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*Araştırma Makalesi*

## PSYCHOMETRIC EVALUATION OF THE TURKISH VERSION OF THE SELF-PRESENTATION TACTICS SCALE<sup>1,2</sup>

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### Abstract

*The current study aimed to adapt the Self-Presentation Tactics Scale (SPTS; Lee et al., 1999) into Turkish and to evaluate its psychometric properties. Accordingly, two studies were conducted. In the first one, the factor structure of SPTS was tested in a sample of 346 adults with exploratory factor analysis (EFA), which revealed a distinct structure explaining 58.14% of the variance from the 12-factor original scale. The findings showed that a nine-factor model including 50 items presented the best fit with the following factors: ingratiation, apology, exemplification, disclaimer, intimidation, excuse/justification, enhancement, self-handicapping, blasting/entitlement. In the second study, a sample of 653 college students completed SPTS and Revised Self-Monitoring Scale (RSMS). The second-order nine-factor solution was uncovered by confirmatory factor analysis (CFA). In addition, internal consistency and test-retest reliability analyses showed significant correlation coefficients. The criterion-related validity was also proved with significant correlations between SPTS and RSMS. These results verify that the SPTS is a valid and reliable measure to assess self-presentation tactics for the adult population in Turkey.*

**Keywords:** *Self-presentation tactics, Assertive, Defensive, Reliability, Validity.*

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<sup>2</sup> The first study of this research was presented as a poster presentation at the 16<sup>th</sup> European Psychology Congress with the title "The Turkish Adaptation of Self-Presentation Tactics Scale: Preliminary Results".

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## BENLİK SUNUMU TAKTİKLERİ ÖLÇEĞİ'NİN TÜRKÇE UYARLAMASININ PSİKOMETRİK DEĞERLENDİRMESİ<sup>3</sup>

### Öz

*Bu çalışma, Benlik Sunumu Taktikleri Ölçeği'ni (BSTÖ; Lee et al., 1999) Türkçe'ye uyarlamayı ve ölçeğin psikometrik özelliklerini değerlendirmeyi amaçlamıştır. Bu doğrultuda, iki ayrı çalışma yürütülmüştür. İlk çalışmada, ölçeğin faktör yapısı 346 yetişkinden oluşan örneklem ile incelenmiştir. Açımlayıcı faktör analizi (AFA) bulguları, 12 faktörlü orijinal ölçek yapısından farklı olarak varyansın % 58.14'ünü açıklayan bir yapıyı ortaya koymuştur. Bulgular, en uyumlu modelin 50 madde ve dokuz faktörden oluşan yapı olduğunu göstermiştir: kendini sevdirmeye, özür dileme, örnek olma, ön açıklama, göz korkutma, mazeret bildirme/meşrulaştırma, öne çıkarma, kendini engelleme, hak iddia etme/ hor görme. İkinci çalışmada, 653 üniversite öğrencisinden oluşan örneklem BSTÖ ve Gözden Geçirilmiş Kendini Ayarlama Ölçeğini (GGKAÖ) doldurmuştur. Doğrulayıcı faktör analizi sonuçları, ikinci düzey dokuz faktörlü yapıyı desteklemiştir. Bunun yanı sıra, iç tutarlılık ve test-tekrar test güvenilirlik analizleri sonucunda anlamlı korelasyon katsayıları bulunmuştur. BSTÖ ve GGKAÖ arasındaki anlamlı korelasyon ölçüt bağıntılı geçerliğin varlığını kanıtlamıştır. Bu bulgular, BSTÖ'nün iddiacı ve savunucu benlik sunumu taktiklerini değerlendiren geçerli ve güvenilir bir ölçüm aracı olduğunu ve Türkiye'deki yetişkin popülasyonu için kullanılabileceğini doğrulamıştır.*

**Anahtar Kelimeler:** Benlik sunumu taktikleri, İddiacı, Savunucu, Güvenirlik, Geçerlik

### INTRODUCTION

Every person has different ways of reflecting themselves to others. Self-presentation is defined as “the process by which individuals attempt to control the impressions others form of them” (Leary & Kowalski, 1990, p. 34). Self-presentation tactics may vary from one person to another and from one situation to another depending on the intention of individuals. Some people may talk about their personal successes, while others use group performances for creating positive impressions. On the other hand, people sometimes prefer to make negative impressions by using specific tactics such as intimidating others.

Self-presentation behavior emerges in many different interactions at any time in life from job interviews to romantic relationships (e.g., Fullwood et al., 2016; Øverup & Neighbors, 2016; Sandal et. al., 2014). Recent studies show that people especially use these tactics while interacting through some social media platforms (e.g., Gever & Okoro, 2020; James et al., 2020). Considering this wide area of use,

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the importance of classifying and measuring self-presentation tactics becomes more apparent.

