

FACES on FACEBOOK: A Study of Self-presentation and Social Support on Facebook

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Abstract

The study is to examine if self-presentation is related to the use of Facebook and social support sought and received on Facebook among university students. The Symbolic Interactionism and the Uses and Gratifications theory were used. Questionnaire survey was conducted with a non-random sample of 202 undergraduates from the Department of Applied Social Studies at City University of Hong Kong to find out the patterns of usage on Facebook, and the relationship between self-presentation and social support on Facebook. It was reported that students tended to interact with friends rather than have self-updates on Facebook. Besides, students were found to be consistent in shaping their behaviors and presenting themselves according to their desired image. Furthermore, supplication as looking weak was found to have the greatest expectation in seeking and receiving the total social support on Facebook. The level of satisfaction on what students were received on Facebook was in moderate, towards satisfied.

Introduction

Facebook, a well-known social networking site launched in February 2004 in the U.S., become popular around the world in the recent years (Facebook 2012). According to the official statistics, there were 845 million Facebook users who were active per month (Facebook 2012). The availability of more than 70 languages on Facebook indicates its popularity. People can stay connect with friends, to share and express what matters to them and to discover what is going on in the world on Facebook. Therefore, it becomes a locus of social interaction that involves various dynamics inside social networks and communities.

Friendship is the most common type of relationships people can come across on Facebook. Distance between people can be shortened since individuals from different countries can reach each other through Facebook. Furthermore, it could be a useful tool for people to seek help from the others. An article reported that Facebook had brought a girl who was missing for 37 years with her family together (Los Angeles Times 2011). Due to the vast majority on Facebook, information can be spread and passed by people rapidly, and individuals can then get help via Facebook. To cite another example, a wife had saved his husband's life by making an announcement on Facebook, about seeking volunteers for kidney donation for her husband (Jgospel 2011). Hence, Facebook not only is a social networking site but also a platform for people to gratify their needs.

Literature Review

Facebook Usage

Facebook usage refers to the frequency of applications used on Facebook. Applications include status updated on News Feed, photos and video uploaded, personal notes written and shared, inbox messages sent to others, "Like" and comment on posts from friends.

Status updated is to make immediate announcement on News Feed. It can be a post with texts, photos or videos. Photos and video uploaded is a popular function on

Facebook. People can create albums and upload photos and videos online to share with their friends. Note is an application for people to write an article and to be published on News Feed so as to share with their friends via Facebook. Besides, messages sent are available for both online and offline chats on Facebook among users. They can either chat with single or a group of friends. Also, it has the function as email so that photos, videos or documents can also be sent online. The “Like” button is for people to give a “click” so as to indicate the awareness of presentations or to express preference on posts. Lastly, comments on Facebook allow people to express opinion in texts for posts put up by others on Facebook. Both the “Like” button and comments available on Facebook can enhance communication and interaction between users in an easy and convenient way.

Self-presentation

Via Facebook, people have the opportunity to think about what they prefer to show others. For example, people can put up posts emphasizing aspects of their personalities or share photos that conveying the best images of them in order to maintain a good impression from the others. The idea was supported by Ellison, Heino and Gibbs (2006) who stated that individuals were aware of their presentation online for a pleasing impression. Also, Birnbaum (2008) proposed that individuals were careful about the types of impression they gave to the others so as to shape their self-presentation accordingly on Facebook. The above findings suggested that people would engage in different types of self-presentation that help them maintain a positive image on Facebook.

According to Birnbaum (2008), the aim of self-presentation was to communicate and interact with others which was said to be beneficial and useful for people to receive support in return via Facebook. Therefore, people might be more eager to present themselves in certain ways so as to manage their optimal impressions of others and get social support in return online. Presentations such as pictures uploaded and texts sent out privately or publicly on Facebook might help people convey their desired image in order to receive support from other users. However, little is known about how self-presentation among people is related to social support sought as well as received on Facebook.

Self-presentation was described as the “self” people presented to others. Based on Goffman (1959), the “dramaturgical approach” was stressed that people’s daily self-presentation was like stage acting. In other words, self-presentation was the present of self that individuals tended to perform intentionally and desired to be seen by others. The perception by others was to be controlled was called self-presentation (Leary and Kowalski 1990). People were found to act intentionally with the awareness of the self in order to convey an optimal image in front of others. Hence, people would act differently according to different situations (Vohs, *et al.* 2005).

There were various kinds of self-presentation in different ways of classification. Leary (1996) introduced several self-presentation tactics in everyday life such as self-descriptions, attitude statements, nonverbal behaviors, social associations, conformity and compliance, aggression and risk-taking. These tactics were involved in direct and subtle self-presentation, which aimed at conveying impressions of an individual to others. Apart from Leary (1996), five strategies including ingratiation, competence (self-promotion), intimidation, supplication and exemplification were identified by Jones (1990) for face-to-face interaction in early study. Apart from face-to-face interaction, it was noted that computer-mediated self-presentation was also found online.

Dominick (1999) used the above five types of self-presentation from Jones (1990) to conduct a study for personal homepages on the internet and found that results were consistent with the past findings from Jones (1990) in face-to-face interaction. Furthermore, a research from Lee, *et al.* (1999) demonstrated a Self-presentation Tactics Scale (SPT) to measure individual difference within the 12 types of self-presentation among people in daily life. The 12 self-presentation tactics consisted of Excuse, Justification, Disclaimer, Self-handicapping, Apology, Ingratiation, Intimidation, Supplication, Entitlement, Enhancement, Blasting and Exemplification, which the five strategies promoted by Jones (1990) and Dominick (1999) were included.

Ingratiation, supplication and enhancement (competence) are extracted to the current study to indicate the types of self-presentation on Facebook among users. These three types of self-presentation are selected due to the similar context with Dominick's (1999) study and they are more likely to be observed online on Facebook compared to the other strategies of self-presentation in the study.

Ingratiation was simply identified as a strategy of conveying an impression of being likable (Leary 1996). It aimed to increase social attractiveness and was perceived as friendly, sincere, caring, funny, and easy to talk to. An individual would act in some ways to get others to like him or her so that he or she could gain advantages from them (Jones and Pittman 1982). Behaviors such as saying positive things about others, giving presents to somebody, doing somebody's favors or saying little negative things about self were actions projected by individuals so as to have others like them (Jones and Pittman 1980).

Supplication referred to someone who projected himself as weak and displayed dependence to seek help from others (Jones and Pittman 1982). By displaying the weakness and dependency, people could get others' care, protection, help and support. In addition, supplication self-presentations could be used to avoid responsibilities and to make excuses for poor performance. It was suggested by empirical research that people conveyed impressions of being upset and discouraged when they wanted others to come to help them or when to avoid certain kinds of demands on them (Weary and Williams 1990).

