life hacks), which is self-tested and efficient in a student environment. This is also kind of self-approval. Such a design of empirical data by the method “A self-presentation tactics scale” (Lee et al., 1999) showed a dual nature of student youth self-presentation strategies and the dominant approval motivation which is realized in different forms. The dual choice is explained by the fact that in adolescence there is a narrow boundary between constructive and destructive components in achieving a desirable result and this boundary is sometimes overstepped. Self-regulation, processes of a future professional’s personal growth, formation of their worldview place too high demands on a young individual in a short life period. It puts pressure which is difficult for young people to deal with since hedonistic motivation and aspiration to achieve a quick result can dominate as shown in the research by I. Popovych et al. (2021).

We obtained an expected distribution of the empirical data by the descriptive frequency characteristics of the parameters of social desirability and behavioral tendencies (see Tabl. 2). The prevalence of medium and high parameters of self-deceit and managing impressions in combination with sociability,

Дискусія

У науковій літературі є безліч досліджень які концептуально окреслили методологічні основи самопрезентації (Goffman, 1959; Schlenker, Leary, 1982), теоретично обґрунтовували актуальні тенденції і з’ясовали закономірності та детермінанти саморозвитку (Ketler-Mytnytska, Shevchenko, 2022; Lopez et al., 2023), висвітили сучасний стан проблеми, який огорнув соціальні мережі та всесвіття (Kleinman at al, 2023).

Отримані кількісні показники й описові частотні характеристики (див. табл. 1) вибіркової сукупності продемонстрували, що параметр “Бажання сподобатися” (АБС) (n = 102; 71.83%; M = 4.03; SD = ±.67) у студентській молоді посідає першу сходинку серед усіх стратегій самопрезентації. Це асертивна стратегія самопрезентації і показово, що вона домінує. Самопрезентація реалізує прагнення сподобатися через гнучкий і конструктивний вплив у реальній чи віртуальній взаємодії. Водночас за засновницею стратегією конститується перевагу стратегії самопрезентації "Перебільшення своїх досягнень" (СПСД) (n = 89; 59.86%; M = 3.62; SD = ±.60), яка також містить намір сподобатися іншим. Тільки у основу цієї презентації покладено засновний механізм, який супроводжується часто деструктивними намірами і діями. Наступна домінуюча пара асертивної поведінки і поведінки самозвеличення – це "Виправдання з прийняттям відповідальності" (АВПВ) (n = 47; 33.10%; M = 2.78; SD = ±.46) i "Виправдання без прийняття відповідальності" (СВПВ) (n = 66; 46.48%; M = 3.04; SD = ±.51), також має своєрідну мету, але різні механізми її досягнення. Респонденти можуть виправдовуватися засобами самопрезентації, але як показують результати поточного дослідження, брати відповідальність на себе не поспішають. Асертивна поведінка самопрезентації “Приклад для наслідування” (АПН) (n = 50; 35.21%; M = 2.12; SD = ±.35) метою якої є звернення на себе увагу, через приклад для наслідування, традиційно пропонує цінні конструктивні поради (лайфхаки), які перевірені на собі і працюють у студентському середовищі. Це також своєрідний спосіб схвалення. Такий дизайн емпіричних даних за методикою “Шкала виміру тактик самопрезентації” (Lee et al., 1999) показав дуальну природу стратегій самопрезентації студентської молоді і домінуючий мотив схвалення, який реалізується
dependence and avoiding a struggles are the key characteristics of student youth by the applied methods. By the results of correlation analysis (see Tabl. 3), the self-presentation strategy “Exaggerating one’s achievements” has the largest number of statistically significant correlations – three. Correlations with “self-deceit” (R = .283; p < .001) and “managing impressions” (R = .261; p < .001) are the strongest of them. The combination of these two regularities with the behavioral tendency “dependence” (R = .109; p = .049), is the most dangerous one. We can explain it by the fact that a high level of social desirability with the behavioral tendency for dependence has a negative impact on young people’s intellectual and physical activity. We assume that this combination can transform into respondents’ psychological dependence on permanent self-approval, their profile updating in social networks and desire to meet social expectations. We should underscore that the self-presentation strategy “Exaggerating one’s achievements” belongs to defensive strategies.

The obtained results of comparison of the parameters of social desirability (see Tabl. 4 and 5) showed the relationship of self-deceit and managing impressions on self-presentation strategies. We did not identify such an impact behavioral tendencies since it is beyond the research subject. The advantage of Group 1 (a high level of self-deceit) by two defensive self-presentation strategies SEOA (U = 1385.500; p < .001) and SJTR (U = 1244.000; p < .001) demonstrates strength and testifies to a danger which high levels of social desirability by the scale “self-deceit” can pose. The situation is somewhat different by the scale “managing impressions”, but the advantage of Group 3 (a high level of managing impressions) is also dominant by the defensive self-presentation strategies: SEOA (U = 1690.000; p = .036) and SJTR (U = 1220.500; p < .001). The obtained results have a prognostic component and rather demonstrate what can be caused by an increase in the average data (M; SD; Me) if no prevention measures aimed at the formation of assertive self-presentation strategies are taken.