Scholars have been using various classifications for self-presentation behaviors. A well-known classification, which was suggested by Tedeschi and Norman (1985 as cited in Schütz, 1998), points to two categories, namely assertive and defensive behaviors. Assertive self-presentation can be defined as creating a particular identity for others, while defensive self-presentation refers to reestablishing a positive identity that is spoiled. A similar distinction was also used by Arkin (1981) for acquisitive and protective behaviors. While the former is parallel to assertive self-presentation and implies seeking social approval, the latter can be matched with defensive self-presentation in terms of avoiding disapproving behaviors. In a similar manner, Roth et al. (1988) introduced attributive tactics (affirm the positive) vs. repudiative tactics (deny the negative).

Related literature indicates that there are different scales that measure self-presentation behavior. However, most of these scales were criticized due to various methodological and conceptual problems. For instance, the scale developed by Roth et al. (1988) was not clear in terms of whether it measures values or behavior (see, Lee et al., 1999, for discussion). In spite of the fact that there are some other scales that evaluate a certain aspect of self-presentation, they do not directly aim to measure self-presentation tactics (e.g., Crowne & Marlowe, 1964; Fenigstein et al., 1975; Syner, 1974).

Unlike the above mentioned, the SPTS, which was developed by Lee et al. (1999), stands out with the aim of covering a wide range of self-presentation. The scale assesses 12 different tactics under two main subscales which are assertive and defensive tactics. The assertive tactics include seven subscales: intimidation, ingratiation, supplication, enhancement, entitlement, exemplification and blasting. The defensive tactics consist of five subscales which are apology, justification, excuse, self-handicapping and disclaimer. Among assertive tactics, intimidation refers to spreading fear to get respect from others or to be seen as powerful. Ingratiation is simply defined as flattering others to be liked. Supplication can be defined as using one's own vulnerabilities to get help from others. Enhancement is (over)emphasizing the value of one's achievements. Entitlement is taking all the credit for achievements. Exemplification is trying to be a good example to others. Blasting is the way of looking better by saying negative things about other people (Hart et al., 2017).

Among defensive tactics, apology refers to admitting the responsibility for the harm and expressing the guilt (Tedeschi & Lindskold, 1976 as cited in Lee et al., 1999). Another tactic is justification which is used when people accept some responsibility for negative behavior and try to provide explanations for that behavior (Scott & Lyman, 1968). Excuse is denying liability for unfavorable circumstances (Tedeschi & Lindskold, 1976 as cited in Lee et al., 1999). Self-handicapping is hindering persons' own success to prevent other people from making dispositional

attributions for failure (Berglas & Jones, 1978). Disclaimer is offering explanations for poor performance beforehand (Hewitt & Stokes, 1975).

Previous studies emphasize the clear differences between cultures in terms of relations to other people (Kagitcibasi, 2005; Mayer et al., 2012). As commonly known, Turkish culture relies on autonomous and relational nature, which refers to “*a combination, or coexistence, of individual and group (family) loyalties*” (Kagitcibasi, 1996, p. 89). Considering this unique cultural structure of Turkey, it can be anticipated that the perception and use of self-presentation tactics in Turkey may differ from other cultures.

Previous studies point out a cultural variation in terms of reflecting self-presentational behaviors (Kim & Papacharissi, 2003, Zhao & Jiang, 2011). For instance, the comparison of 100 Turkish and U. S. adolescents’ Facebook profiles indicated that Turkish adolescents use more exemplification strategies while U. S. adolescents use self-promotion strategies more frequently in their Facebook posts (Boz et al., 2016). Although the contribution of these studies is highly valuable, most of them depend on the qualitative analysis of participants’ social media profiles. Therefore, supporting these findings with self-report measurements provides more comprehensive and objective information about self-presentation. It is thus crucial to introduce a scale that covers a wide range of self-presentation tactics into Turkish. Accordingly, we aimed to adapt the SPTS, which covers both positive and negative presentations of self into Turkish.

In accordance with this purpose, two main studies were undertaken. In the first study, the construct validity and reliability of the SPTS was examined in a Turkish adult sample. Confirmatory and further findings were added with the second study. Analyses were run through IBM SPSS statistics 24 and Lisrel 8.80.

## **STUDY 1**

### **METHOD**

#### **Participants**

The sample was made up of 346 adults. Among those, 65.9% were female, and 33.5% were male. The mean age was 30.34 ( $SD = 10.98$ ). Other sample characteristics are presented in Table 1.