Enhancement was an individual who persuaded others to perceive themselves as knowledgeable, competent, skilled or qualified. It was also known as competence or self-promotion from Jones's (1990) study. People in the type of enhancement self-presentation were motivated to be achievers, and to be regarded as a successful, effective, or productive person. For example, employment in a desirable job or admission to a university was an immediate goal which would usually be involved in enhancement self-presentation (Tedeschi n. d.).

Desired Image

Desired image was defined as the image one would like others to have of oneself (Derlega, *et al.* 1993). The desired selves were the kinds of person an individual wanted to be (Markus and Nurius 1986). Self-presentation among people tended to lean towards their desired selves and away from their undesired selves (Leary and Kowalski 1990). Since people's desired selves and undesired selves presumably reflected their own values, they valued particular characteristics so they would desire to be certain kind of person. Therefore, people usually conveyed corresponding image which consisted of those characteristics. Most of the impressions people wanted to form was to be liked by others. According to a survey from Leary and his students (1996), common impressions among American students were attractive, intelligent,

friendly, caring, humorous, and easy to talk to, etc. The desired characteristics and relative impressions valued by people would be different across culture.

In the following study, a number of characteristics such as nice, attractive, humorous, caring, easy to talk to, looking weak, knowledgeable and competence are identified and classified into particular images as ingratiation, supplication, and enhancement are to be examined.

Social Support

Traditionally, social support was considered as the exchange of verbal and nonverbal messages related to information or emotion transmitted to help reduce individuals' stress or uncertainty (Barnes and Duck 1994). In addition, it was also a communication to someone to be cared for and valued by others. Therefore, the major ingredients for social support were the perception of being loved, valued and cared for (Reis 1990, Sarason and Pierce 1990). Social support was used to take place in face-to-face interaction among close friends. There were several typological approaches on social support. Based on supportive functions suggested by Wills (1985), included informational support, esteem support, motivational support and instrumental support. Another classification of social support by Cutrona and Suhr (1992) consisted of tangible support, informational support, esteem support, emotional support and social network support.

Apart from face-to-face interaction, the exchange of computer-mediated social support became more common across the internet nowadays (Walther and Boyd 2002). Chen and Choi (2011) who investigated social support on the internet categorized social support into four types: tangible support, informational support, emotional support and companionship support. Tangible support referred to the behavioral assistance and material aid such as food and money that could be provided or given to the others for help. Informational support was the giving of advice, information guidance or feedback which supported with knowledge to facilitate problem solving. Giving advice about a crisis was an example for informational support. Emotional support was the expression of positive affection, understanding and encouragement of feelings or actions that enhanced people to value their own worth. Encouraging someone was to give out emotional support. Eventually, companionship support referred to the availability of other people who felt joyful and fun when doing things in shared activities together. A sense of belonging and group affiliation were examples for companionship support.

In the present study, the four types of social support mentioned are employed to indicate the types of social support students sought or received, and satisfaction with what they received on Facebook. These four types of social support are chosen owing to the similar context with Chen and Choi's (2011) study which computer-mediated social support was examined among Chinese people.

Empirical Literature Review

Facebook Usage and Self-presentation

With the vast majority in Facebook by worldwide, more scholars began to study on different topics related to Facebook. According to Mehdizadeh (2010), Facebook users would select photos which they thought were attractive to upload and write descriptions that enhanced and promoted themselves on Facebook in order to receive positive feedback from the public. In addition, it was found that people would frequent use applications such as photos upload, status updates, and notes to project

enhancement on Facebook. The idea was supported by a study conducted by Collins and Stukas (2008) that people displayed self-promotion by updating status and notes on Facebook. Hence, it could be seen that patterns on the usage of Facebook were related to self-presentation on Facebook.

Self-presentation and Desired Image

Papacharissi (2002) mentioned that personal homepages on the internet fitted Goffman's (1959) approach on self-presentation because people could control what they presented or showed up online so as to convey an image from others. The idea was agreed by Lee, *et al.* (2008) that a primary motive for presenting oneself on the internet sites was aimed to convey desired images to the others. Since self-presentations could become self-fulfilling, people who wanted to move towards their desired selves or away from their undesired selves might present public images that resemble their desired selves (Pin and Turndorf 1990). Furthermore, Gosling, *et al.* (2007) reviewed profiles from students to explore personality and impressions they formed online. It was found that students tended to show certain type of presentation that was interpreted in generally "emotionally stable" and "open to new experiences". Moreover, Birnbaum (2008) proposed that students were aware of their own efforts to ensure that their profiles created good impressions to the others. Hence, there was a close relationship between self-presentation and image conveyed among individuals that they would tend to project certain behaviors in order to convey their desired image online.

To have further exploration on self-presentation and desired image on Facebook, it was reported that Facebook users engaged to manage their impression by adjusting their profiles, including descriptions and photos, linking to their friends, joining groups and displaying their likes and dislikes on Facebook (Tufekci 2008a). People could review posts they put up on Facebook in order to display their positive image while information that caused negative impressions from others could be hid or avoided (Hkheadline 2011).

To highlight, Dominick (1999) found that ingratiation was the strategy used the most in social networking site, and competence come with the next popular one. The results were consistent with Jones's (1990) findings in face-to-face interactions. Further studies conducted by Bortree (2005) who examined self-presentation among teenage girls, and Trammell and Keshelashvili (2005) who investigated online blogs among individuals, also supported the idea that ingratiation and enhancement self-presentation were the most commonly used online among individuals.

Social Support

Apart from face-to-face context, computer-mediated social support has become popular online with the development of the internet. Past studies found that people joined online social groups to seek support related to health issues. For example, informational support and emotional support were received by the breast cancer-related groups on Facebook (Bender, *et al.*2011). People tended to join Facebook groups in order to get informational support (Bakardjieva 2003, Park, *et al.* 2009). Furthermore, information and resources were seen to be available among acquaintances, and emotional support was available among close friends (Putnam 2000). In addition, tangible support was received online via social networking sites since users were able to find classmates to get notes for missed classes. Satisfaction on what were received among users was high within the social interaction on the site (Tufekci 2008b).

Facebook Usage, Self-presentation and Social Support

According to the above studies, various types of social support were received by people online. It was stated by the norm of social responsibility that people should help those who could not help themselves. For example, people would offer emotional support to those who were suffering. Emotional support might encourage individuals to persist in coping with upsetting situations (Derlega, *et al.* 1993).

Ellison, *et al.* (2011) showed that users on social networking site who engaged in certain activities would be more likely to receive social support online. Another research from Kim and Lee (2011) reported that people who had self-updates about feelings and thoughts, sharing them with others honestly and openly, were more likely to receive social support online. They also found that Facebook users were more likely to provide support to others when seeing others who were in need for help or support.