Our research has a number of limitations which should be emphasized. The empirical data were collected under martial law. Therefore, у різних формах. Дуальний вибір пояснюємо тим, що між конструктивною і деструктивною складовими у досягненні бажаного результату, в юнацькому віці, існує вузька межа, яка іноді може порушуватися. Саморегуляція, процеси становлення особистості майбутнього фахівця, формування його світогляду, ставлять надто високі вимоги на короткому життєвому відрізку перед юною особистістю. Це створює своєрідний тиск, який частище складно долається молодим людям, бо можуть домінувати гедоністичні мотиви і прагнення швидкого результату, як це продемонстровано у дослідженні I. Popovych et al. (2021).

За описовими частотними характеристиками параметрів соціальної бажаності і тенденцій поведінки (див. табл. 2) отримано очікуваний розподіл емпіричних даних. Превалювання середніх і високих параметрів самообману та управління враженнями, у поєднанні з товариськістю, залежністю та уникненням боротьби, є ключовими характеристиками за даними методиками, сучасної студентської молоді. За результатами кореляційного дослідження (див. табл. 3), стратегія самопрезентації “Перебільшення своїх досягнень” має найбільше статистично достовірних зв’язків – три. Серед них є два найміцніші – з “самообманом” (R = .283; p < .001) і “управлінням враженнями” (R = .261; p < .001). У поєднанні цих двох закономірностей з тенденцією поведінки “залежність” (R = .109; p = .049), отримуємо небезпечне поєднання. Пояснюємо, що висока соціальна бажаність з тенденцією поведінки до залежності негативно позначається на розумовій і фізичній активності юнаків. Допускаємо, що таке поєднання може трансформуватися у психологічну залежність респондентів від перманентного самоосвячення, постійного оновлення профілів у соціальних мережах, прагнення відповідати очікуванням соціуму. Акцентуємо увагу на тому, що стратегія самопрезентації “перебільшення своїх досягнень” належить до захисних.

Отримані результати порівняння параметрів соціальної бажаності (див. табл. 4і5) продемонстрували зв’язок самообману і управління враженнями на стратегії самопрезентації. Нами не з’ясовано такого впливу у тенденціях поведінки, оскільки це виходить за межі предмету дослідження. Перевага групи 1 (високий рівень самообману) за двома захисними стратегіями: СПСД (U = 1385.500;
we can assume that defensive reactions can be actualized under martial law that can affect self-presentation. Another thing is that peaceful time will contribute to quantitative and qualitative parameters of student youth’s self-presentation. At the same time, the above limitations do not have a significant impact on the obtained results which possess scientific novelty and demonstrate social value and the research conducted under harsh conditions only adds uniqueness to them.

Conclusions

It was substantiated and generalized that student youth’s self-presentation strategies and behavioral tendencies aim at self-expression and demonstration of one’s individuality, manifestation of real and socially desirable intentions and aspiration to create a successful image in public opinion. It was found that assertive self-presentation strategies are dominant in student youth. It was highlighted that the self-presentation strategy “Wanting to be liked” is implemented through a flexible and constructive impact in real or virtual interaction. A dual nature of student youth’s self-presentation strategies was revealed. It was found that approval motivation is dominant. It manifests itself in constructive and destructive forms. The dual choice is explained by the fact that there is a narrow boundary between constructive and destructive components in achieving a desirable result and this boundary is sometimes overstepped by respondents. It was found and substantiated that high social desirability with the behavioral tendency for dependence has a negative impact on adolescents’ intellectual and physical activity. We warn that such a combination can be transformed into respondents’ psychological dependence on permanent self-approval, profile updating in social networks, aspiration to meet social expectations.

A statistically significant advantage was established in comparison of the parameters of social desirability between the researched groups. Attention was focused on a danger which can be posed by high levels of the formedness of social desirability by the scales “self-deceit” and “managing impressions” for the development of a young individual if prevention measures aimed at the formation of assertive self-presentation
strategies are not taken. The results of the applied research should be implemented in educational process, psychological theory and practice.

References


Antonina Hrys
Oksana Pavliuk
Natalia Hoi
Oksana Los

Список використаних джерел


respondent. З’ясовано і пояснено, що висока соціальна бажаність з тенденцією поведінки до залежності негативно позначається на розумовій і фізичній активності осіб юнацького віку. Зроблено застереження, що таке поєднання може трансформуватися у психологічну залежність респондентів від перманентного самосхвалення, постійного оновлення профілів у соціальних мережах, прагнення відповідати очікуванням соціуму.

З’ясовано у порівнянні параметрів соціальної бажаності статистично достовірну перевагу між досліджуваними групами. Акцентовано увагу на небезпеці, яку можуть мати високі рівні сформованості соціальної бажаності за шкалами "самообман" і "управління враженнями" на формуванні юної особистості, якщо не здійснювати профілактичних заходів спрямованих на формування асертивних стратегій самопрезентації. Дослідження має прикладний характер, і його результати доцільно впровадити у освітній процес, психологічну теорію і практику.


Strategies of Student Youth’s Self-Representations in Choosing Behavioral Tendencies