**Table 1:** Sociodemographic Characteristic of the Sample.

		<i>N</i> (%)
Marital Status		
	Single	117 (62.7)
	Married	116 (33.5)
	Divorced	12 (3.5)
Education Level		
	Primary School	3 (.9)
	Secondary School	1 (.3)
	High School	147 (42.5)
	Associate	18 (5.2)
	Bachelor	101 (29.2)
	Masters	55 (15.9)
	PhD	20 (5.8)
Employment		
	Employed	166 (48)
	Unemployed	179 (51.7)
Personal Income		
	0-1500 TL	126 (36.4)
	1501- 3000 TL	45 (13)
	3001- 4500 TL	62 (17.9)
	4501- 6000 TL	52 (15)
	6001 TL and over	21 (6.1)

### Instruments

**Self-presentation Tactics Scale (SPTS):** SPTS, which includes 64 items, was developed by Lee et al. (1999) for the purpose of measuring different self-presentation tactics. The participants were asked to state how they perceived themselves on a 9-point Likert (1= very infrequently to 9= very frequently) scale. The reliability and validity findings showed that the items were loaded on 12 different factors with two main self-presentational tactics: assertive (7 tactics) and defensive (5 tactics). The level of internal consistency was high for both assertive and defensive items ( $r = .91, .86$ , with respectively). In addition, the Cronbach's alpha for all items was 0.93.

**Sociodemographic Information Form:** In order to identify the socio demographic characteristics of the sample, a questionnaire was developed by the researchers to obtain data related to gender, age, relationship status, education, employment and personal income.

## **Procedure**

### **Translation**

During the adaptation period, all the authors with mastery of both Turkish and English independently translated the scale items into Turkish. The translations of the researchers were considerably consistent with each other. To complete the translation of the scale, two more judges from the department of psychology and department of translation and interpreting evaluated a few items that were translated differently by the authors. Finally, back translation was performed by a different researcher with proficiency in English. As a result, the translation mostly corresponded to the original scale except a minor addition to an item (item 42) for better understanding.

### **Data collection**

In order to collect the data, both online and paper-pencil forms of the questionnaire were prepared. The online form was prepared via “docs.google” and shared through the researcher's social media accounts. While the paper-pencil form was applied to college students at Dokuz Eylül University, Faculty of Letters, the online survey was conducted to reach non-student adult sample. After the participants read the consent form, they filled out the demographic information form and SPTS respectively. The Ethical permission was taken from the Ethical Commission of Faculty of Letters of Dokuz Eylül University for the study.

## **RESULTS**

### **Exploratory Factor Analysis**

EFA was performed to explore the factor structure of SPTS in the Turkish sample. All of the 63 items of the scale were included in EFA with oblique rotation. In the present study, The Kaiser-Meyer-Olkin (KMO) value was detected as .90, which is considered to be excellent (Tabachnick & Fidell, 2007). The KMO value verified that the sample was eligible for the factor analysis. Bartlett’s test of sphericity ( $1225 = 8116.83, p < .001$ ), indicated that the correlation structure was sufficient for factor analysis. The first analysis showed that the data were gathered around 14 factors, which explained 62.52% of the variance. However, some items were not loaded to any factor, and some factors consisted of only one item in the existing model. Throughout the analysis, two items from supplication (item 8, item 31), two items from disclaimer (item 10, item 49), two items from blasting subscales (item 20, item 56) and seven items from seven different subscales (items: 22, 30, 37, 38, 44, 48, 53) were excluded from the analyses. After removing the items, the analysis was finally run with 50 items, and the principal component factor analysis with eigenvalues greater than 1 (see Field, 2009) produced an optimal nine-factor solution accounting for 58.14% of the variance. Factor loadings, number of items, explained variances and Cronbach’s alpha values for all factors are presented in Table 2.

Two factors (apology and intimidation) were found totally compatible with the original factor structure. Two other factors (exemplification and self-handicapping) preserved the original factor structure, except for excluding one item from each factor. The original factor names were held for those four factors. Unlike the original scale, seven items from the ingratiation scale (items: 11, 9, 63, 52, 28, 43, 33) and three items from the supplication scale (items: 7, 54, 14) were merged into one factor. Because the new subscale included items most of which belonged to the ingratiation factor of the original scale, it was named as “*ingratiation*”. Similarly, three disclaimer items (items: 4, 25, 17) and one justification item (item 5) composed another factor which was named as “*disclaimer*”. Four items from the enhancement scale (items: 6, 19, 41, 60) and two items (items: 40, 23) from the entitlement scale created the “*enhancement*” factor.