There is limited research studies conducted for investigating how people present themselves in order to obtain their needs on Facebook. However, from the above studies mentioned, it is believed that self-presentation was related to social support sought or received on Facebook. Moreover, the empirical research on self-presentation was found mainly in Western countries and early studies about social support were mostly focused on health issues. Therefore, this study attempts to investigate the situation about Facebook among Chinese with the specific focus on university students.

Research Objectives

The present study aims to find out the patterns of Facebook usage among students, how they use applications on Facebook to present themselves, and the desired image they conveyed online correspondingly. In addition, the relationship between self-presentation and social support is investigated. The specific objectives of the following study are:

1. To identify the underlying factor structure within the current Facebook usage among students
2. To find out the relationship between frequent using patterns on Facebook and types of self-presentation shaped
3. To see whether students would behave in certain ways in self-presentation to enhance desired image on Facebook
4. To examine if the types of self-presentation can predict specific type of social support received on Facebook
5. To find out if students are satisfied with what they have received on Facebook.

Research Questions

1. Does particular type of self-presentation used to have a pattern of usage on Facebook?
2. Is self-presentation related to desired image conveyed on Facebook?
3. Can desired image be predicted by self-presentation on Facebook?
4. Is particular type of self-presentation related to specific type of social support sought on Facebook?
5. Is particular type of self-presentation related to specific type of social support received on Facebook?
6. Can particular type of social support received be predicted by specific type of self-presentation on Facebook?

7. Are students satisfied with what they have received on Facebook?

Research Hypotheses

1. Ingratiation self-presentation has stronger positive relationship with Facebook usage than supplication and enhancement self-presentation.
2. There is a relationship between self-presentation and desired image conveyed on Facebook.
3. Supplication self-presentation has stronger positive relationship with total social support sought on Facebook than ingratiation and enhancement self-presentation.
4. Supplication self-presentation has stronger positive relationship with total social support received on Facebook than ingratiation and enhancement self-presentation.
5. The more social support received on Facebook, the more satisfied students are with social support received on Facebook.
6. The more satisfied students are with social support received on Facebook, the more likely they seek social support on Facebook when they need support.

Conceptual Framework

Symbolic Interactionism

The origin of symbolic interactionism was from Max Weber that individuals acted according to their interpretation of the meaning of their world (Anderson and Taylor 2009). Mead (1934) introduced symbolic interactionism to American sociology in 1920s that individuals learnt to play roles and took on identities related to the roles they played. To explain, individuals selected roles that were congruent with their values, attitudes, and personal attributes, and also changed their attitudes to make them more compatible with the roles they publicly enacted (Baumeister 1986). Through the role-taking process, individuals attached meanings to symbols, and then acted according to their subjective interpretation of these symbols. They also imagined the responses of others and took those responses into account before they acted.

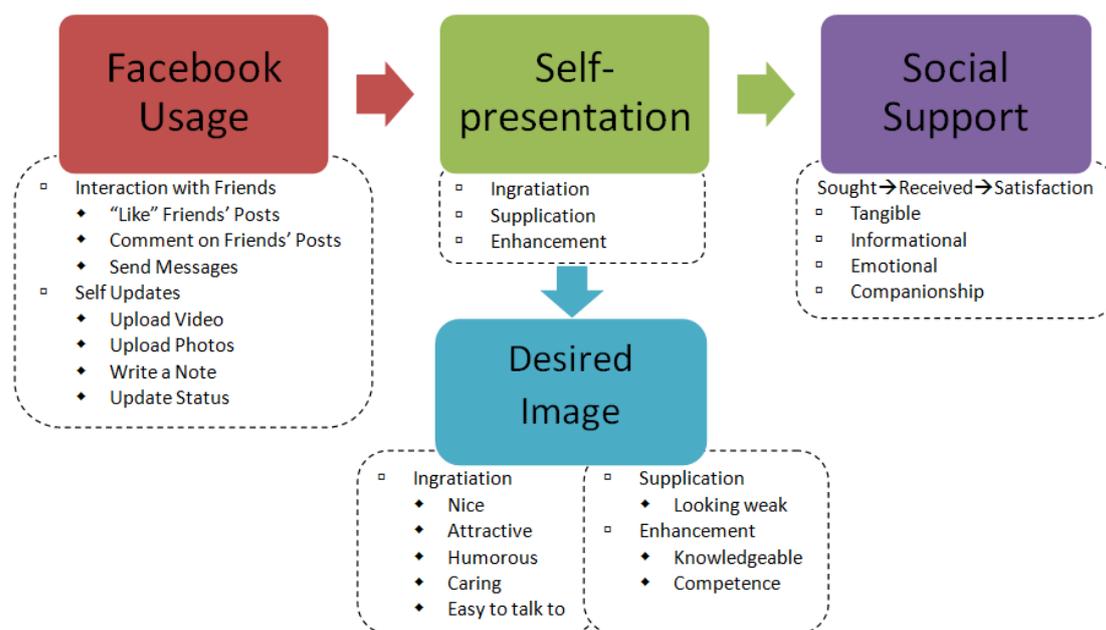


Figure 1. Conceptual framework of this study.

Mead (1934) suggested that if a person labeled himself in a particular way and he believed persons of that type engaged in certain actions, then he would engage in those actions. It was the meaning of a stimulus, or “definitions of the situation”. For instance, if a person labeled himself “male” and he believed males should be “competence”, he would attempt to display “competence”. This was not for a reward and not because of a need for his behavior to be consistent with some self-concept, but because this was a plan of action that he had learned was associated with the category “male”. He was a male and this was what males do. Through these social experiences, individual labeled himself, others, and situations, and behaviors occurred in this context of social identities, meanings, and definitions of situations. Thus, individuals were influenced by what types of interactions were appropriate and inappropriate for others in situations.

Also, understanding an individual’s perceptions of the responses of others could understand the individual’s behaviors. There were three types of “others”: significant others, the generalized other and the audience. Significant others referred to particular individuals who influenced a person’s perspective or definition of the situation and the generalized other was essentially one’s culture or subculture (i.e. a particular reference group or a social community) that also influenced a person’s perspective. For the audience, it was the individuals who were either present in the situation or who might find out about the behavior at a future time. Symbolic interactionism emphasized on the influence of significant others and the generalized other while the audience was emphasized by impression management theory.

Impression management theory borrowed most of the basic assumptions of symbolic interactionism. It was defined as an attempt by one person, the actor, to affect the perceptions of him or her by another person, the target (Tedeschi n.d.). In addition, individuals were aware that they were being categorized or typified by others in a situation, and they sought to make these categorizations or “situational identities” favorable. A person considered a behavior but before performing it, he or she might imagine how others would respond. Furthermore, individuals were highly concerned about the situational identities of the other participants in an interaction.