**Table 2:** Factor Loadings, Cronbach’s Alpha, Total Variances of Subscales of SPTS

Factors	N of Items	Factor Loadings	Variance Explained (%)	Cronbach’s Alpha
Ingratiation	10	.42 - .77	24.26	.90
Apology	5	.63 - .76	8.98	.77
Exemplification	4	.75 - .86	6.43	.89
Disclaimer	4	.50 - .72	3.89	.82
Intimidation	5	.39 - .82	3.42	.76
Excuse/Justification	7	.40 - .71	3.04	.80
Enhancement	6	.46 - .67	2.97	.81
Self-handicapping	4	.56 - .67	2.79	.67
Blasting/Entitlement	5	.45 - .72	2.37	.76

One of the new factors consisted of four excuse items (items: 62, 36, 39, 35) and three justification items (items: 61, 45, 64). Because there was not a huge difference between the number of the items coming from these two factors, keeping the names of both factors was preferred and this factor was named as “*excuse / justification*”.

Three blasting items (34, 27, 47) and two entitlement items (55, 46) formed the last factor of the scale and was named as “*blasting/entitlement*”. The factor structure suggested that although the Turkish and American participants perceived certain self-presentation tactics exactly in the same way, the perception of some

tactics was different for the Turkish sample. The latest version of the SPTS can be seen in Appendix A.

### **Reliability Analysis**

Cronbach's alpha values were obtained for each factor to examine the internal consistency of the items. As seen in Table 2, the Cronbach's alpha coefficients varied between .67 and .90. Besides, the Cronbach's alpha values for assertive tactics, defensive tactics and for the total items were found .92, .86 and .93, in turn. The findings indicated acceptable internal consistencies for each scale.

## **STUDY 2**

This study was to put confirmatory findings forward for the factor structure of SPTS, which was derived from the first study, on a different sample, thereby providing further evidence for validity of the scale. Moreover, reliability studies were carried out.

## **METHOD**

### **Participants**

In this study, 653 college students (64.6% females, 32.8% males) from different universities in Turkey were involved. The average age was 20.71 ( $SD = 2.42$ ). From this sample, 38 (78.9% females, 21.1% males) participants were included in the test-retest analysis. The average age of the re-test sample was 19.89 ( $SD = 1.52$ ).

### **Instruments**

The Sociodemographic Information Form, SPTS and RSMS were used in the study.

**Revised Self-Monitoring Scale (RSMS):** In addition to SPTS, RSMS as a related construct was included to examine criterion validity. The scale consists of 13 items which measure individuals' capability to monitor their behaviors using cues to get a desired expression (Lennox & Wolfe, 1984). The studies on the Turkish version of RSMS showed two-factor structure, which is consistent with the original scale, and also the Cronbach alpha coefficient was .80 (Türetgen & Cesur, 2006).

### **Procedure**

The participants were recruited from Turkey depending on the convenience sampling method. Participants were mostly selected among the freshman and 2<sup>nd</sup>-grade university students to decrease the participant bias. Different from the first study, all the procedures were handled via paper-pencil forms. Before the study, the participants were informed about the research purpose, and their written permission was taken. Following this, they were asked to complete the Sociodemographic

Information Form, SPTS and RSMS. The measurements for the test-retest analysis were repeated with an interval of two weeks.

### **Data analysis**

In the first stage, data cleaning and screening and also normality tests were applied. Descriptive statistics for the participants were conducted through SPSS version 24. A series of CFA was run with LISREL 8.80 to compare the model fit indices of the original second-order 12-factor structure and the second-order 9-factor structure of the SPTS, the latter found in the first study. The model fit was examined through the mostly used fit indices: “chi-square index ( $\chi^2$ ),  $\chi^2$  divided by degrees of freedom ( $\chi^2/df$ ), comparative fit index (CFI), goodness-of-fit index (GFI), root mean square error of approximation (RMSEA), and standardized root mean square residual (SRMR).” (Kline, 2015). Model fit is evaluated as good if  $\chi^2/df \leq 2$ , CFI  $\geq 0.95$ , and SRMR and RMSEA  $\leq 0.05$ ; as acceptable if  $\chi^2/df \leq 3$ , CFI  $\geq 0.90$ , and RMSEA and SRMR  $\leq 0.08$  (Schermelleh-Engel et al., 2003). In addition, Pearson correlation analysis was applied via SPSS to evaluate the test-retest reliability.