However, impression management theory was different from symbolic interactionism that the person’s behavior was determined by his perception of what he would obtain a favorable impression from the audience who observed or would find out about how he behaved. However, for symbolic interaction theory, it was a set of identities or self-categorizations that influenced a person’s behavior in order to posit a self (Tedeschi n.d.). Many of these identities were stable and had an effect on behavior. Although they were social in origin, they become internalized. It accounted for behavior that was performed in private and would be found out about or did posit any notion of an internalized self that influenced behavior. Nevertheless, impression management theory emphasized that selves were simply the public images that the person presented and the audience was willing to accept.

In the present study, Facebook, a social networking site allows users to share ideas, activities, events and interests within their social networks. Every user is seen to be an “actor” and others among the social networks are “targets”. Those targets include the significant others, the generalized other and the audience on Facebook. Thus, according to symbolic interaction theory, users would take up roles and present themselves or behave in certain ways across situations to manage impressions from others on Facebook.

Uses and Gratification Theory

Based on past studies, the uses and gratifications theory was introduced to study the gratifications that attract and hold audiences to the kinds of media and the types of content that satisfy their social and psychological need (Cantril 1942). Communication theorists had applied the uses and gratifications theory to explain how individuals used mass media to get what they needed (Infante, *et al.* 1997). Information, relaxation and companionship were the needs people commonly come across. The three objectives of uses and gratifications theory included the underlying motives in using media, what they did with the media, and results of that use. The theory proposed that audiences actively sought out different kinds of mass media to satisfy their needs and then made decisions on what they had seen, heard, or read (Littlejohn 1996).

The uses and gratification theory explained that the audiences played an active role in seeking out and making choices among media and other competing information sources in order to gratify a need (Katz, *et al.* 1974). To explain, the need was a motivation force for people to choose or to make their own choices among available channels from media, in order to seek contents that could fulfill their needs. People received gratifications from various kinds of media behavior like reading the newspaper, listening to the radio, or watching the television. For example, Mendelsohn (1964) proposed that people obtained useful news and information, counteracted loneliness or boredom, and changed their mood during listening to the radio.

Research had been done to compare motives across media. The comparative analyses of the appropriateness and effectiveness of channels including the internet which met people's needs and wants (Ferguson and Perse 2000). Ferguson and Perse (2000) also found that television was mainly used for entertainment, while the internet was mainly used for searching for information. Hence, people would make decisions on the kinds of media they chose in order to obtain what they wanted and to gratify their needs. According to Lin (1996), computers were used by people for communication on the internet so as to fulfill gratifications such as interpersonal communication, companionship, social identity and entertainment. Furthermore, Raacke and Bonds-Raacke (2008) stated that the use of Facebook was to gratify needs which included keeping in touch with old friends or current friends, and making new friends. Besides, Facebook users claimed that using Facebook was to satisfy their needs such as learning about events, posting social functions, and feeling connected.

The uses and gratifications theory was mainly concerned with how individuals used the media. In the case of Facebook, it is a kind of media; social support such as tangible support, informational support, emotional support and companionship support students sought or received, demonstrates gratifications which personal and social needs they obtained from using Facebook.

Operationalization

Facebook Usage

General information regarding the prevalence of the use of Facebook among students would be obtained. Numbers of friends, frequency of using and time spent on Facebook, applications frequently used on Facebook and privacy settings on Facebook are evaluated via the questionnaire in the study. To be focus, the frequency of applications used on Facebook consists of seven items is to be examined. Students are required to estimate their average time in using different applications on Facebook

using a 7-point scale from “Less than once a month” to “More than 6 times a day”. Questions such as “How often do you update status on Facebook?” are asked in the questionnaire.

Self-presentation

The self-presentation scale modified from Lee and his colleagues (1999) is used to find out the types and frequency of self-presentation on Facebook. It is measured by twelve items using a 9-point scale from “Extremely infrequently” to “Extremely frequently”. Questions like “How often do you choose and upload photos that make you attractive on Facebook?” would be included for ingratiation assessment, “How often do you appear weak or helpless to get care or concern from others” would be involved for supplication assessment and “How often do you tell people when tasks done well which others find difficult” would be used for assessing enhancement in the questionnaire.

Desired Image

Desired image is assessed to show the types of image students desired to give others. It is assessed by a total of eight items using a 7-point scale from “Strongly undesired” to “Strongly desire”. Questions such as “Do you desire to give image as “Nice” to others?” are asked in the questionnaire.

Social Support

Social support is measured by a scale modified from Sherbourne and Stewart (1991), the Medical Outcome Study-Social Support Survey (MOS-SSS), which its general instructions and items were rephrased to fit the online setting and reflect the computer-mediated social support sought and received by respondents in Chen and Choi’s (2011) study. The computer-mediated social support scale adopted in the current study is reviewed by Chen and Choi (2011), which consists of twelve items with four categories: tangible support, informational support, emotional support, and companionship support.

Students are asked to consider the types of support obtained from others through Facebook. For each computer-mediated social support category, the seeking frequency, receiving frequency as well as the satisfactions on the support on Facebook are asked. The question on social support sought on Facebook is “In the past month, how often did you ... from others via Facebook?” The responses scale of social support sought is a 5-point scale from “1 = Not at all, 2 = Once or twice a month, 3 = Several times a week, 4 = Once or twice a day, and 5 = Several times a day”. Following each of the questions on social support sought, question on social support received is asked, “In the past month, how often did you actually receive what you have sought via Facebook?” The responses scale of receiving social support is a 5-point scale from “1 = None of the time, 2 = A little of the time, 3 = Half of the time, 4 = Most of the time, 5 = All of the time”. To measure social support satisfaction, immediately following each of the questions on social support received, students are asked, “How satisfied are you with what you have received?” The responses scale is a 5-point Likert scale, from “1 = Very dissatisfied” to “5 = Very satisfied”.

Methodology

Research Design

Quantitative research method was used in the study. Survey design as

self-administered and anonymous questionnaire typed in Chinese was adopted.

Participants

A total of 202 students who were undergraduates from Year 1 to Year 3, studying Applied Sociology, Criminology, Psychology and Social Work from the Department of Applied Social Studies at City University of Hong Kong were invited. Participation is voluntary.

Sampling

Non-random sampling methods as convenience and snowball sampling were used in the study. Convenience sampling involved the distribution of questionnaire in school campus and students' residential halls so as to select students that were conveniently available. Snowball sampling was adopted by asking students who was studying in the four programmes, Applied Sociology, Criminology, Psychology, and Social Work, to suggest their classmates to fill in the questionnaire.