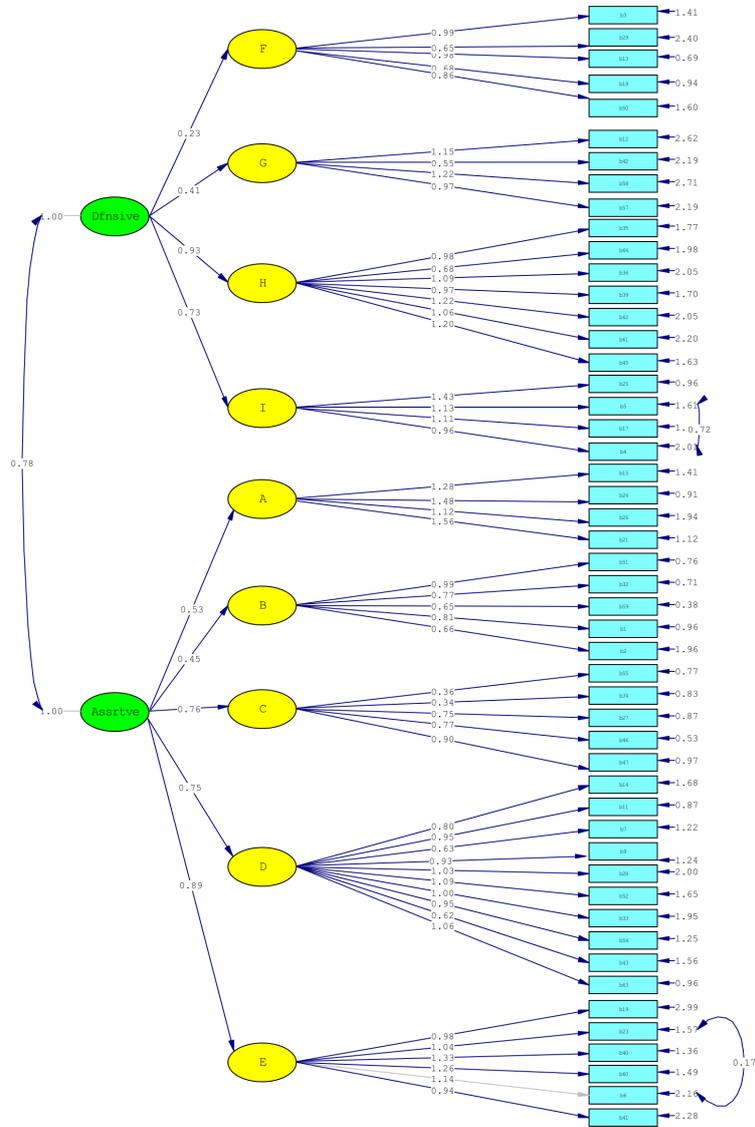
### **RESULTS**

For the originally proposed second-order 12-factor structure of SPTS, the goodness-of-fit indices were:  $\chi^2 (1877) = 8046.19$ ,  $p < .001$ ;  $\chi^2/df = 4.29$ ; CFI = .93; GFI = .72; RMSEA = .071 (90% CI= 0.069, 0.073). This means neither a good nor an acceptable fit. On the other hand, the model fit indices for the second order 9-factor solution were found as;  $\chi^2 (1165) = 3562.64$ ,  $p < .001$ ;  $\chi^2/df = 3.06$ ; CFI = .95; GFI = .82; RMSEA = 0.056 (90% CI= 0.054, 0.058); SRMR = .08. When both structures are compared, it could be stated that the 9-factor solution shows a better yet still not acceptable fit. As the maximum modification indices were detected between items 4- 5 and also 6- 23, the error covariances of those items were set free. The model fit indices for the new solution were attained as follows:  $\chi^2 (1163) = 3413.46$ ,  $p < .001$ ;  $\chi^2/df = 2.93$ ; CFI = .95; GFI = .83; RMSEA = 0.054 (90% CI= 0.052; 0.057); SRMR = .08, which is satisfying for the criterion ranges. Almost all the standardized factor loadings were above .30 (ranging between .35 and .83). The summary results of the CFA are indicated in Table 3. Also, Figure 1 demonstrates the modified model with standard solution estimates. As can be seen, all the model-fit indices are above the recommended cut-off values, which suggests that the adjusted model has an acceptable fit.

**Table 3:** Model Fit Indices of the CFA

	$\chi^2$	<i>df</i>	<i>p</i>	$\chi^2/df$	RMSEA	RMSEA 90% confidence interval	CFI	GFI
12-factor solution	8046.19	1877	.000	4.29	.07	.069; .073	.93	.72
9-factor solution	3562.64	1165	.000	3.06	.06	.054; .058	.95	.82
9-factor solution- adjusted	3413.46	1163	.000	2.93	.05	.052; .057	.95	.83

Figure 1: The Proposed Factor Model of SPTS



A= b24, b15, b26, b21 (exemplification), B= b51, b1, b59, b2, b32 (intimidation),  
 C= b55, b34, b46, b27, b47 (blasting/entitlement), D= b52, b11, b63, b9, b7, b14, b54, b33, b28, b43  
 (ingratiation),  
 E= b60, b23, b40, b6, b19, b41 (enhancement), F= b13, b29, b50, b18, b3 (apology), G= b58, b57, b12,  
 b42 (self-handicapping),  
 H= b64, b61, b62, b36, b39, b35, b45 (excuse/justification) I= b4, b17, b5, b25 (disclaimer)

Chi-Square=3413.46, df=1163, P-value=0.00000, RMSEA=0.054

## Reliability Studies

### Internal consistency reliability

The results showed that all the subscales and the total scale have an acceptable level of internal consistency (see Table 4).