Data Collection

Data was collected in early-March for pilot test with 30 questionnaires distributed to students who were studying in Applied Sociology. Then a total of 202 questionnaires were collected in mid-March for final data collection and data analysis. Students were required to complete the questionnaire in about 5-10 minutes. Information received was treated as anonymous in the strictest confidence.

Instrumentation

A self-administered questionnaire with nineteen questions in four pages consists of three parts (i.e. Part 1, Part 2 and Part 3). Part 1 aimed to examine the Facebook usage, desired image and self-presentation on Facebook among students. Part 2 purposed on information about social support sought, received and satisfaction on what students received via Facebook. Finally, Part 3 intended to collect demographic information including gender, age, academic programme studying, study year, religion and monthly household income among students.

Pilot Test

A pilot test was carried out so as to test the feasibility of the research design. A total of 30 questionnaires were given to students who were studying in Applied Sociology at City University of Hong Kong on 9th March, 2012.

The questionnaires were distributed to students in the afternoon during the break of the tutorial lesson. After completion, students returned the questionnaires immediately. A total of 30 questionnaires were collected at the end of the break.

The average time for students to complete the questionnaire was about 8 minutes.

According to the pilot feedback, instructions given in the questionnaire were direct and clear. The wordings used in the questionnaire were easy to understand and suitable. Furthermore, the language used was Chinese which was appropriate and suited the respondents' language level. To sum up, the whole process could be said as satisfying and under control.

Data Analysis

The statistical software SPSS 17.0 is applied for data analysis. Major variables as Facebook Usage, Self-presentation, Desired Image and Social Support would be involved in hypothesis testing. For the variables that were not included in the

hypothesis testing, descriptive results would be given for the understanding of the phenomenon since they were not the main focus in the present study.

Reliability test was conducted for each scale and descriptive statistics were adopted. In addition, factor analysis, correlation and regression were employed to identify patterns in the correlations between variables, determine possible relationships and predict power among variables respectively.

Findings

Descriptive Statistics

Demographic Data

There were 202 students recruited in the study (see Table 1). All of them were undergraduate students from the Department of Applied Social Studies at City University of Hong Kong. Majority of the students were in the age of 22 to 23 (about 70%) with more females (59.9%) than males (40.1%). More than half of the students were from Year 3 (54.5%). The distribution of the four programmes studied among students was slightly the same for Social Work (29.7%), Psychology (28.7%) and Applied Sociology (26.7%), except for Criminology (14.9%). For the remaining demographic variables, religion and monthly household income, there was no relationship between them and the major variables in the current study. Hence, data were displayed only for students' background understanding but not further analysis in the following.

Using Habit of Facebook

According to the results, the number of friends among students on Facebook was most likely within the range of 301 to 500 (about 40%). Also, it was estimated that the frequency on using Facebook among students was 60 times per month, about 1 to 3 times per day (32.2%). Furthermore, there were about 70% of the students spent 30 minutes to 1.5 hours daily on Facebook.

Table 1. Frequency of Demographic Information (n = 202).

Demographic Variables	Frequency (N)	Percentage (%)
<i>Gender</i>		
Male	81	40.1
Female	121	59.9
<i>Age</i>		
18 – 19	4	2.0
20 – 21	37	18.3
22 – 23	143	70.8
24 – 25	17	8.4
26 – 27	1	.5
<i>Academic Programme Studying</i>		
Applied Sociology	54	26.7
Criminology	30	14.9
Psychology	58	28.7
Social Work	60	29.7

<i>Study Year</i>		
Year 1	40	19.8
Year 2	52	25.7
Year 3	110	54.5
<i>Religion</i>		
Christianity	49	24.3
Catholicism	5	2.5
Buddhism	5	2.5
Taoism	1	0.5
Antitheism	20	9.9
None	118	58.4
Others	4	2.0
<i>Monthly Household Income</i>		
Below \$10,000	42	20.8
\$10,000 - \$19,999	56	27.7
\$20,000 - \$39,999	64	31.7
\$40,000 - \$59,999	30	14.9
\$60,000 - \$79,999	6	3.0
\$80,000 - \$99,999	3	1.5
\$100,000 or above	1	0.5

Summary of Reliability, and Descriptive Statistics of All Major Variables

All the scales in the study were regarded as reliable (except for only 1 item in the sub-scale of Supplication in Desired Image) as the Cronbach’s Alphas were all over .60 and ranged from .761 to .955. Since all the measuring scales were constructed or modified from standardized scales mentioned before in the operationalization, the level of internal consistencies was satisfied and it could be evidenced that modification or construction had been applied appropriately and did not deteriorate the measures.

For the use of Facebook, students usually used applications on Facebook for about 2 times per month in average. The results showed that they most frequently used the “Like” button to interact with friends on Facebook. In addition, the frequency of self-presentation among students was about average. Among the three types of self-presentation, ingratiation was the most popular self-presentation on Facebook compared to enhancement and supplication among students. To be specific, ingratiation as “comment on friends’ posts to express your caring on Facebook” was the most frequent way students did on Facebook while the least frequent students did was “to appear weak or helpless to get care or concern from others on Facebook” which supplication was displayed. Furthermore, ingratiation was the most desired image followed by enhancement and supplication on Facebook. Ingratiation as “Easy to talk to” was the most desired image on Facebook while “Looking weak” as supplication was the least desired image on Facebook among students.

Besides, the average social support sought by students on Facebook was 1 to 2 times per month. Companionship support was most frequently sought by students on Facebook among the four types of social support. In comparison, tangible help was the least frequent sought by students. To be specific, companionship support as “to do something enjoyable with someone via Facebook” was the most frequently sought by students on Facebook while the least frequent support sought by them was tangible materials from others via Facebook. Moreover, it was noted that the average social

support received by students on Facebook was quite often, approximately “Half of the time” actually received what they had sought. Emotional support was the most frequently received by students on Facebook among the four types of social support, followed by tangible support and companionship support. However, the total mean difference among the three types of social support received was very small. To be specific, emotional support as “to do something enjoyable with someone via Facebook” and tangible support as “others help complete work via Facebook” were both frequently received by students on Facebook while the least frequent support received by them was informational support which about “a better understanding of a situation”. Last but not least, it was found that the average satisfaction with social support received by students on Facebook was between neutral and satisfied. The highest level of satisfaction was from companionship support received on Facebook among the four types of social support. To be specific, companionship support as “to do something enjoyable with someone via Facebook” was the most satisfied among students on Facebook.