### Test-retest reliability

The correlation between the scores on the first and second administration for 38 participants was obtained to measure the test-retest reliability of SPTS. The test-retest correlation of the SPTS for all items was 0.83 ( $p < 0.01$ ). The test-retest correlations for the assertive and the defensive self-presentation subscales were 0.91 and 0.60 ( $p < 0.01$ ). Test-retest correlations for each tactic and total scale can be seen in Table 4. Overall, results confirmed test-retest reliability of SPTS.

**Table 4:** Cronbach's Alpha and Test-Retest Reliability Results of the Scale

Factors	Cronbach's alpha	Test-retest reliability*
Ingratiation	.86	.90
Apology	.73	.69
Exemplification	.84	.82
Disclaimer	.79	.43
Intimidation	.76	.75
Justification/Excuse	.82	.61
Enhancement	.79	.82
Self-handicapping	.60	.57
Entitlement/Blasting	.69	.83
Assertive	.90	.91
Defensive	.83	.60
Total	.91	.83

\* $p < .01$  for all correlations

### Criterion-Related Validity

The relationship between the self-presentation scale and RSMS was examined for the estimation of the criterion validity of the scale. It was found that apart from apology, self-handicapping and entitlement/blasting tactics, there were significant positive correlations between the total score of self-monitoring and self-

presentation tactics subscales ( $r = .09$  to  $.28$ ,  $p < 0.05$ ). The correlation between self-monitoring and assertive self-presentation; defensive self-presentation and total scale were  $.23$ ,  $.17$  and  $.24$ , respectively ( $p < 0.01$ ) (see Table 5).

**Table 5:** Correlation Table

	1	2	3	4	5	6	7	8	9	Assrt. Def.	Total		
1.Ingratiation	1												
2.Apology	-.03	1											
3.Exemplification	.27**	.24**	1										
4.Disclaimer	.33**	.39**	.41**	1									
5.Intimidation	.38**	-.26**	.18**	.04	1								
6.Justification/Excuse	.46**	.18**	.40**	.51**	.23**	1							
7.Enhancement	.51**	.08*	.47**	.40**	.29**	.59**	1						
8.Self-handicapping	.28**	.08*	.05	.21**	.15**	.26**	.17**	1					
9.Entitlement/Blasting	.57**	-.23**	.20**	.15**	.47**	.36**	.46**	.20**	1				
Assertive	.84**	-.02	.59**	.41**	.57**	.60**	.80**	.25**	.70**	1			
Defensive	.45**	.53**	.43**	.77**	.12**	.83**	.53**	.52**	.25**	.54**	1		
Total Scale	.79**	.20**	.60**	.60**	.46**	.76**	.79**	.39**	.61**	.94**	.79**	1	
Self-monitoring	.09*	.07	.28**	.16**	.20**	.23**	.24**	-.07	.05	.23**	.17**	.24**	1

Assrt.: Assertive Subscale, Def.: Defensive Subscale

\*  $p < .05$

\*\*  $p < .01$

## **DISCUSSION**

In the present research, we investigated the psychometric properties of the Turkish version of SPTS by conducting two different studies. According to EFA, the self-presentation tactic scale consisted of 9 subscales (5 assertive, 4 defensive) with a total of 50 items. It was seen that the 12-factor structure in the original scale (Lee et al., 1999) was replaced by a 9-factor structure in the Turkish version. The results of CFA also pointed out that the second order 9-factor model was more compatible than the original 12-factor model for the Turkish sample.

Analyses showed that the Turkish form of the scale differentiated from the original factor structure in some ways. In the current structure, intimidation and apology tactics remained the same as in the original scale, which points out that Turkish and American participants use those tactics in the same way. Also, exemplification and self-handicapping tactics mainly preserved their structure.

The striking point of the study was that some of the tactics loaded on separate factors in the original scale were combined under the same factor in the Turkish version. When we compare the factorial structure in the original scale study and the factorial structure in the Turkish adaptation study, we can make the following evaluation. In our study, the 7, 14 and 54 items of the supplication factor were combined with the seven items of the ingratiation factor. In this context, considering that two items of the supplication tactic also failed to load in any factor and have been removed from the Turkish version of the scale, we can say that in our culture, the supplication tactic does not exhibit a separate factorial structure and that it is included in the ingratiation tactic, which is a more centralized structure. This finding indicates that in our culture, people can display their own weaknesses while emphasizing the positive characteristics of their interlocutors as part of achieving their goals of being loved.