Results for Relationships between Facebook Usage, Self-presentation and Desired Image on Facebook

In the following, Table 2 to Table 6 would demonstrate the relationship between Facebook usage and self-presentation among students. The underlying factor structure of the current Facebook usage among students was identified. Also, relationship between using patterns on Facebook and self-presentation among students was examined. Hypothesis 1 was tested.

Hypothesis 1: Ingratiation self-presentation has stronger positive relationship with Facebook usage than supplication and enhancement self-presentation.

The Pearson correlation test was conducted to test the hypothesis by investigating the relationship between frequency of Facebook usage and types of self-presentation on Facebook (see Table 2). The result showed that frequency of Facebook usage was statistically significant and positively correlated with the three types of self-presentation on Facebook. In other words, it was said that the more frequent use of the Facebook, the more self-presentation of ingratiation ($r = .435, df = 200, p < .01$), supplication ($r = .325, df = 200, p < .01$) and enhancement ($r = .385, df = 200, p < .01$) respectively on Facebook. In addition, among the three types of self-presentation, ingratiation had the strongest positive correlation with the frequent use of applications on Facebook ($r = .435, df = 200, p < .01$). Therefore, Hypothesis 1 was supported.

Table 2. Correlation between Frequency of Facebook Usage and Types of Self-presentation.

Variables	Self-presentation		
	Ingratiation	Supplication	Enhancement
Facebook Usage	.435**	.325**	.385**

Note: ** $p < .01$ (2-tailed). $N = 202$

Similarly, the Pearson correlation test was applied to have further explanation on the relationship between applications used in Facebook and the three types of self-presentation (see Table 3). The result stated that Facebook usage as “Like”

Friends’ Posts” gave the strongest positive correlation with ingratiation self-presentation among different use of applications on Facebook ($r = .433, df = 200, p < .01$). Besides, “Update Status” had the strongest positive correlation with both supplication ($r = .361, df = 200, p < .01$) and enhancement ($r = .393, df = 200, p < .01$) self-presentation among different use of applications on Facebook.

Table 3. Correlation between Use of Applications in Facebook Usage and Types of Self-presentation.

Variables Use of Applications in Facebook Usage	Self-presentation		
	Ingratiation	Supplication	Enhancement
Update Status	.373**	.361**	.393**
Upload Photos	.291**	.194**	.303**
Upload Video	.089	.153*	.250**
Send Messages	.301**	.258**	.270**
Write a Note	.041	.157*	.215**
“Like” Friends’ Posts	.433**	.254**	.313**
Comment on Friends’ Posts	.401**	.204**	.292**

Note: ** $p < .01$ (2-tailed), * $p < .05$ (2-tailed). $N = 202$

Furthermore, the Pearson correlation test was applied to have further information on the relationship among applications used on Facebook (see Table 4). Result showed that Update Status, Upload Photos, Upload Video, Send Messages, “Like” Friends’ Posts, and Comment on Friends’ Posts are statistically significant and positively correlated with each other with the exception of Write a Note and Upload Video with some of the variables.

Table 4. Correlation between Use of Applications in Facebook Usage.

Variables	Update Status	Upload Photos	Upload Video	Send Messages	Write a Note	“Like” Friends’ Posts	Comment on Friends’ Posts
Update Status	1						
Upload Photos	.691**	1					
Upload Video	.501**	.601**	1				
Send Messages	.415**	.327**	.207**	1			
Write a Note	.310**	.391**	.637**	.118	1		
“Like” Friends’ Posts	.418**	.355**	.101	.521**	.081	1	
Comment on Friends’ Posts	.396**	.325**	.130	.509**	.075	.837**	1

Note: ** $p < .01$ (2-tailed), * $p < .05$ (2-tailed). $N = 202$

In order to extract higher-order dimensions from the correlation matrix defined by the seven applications used on Facebook, a principal component analysis was conducted. This yielded two factors with eigenvalues greater than 1, which explained a total of 71.4% of variance. A simple factor structure was obtained by using varimax rotation (see Table 5). The first factor was defined by “Like” Friends’ Posts, Comment on Friends’ Posts, and Send Messages, which explained 36.5% of variance. The second factor was defined by Upload Video, Upload Photos, Write a Note, and Update Status, which explained 34.9% of variance. The first factor seemed to be having communication and interaction with others on Facebook and thus it was labeled as “Interaction with Friends”. The second factor was posts or updates that made by individuals on Facebook and therefore it was labeled as “Self-updates” As a result, the seven items in Facebook usage was reduced to two factors, Interaction with Friends and Self-updates by factor analysis.

Then reliability test was employed for the seven-item measuring scale of Facebook usage. The Cronbach’s Alphas was .800 with .797 and .828 for sub-scales Self-updates and Interaction with Friends respectively. Therefore, the sub-scales were regarded as reliable. On average, Using applications on Facebook for interacting with friends ($M = 3.93$) was found to be more popular than self-updates ($M = 1.75$) on Facebook among students.

Table 5. Factor Loadings of Facebook Usage.

Use of Applications in Facebook Usage	Component	
	Interaction with Friends	Self-updates
“Like” Friends’ Posts	.914	.058
Comment on Friends’ Posts	.903	.054
Send Messages	.717	.182
Upload Video	.038	.897
Upload Photos	-.062	.791
Write a Note	.373	.751
Update Status	.495	.643

*Extraction Method: Principal Component Analysis.
 Rotation Method: Varimax with Kaiser Normalization.
 a. Rotation converged in 5 iterations.*

Again, the Pearson correlation test was conducted to examining the relationship between the two kinds of Facebook usage and the three types of self-presentation on Facebook (see Table 6). The result showed that the two kinds of Facebook usage were statistically significant and positively correlated with the three types of self-presentation on Facebook. Facebook usage as interaction with friends gave a stronger positive relationship with ingratiation self-presentation ($r = .436$, $df = 200$, $p < .01$) than self-updates. In contrast, supplication ($r = .287$, $df = 200$, $p < .01$) and enhancement ($r = .375$, $df = 200$, $p < .01$) had a stronger positive correlation with self-updates than interaction with friends on Facebook.

Table 6. Correlation between Types of Facebook Usage and Types of Self-presentation.

Variables Facebook Usage	Self-presentation		
	Ingratiation	Supplication	Enhancement
Interaction with Friends	.436**	.277**	.338**
Self-updates	.274**	.287**	.375**

Note: ** $p < .01$ (2-tailed). $N = 202$

Results from Table 7 to Table 11 would demonstrate the relationship between self-presentation and desired image on Facebook to see whether students would behave in certain ways so as to enhance their optimal image on Facebook. Hypothesis 2 was tested.

Hypothesis 2: There is a relationship between self-presentation and desired image conveyed on Facebook.