It is also an understandable finding that one item (*item 5*) from the justification factor was added to the disclaimer factor in addition to the items parallel to the original disclaimer subscale. Because while "making an explanation before the action" is emphasized in all three of the items (*items: 4, 17 and 25*), which form the disclaimer factor, the 5<sup>th</sup> item ("I justify my behavior to reduce negative reactions from others.") loaded on the disclaimer factor in our study also corresponds to a similar content, although it is a "justification" item in the original scale. Therefore, inclusion of this item to the disclaimer factor in the Turkish version does not cause any problem semantically.

Moreover, the analyses showed that the subscales of blasting and entitlement created a new factor. Those findings may indicate that while participants in the Turkish sample exaggerate their own achievements (*entitlement tactic*), they also have the tendency to denigrate others (*blasting tactic*). Similarly, a new factor was formed with the items from the excuse and justification subscales. As stated by many researchers before (e.g., Baron, 2005; Botterell, 2009; Malone, 2009), it is hard to

set a clear distinction between the definitions of excuse and justification, so the combination of those tactics can be interpreted as a possible outcome. Besides, the findings may also indicate that when people perform behaviors with negative consequences, they emphasize that they are not responsible for that behavior and that they underline the conditions which cause the problem at the same time.

Apart from the construct validity, the criterion-related validity of the scale was also tested. It is demonstrated that there are significant, positive but low correlations between the subscales of SPTS, except for apology, self-handicapping, entitlement/blasting tactics, and self-monitoring, which is consistent with the original study (Lee et al., 1999). In addition to the validity results, adequate reliability was found in terms of internal consistency and test-retest reliability. While almost all the subscales of SPTS revealed acceptable internal consistency, a Cronbach alpha value of .60 was observed only in the self-handicapping subscale. Its internal consistency score was reported as .62 and .58 in the original form (Lee et al., 1999), which is parallel to our findings. On the other hand, this subscale was found to be correlated with all the other subscales except for exemplification, which is under assertive tactics and not associated with self-monitoring. Further empirical studies may be valuable to reexamine its reliability.

## **CONCLUSION**

The present study shows that the Turkish version of the SPTS is a valid and reliable tool that measures how people present themselves to others in various situations. The scale will be a useful instrument for researchers who intend to measure all assertive and defensive self-presentation tactics mentioned in the literature with a single measurement. While the scale can be effective to measure tactics separately, it has the advantage of evaluating the total scores of assertive, defensive and general self-presentation behaviors. Especially with the widespread use of social media, it is thought that the presence of a psychometrically sound measure other than qualitative profile analysis, which is mostly used for self-presentation measurement in studies, will greatly contribute to the field. Given that the literature on online self-presentation is growing, psychometrically checked measures are required to identify how people tend to create impressions about themselves in online platforms other than offline environments. Furthermore, studies testing the interaction of self-presentation with some variables such as narcissism and self-esteem (Hart et al., 2021), identity development and personality traits (Kawamoto, 2021) prove that SPTS can be a quite useful tool in a broad-ranging scope of psychology. From clinical perspective, understanding how clients present themselves in their relationships with people may facilitate clinical formulation and psychotherapeutic process.

Apart from the strengths, the study also has some limitations. Although the sample size was quite large in the second study, the fact that it consisted of only students can be seen as a limitation of the study. Moreover, the sample mostly

included female participants in both studies (65.9% and 64.6%, respectively). Future studies could take those limitations into consideration.

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### Appendix A. Turkish Version of the SPTS

Aşağıda kendinizi nasıl algıladığınız ile ilgili birtakım sorular bulunmaktadır. Lütfen yönergeleri dikkatli bir şekilde okuyun ve tüm maddelere olabildiğince dürüst ve açık şekilde yanıt vermeye çalışın. Doğru ya da yanlış cevap yoktur. Maddeleri yanıtlarken, lütfen ölçek üzerinde davranışınızı en iyi yansıtan rakamı işaretleyin.

Çok nadir							Sık Sık	
1	2	3	4	5	6	7		

#### Kendini sevdirme

09. (11) Başkalarının takdirini kazanmak için onları öven cümleler kurarım.
07. (07) İnsanların sempatisini kazanmak için zayıflıklarımı kullanırım.
08. (09) Beni kabul etmeleri için insanlara onlarla benzer tutumlara sahip olduğumu söylerim.
50. (63) İnsanları kendi tarafıma çekmek için onlara iltifat ederim.
41. (52) Bir şey istediğimde, başkalarına iyi görünmeye çalışırım.
24. (28) Beni sevmeleri için insanlara iyilik yaparım.
35. (43) Daha sonra bana yardım etsinler diye insanlara yardım ederim.
42. (54) İnsanların benim için bir şeyler yapmalarını sağlamak adına onlara benden daha güçlü veya becerikli olduklarını söylerim.
12. (14) İnsanlardan yardım almak için onların bazı şeyleri yapamayacağıma inanmalarını sağlarım.
27. (33) Başka insanların hoşuna gidecek görüşler ifade ederim.