The Pearson correlation test was applied to test the hypothesis. According to Table 7, result showed that desired image was statistically significant and positively correlated with self-presentation on Facebook ($r = .567$, $df = 200$, $p < .01$). Hence, hypothesis 2 was supported.

Likewise, in order to have further investigation, the Pearson correlation test was used to examine if particular types of self-presentation related to corresponding types of desired image on Facebook (see Table 8). The result showed that ingratiation self-presentation was statistically significant and positively correlated to corresponding ingratiation image ($r = .530$, $df = 200$, $p < .01$); supplication was statistically significant positively correlated to supplication image ($r = .399$, $df = 200$, $p < .01$); and enhancement self-presentation was statistically significant positively correlated to enhancement image ($r = .590$, $df = 200$, $p < .01$). Therefore, it was proposed that there was a relationship between particular types of self-presentation and its corresponding types of desired image on Facebook.

Table 7. Correlation between Self-presentation and Desired Image on Facebook.

Variables	Self-presentation
Desired Image	.567**

Note: ** $p < .01$ (2-tailed). $N = 202$

Table 8. Correlation between Types of Self-presentation and Types of Desired Image on Facebook.

Variables Desired Image	Self-presentation		
	Ingratiation	Supplication	Enhancement
Ingratiation	.530**	.294**	.438**
Supplication	.156*	.399**	.194**
Enhancement	.403**	.313**	.590**

Note: ** $p < .01$ (2-tailed), * $p < .05$ (2-tailed). $N = 202$

In order to find out if desired image could be predicted by particular action of self-presentation on Facebook, further study as multiple regression was employed for the three types of self-presentation and its corresponding types of desired image (see

Table 9). The result showed that, for ingratiation self-presentation, “Choose and upload photos that make me attractive” ($\beta = .158, p < .01$) and “Present myself as helpful to others” ($\beta = .240, p < .001$) were significant positive predictors of ingratiation image. The ingratiation self-presentation model explained 33.2% variation of ingratiation image ($R^2 = .332, F(201) = 19.468, p < .001$).

Table 9. Multiple Regression predicting Ingratiation Image from Self-presentation on Facebook.

Variables	B	Beta	t	Sig.
Choose and upload photos that make me attractive	.158	.258	3.354	.001
Express the same attitudes as other for acceptance	.068	.093	1.175	.241
Present myself as helpful to others	.240	.342	4.445	.000
Post interesting news, articles or photos	.012	.019	.269	.788
Comment on friends' posts to express caring	-.030	-.038	-.562	.575

Note: * $p < .05$, ** $p < .01$, *** $p < .001$

Dependent Variable: Ingratiation Image

Similarly, multiple regression was applied to see if supplication image could be predicted by particular action of supplication self-presentation on Facebook (see Table 10). The result showed that, for supplication self-presentation, only “Appear weak or helpless to get care or concern from others” ($\beta = .355, p < .001$) was a significant positive predictor of supplication image. The supplication self-presentation model explained 21.5% variation of supplication image ($R^2 = .215, F(198) = 18.081, p < .001$).

Table 10. Multiple Regression predicting Supplication Image from Self-presentation on Facebook.

Variables	B	Beta	t	Sig.
Seek help	-.021	-.029	-.388	.698
Appear weak or helpless to get care or concern from others	.355	.442	4.884	.000
Show inability to complete work to get help from others	.037	.051	.561	.575

Note: * $p < .05$, ** $p < .01$, *** $p < .001$

Dependent Variable: Supplication Image

Lastly, multiple regression was conducted to find out how enhancement image could be predicted by particular behavior of enhancement self-presentation on Facebook (see Table 11). The result showed that, for enhancement self-presentation, only “Put up posts to show knowledgeable” ($\beta = .296, p < .01$) was a significant positive predictor of enhancement image. The enhancement self-presentation model explained 39.1% variation of enhancement image ($R^2 = .391, F(201) = 31.686, p < .001$).

Table 11. Multiple Regression predicting Enhancement Image from Self-presentation on Facebook.

Variables	B	Beta	t	Sig.
Put up posts to show knowledgeable	.296	.415	3.162	.002
Put up posts intent to show intelligence	.108	.154	1.140	.256
Tell people when tasks done well which others find difficult	.050	.076	.768	.443
Emphasize to others for the importance of a task when succeed at	.020	.029	.294	.769

Note: * $p < .05$, ** $p < .01$, *** $p < .001$
 Dependent Variable: Enhancement Image

Results for Relationship between Self-presentation and Social Support on Facebook

In the following, Table 12 to Table 22 would demonstrate the relationship between self-presentation and social support sought and received on Facebook. Results showed that the three types of self-presentation were related to social support sought or received by students on Facebook. In addition, particular type of self-presentation was found to have predicting power on tangible support, informational support, emotional support and companionship support received on Facebook. Hypotheses 3, 4, 5 and 6 were tested.

The Pearson correlation was used to find out if self-presentation was related to total social support sought on Facebook (see Table 12). The result showed that there was a significant positive relationship between self-presentation and total social support sought on Facebook ($r = .315$, $df = 200$, $p < .01$). It indicated that the more frequent the social support sought, the more self-presentation among students on Facebook.

Table 12. Correlation between Self-presentation and Total Social Support Sought on Facebook.

Variables	Self-presentation
Total Social Support Sought	.315**

Note: ** $p < .01$ (2-tailed). $N = 202$

Hypothesis 3: Supplication self-presentation has stronger positive relationship with total social support sought on Facebook than ingratiation and enhancement self-presentation.

Again, the Pearson correlation test was conducted to test the hypothesis by examining the relationship between the three types of self-presentation and total social support sought on Facebook (see Table 13). The result showed that total social support sought was statistically significant and positively correlated to the three types of self-presentation on Facebook although weak relationship was obtained for ingratiation ($r = .141$, $df = 200$, $p < .05$). Supplication ($r = .376$, $df = 200$, $p < .01$) and enhancement gave a moderate relationship with the total social support sought on Facebook ($r = .314$, $df = 200$, $p < .01$). To highlight, supplication self-presentation had the strongest correlation coefficient among the three types of self-presentation ($r = 0.376$, $df = 200$, $p < .01$) in seeking social support on Facebook. Thus, Hypothesis 3 was supported.

Table 13. Correlation between Types of Self-presentation and Total Social Support Sought on Facebook.

Variables	Self-presentation		
	Ingratiation	Supplication	Enhancement
Total Social Support Sought	.141*	.376**	.314**

Note: * $p < .05$ (2-tailed), ** $p < .01$ (2-tailed). $N=202$

Similar result was obtained from multiple regression (see Table 14). It was showed that supplication self-presentation was a significant positive predictor of total social support sought on Facebook ($\beta = .173, p < .001$). Besides, enhancement self-presentation, was also a significant positive predictor of total social support sought ($\beta = .096, p < .05$) with a weaker correlation with total social support sought on Facebook compared to supplication. The three types of self-presentation explained 17.3% variation of total social support sought on Facebook ($R^2 = .173, F(201) = 13.778, p < .001$).