#### Özür Dileme

11. (13) Yanlış bir şey yaptığımda özür dilerim.
25. (29) Açık bir şekilde benim hatamdan kaynaklanan kötü bir davranış için suçlamaları kabul ederim.
03. (03) Eğer birine zarar verirsem özür diler ve bunu bir daha yapmayacağıma dair söz veririm.
39. (50) Yanlış bir şey yaptığımda pişmanlık ve suçluluk hissettiğimi ifade ederim.
16. (18) Başkalarına verdiğim herhangi bir zararı telafi etmeye çalışırım.

#### Örnek Olma

14. (15) İnsanlara nasıl davranmaları gerektiği konusunda model olmaya çalışırım.

20. (24) İnsanlara örnek olmaya çalışırım.  
18. (21) İnsanların beni olumlu bir örnek olarak görüp model almaları için çabalarım.  
22. (26) Başkalarının da benim gibi doğru davranışlarda bulunmaları için çabalarım.

### **Ön Açıklama**

04. (04) Başkalarının yanlış bulabileceği bir şeyi yapmadan önce davranışıma dair açıklamalar yaparım.  
05. (05) İnsanlardan gelebilecek olumsuz tepkileri azaltmak için davranışımı gerekçelendiririm.  
21. (25) Başkalarının beğenmeyebileceği eylemlerimi önceden gerekçelendiririm.  
15. (17) Başkalarının olumsuz algılayabileceği bir şeyi yapmadan önce onların onayını almaya çalışırım.

### **Göz Korkutma**

40. (51) Başkalarının gözünü korkuturum.  
46. (59) İnsanlara istediğim şeyleri yaptırmak için benden korkacakları şeyler yaparım.  
01. (01) İnsanların benden korkmasını sağlayacak şekilde davranırım.  
26. (32) İstediyimi elde etmeme yardımcı olacaksa insanları tehdit ederim.  
02. (02) İnsanları etkilemek için gerekirse bedenimi ve gücümü kullanırım.

### **Mazeret bildirme/Meşrulaştırma**

48. (61) Davranışım başkalarına ne kadar kötü görünürse görünsün, o davranışım için sağlam nedenler sunarım.  
36. (45) İnsanlar davranışımı olumsuz olarak değerlendirdiklerinde, davranışımda haklı olduğumu anlayacakları açıklamalar yaparım.  
51. (64) Olumsuz bir eylemden sonra, insanların benim yerimde olsalardı aynı şeyi yapacaklarını anlamaları için uğraşırım.  
49. (62) Suçlanmaktan kaçınmak için zarar verme niyetimin olmadığını söylerim.  
30. (36) İşler ters gittiğinde, neden bundan sorumlu olmadığımı açıklarım.  
31. (39) Bir şey için suçlandığımda mazeretimi belirtirim.  
29. (35) İnsanları olumsuz olaylardan sorumlu olmadığımı ikna etmeye çalışırım.

### **Öne çıkarma**

06. (06) Başkalarının zor bulduğu bir işi iyi yaptığım zaman insanlara bundan bahsederim.

32. (40) Yaptığım ancak diğer insanların fark edemediği olumlu şeylere dikkat çekerim.

17. (19) Sahip olduğum şeylerden bahsederken o şeylerin değerinden de söz ederim.

19. (23) İnsanlara başarılarımdan bahsederim.

33. (41) Verdiğim hediyelerin değeri azımsandığında o hediyelerin gerçek değerini vurgularım.

47. (60) Bir işte başarılı olduğumda, o işin ne kadar önemli olduğunu vurgularım.

#### **Kendini engelleme**

45. (58) Kaygı performansımı engeller.

10. (12). Bir şeyi iyi yapmak için çok fazla baskı hissettiğimde hastalanırım.

34. (42) Eğitim hayatımda, kronik bir hastalığım olmasa da ortalama bir öğrenci olmamın nedeni sağlığımın pek de iyi olmamasıdır.

44. (57) Başarımanın önüne engeller çıkarırım.

#### **Hak iddia etme/ Hor görme**

43. (55) Yapmadığım şeyler üzerinde hak iddia ederim.

28. (34) Popüler olmayan gruplar hakkında olumsuz şeyler söylerim.

23. (27) Kendimi daha iyi göstermek için başkalarını eleştiririm.

37. (46) Bir grupta bir proje üzerinde çalışırken sunduğum katkıyı olduğundan daha fazlaymış gibi gösteririm.

38. (47) Benimle yarışan kişilerin olumsuz özelliklerini abartırım.

#### **Kontrol Sorusu**

13. (16) Kontrol sorusu, cevaplamayınız.

\*Numbers in parentheses are the item numbers of original version of the scale.