Table 14. Multiple Regression predicting Total Social Support Sought from Types of Self-presentation on Facebook.

Variables	B	Beta	t	Sig.
Ingratiation	-.089	-.160	-1.945	.053
Supplication	.173	.345	4.171	.000
Enhancement	.096	.209	2.512	.013

Note: * $p < .05$, ** $p < .01$, *** $p < .001$

Dependent Variable: Total Social Support Sought

Apart from social support sought on Facebook, the Pearson correlation was applied to find out the relationship between self-presentation and total social support received on Facebook (see Table 15). The result showed that there was a statistically significant positive relationship between self-presentation and total social support received on Facebook ($r = .401, df = 200, p < .01$). Hence, it indicated that the more frequent the self-presentation, the more social support received on Facebook.

Table 15. Correlation between Self-presentation and Total Social Support Received on Facebook.

Variables	Self-presentation
Total Social Support Received	.401**

Note: ** $p < .01$ (2-tailed). $N=202$

Hypothesis 4: Supplication self-presentation has stronger positive relationship with total social support received on Facebook than ingratiation and enhancement self-presentation.

In order to test Hypothesis 4, the Pearson correlation test was conducted to test the hypothesis by examining the relationship between the three types of self-presentation and total social support received on Facebook (see Table 16). The result showed that total social support received was statistically significant and positively correlated to the three types of self-presentation, ingratiation ($r = .289, df = 200, p < .01$), supplication ($r = .402, df = 200, p < .01$) and enhancement ($r = .340, df = 200, p < .01$) on Facebook. To highlight, supplication self-presentation had the

strongest correlation coefficient among the three types of self-presentation ($r = 0.402$, $df = 200$, $p < .01$) in receiving social support on Facebook. Thus, Hypothesis 4 was supported.

Table 16. Correlation between Types of Self-presentation and Total Social Support Received on Facebook.

Variables	Self-presentation		
	Ingratiation	Supplication	Enhancement
Total Social Support Received	.289**	.402**	.340**

Note: * $p < .05$ (2-tailed), ** $p < .01$ (2-tailed). $N = 202$

Furthermore, multiple regression was employed to see if similar result could obtain and to see if total social support received could be predicted by particular type of self-presentation on Facebook (see Table 17). The result showed that, only supplication self-presentation ($\beta = .208$, $p < .001$) was a significant positive predictor of total social support received on Facebook. The self-presentation model explained 18.3% variation of the total social support received ($R^2 = .183$, $F(201) = 14.774$, $p < .001$) on Facebook.

Table 17. Multiple Regression predicting Total Social Support Received from Types of Self-presentation on Facebook.

Variables	B	Beta	t	Sig.
Ingratiation	.039	.049	.600	.549
Supplication	.208	.292	3.551	.000
Enhancement	.098	.151	1.821	.070

Note: * $p < .05$, ** $p < .01$, *** $p < .001$

Dependent Variable: Total Social Support Received

To have further studies, multiple regression was used to find out if the four types of social support received on Facebook could be predicted by particular type of self-presentation on Facebook. The result showed that tangible support received could be predicted by particular type self-presentation on Facebook (see Table 18). However, only supplication self-presentation ($\beta = .250$, $p < .001$) was a significant positive predictor of tangible support received on Facebook. The self-presentation model explained 12.6% variation of the total social support received ($R^2 = .126$, $F(201) = 9.481$, $p < .001$) on Facebook.

Table 18. Multiple Regression predicting Tangible Support Received from Types of Self-presentation on Facebook.

Variables	B	Beta	t	Sig.
Ingratiation	-.055	-.062	-.738	.462
Supplication	.250	.311	3.663	.000
Enhancement	.085	.116	1.351	.178

Note: * $p < .05$, ** $p < .01$, *** $p < .001$

Dependent Variable: Tangible Support Received

Likewise, multiple regression was conducted to find out if informational support received could be predicted by particular type of self-presentation on Facebook (see Table 19). The result showed that, supplication ($\beta = .259$, $p < .001$) and enhancement

self-presentation ($\beta = .181, p < .01$) were significant positive predictors of informational support received on Facebook. The self-presentation model explained 19.4% variation of informational support received ($R^2 = .194, F(201) = 15.912, p < .001$) on Facebook.

Table 19. Multiple Regression predicting Informational Support Received from Types of Self-presentation on Facebook.

Variables	B	Beta	t	Sig.
Ingratiation	-.080	-.087	-1.073	.285
Supplication	.259	.313	3.831	.000
Enhancement	.181	.240	2.917	.004

Note: * $p < .05$, ** $p < .01$, *** $p < .001$
 Dependent Variable: Informational Support Received

Similarly, multiple regression was applied to examine if emotional support received could be predicted by particular type self-presentation on Facebook (see Table 20). The results showed that, only supplication self-presentation ($\beta = .229, p < .01$) was a significant positive predictor of emotional support received on Facebook. The self-presentation model explained 14.5% variation of emotional support received ($R^2 = .145, F(201) = 11.174, p < .001$) on Facebook.

Table 20. Multiple Regression predicting Emotional Support Received from Types of Self-presentation on Facebook.

Variables	B	Beta	t	Sig.
Ingratiation	.118	.122	1.456	.147
Supplication	.229	.260	3.096	.002
Enhancement	.047	.058	.690	.491

Note: * $p < .05$, ** $p < .01$, *** $p < .001$
 Dependent Variable: Emotional Support Received

Last but not least, again, multiple regression was employed to find out if companionship support received could be predicted by particular type self-presentation on Facebook (see Table 21). The result showed that, only ingratiating self-presentation ($\beta = .171, p < .05$) was a significant positive predictor of companionship support received on Facebook. The self-presentation model explained 10.4% variation of the companionship support received ($R^2 = .104, F(201) = 7.702, p < .001$) on Facebook.

Table 21. Multiple Regression predicting Companionship Support Received from Types of Self-presentation on Facebook.

Variables	B	Beta	t	Sig.
Ingratiation	.171	.177	2.073	.039
Supplication	.094	.107	1.247	.214
Enhancement	.079	.099	1.148	.252

Note: * $p < .05$, ** $p < .01$, *** $p < .001$
 Dependent Variable: Companionship Support Received

Hypothesis 5: The more social support received on Facebook, the more satisfied students are with social support received on Facebook.

Hypothesis 6: The more satisfied students are with social support received on

Facebook, the more likely they seek social support on Facebook when they need support.

In order to study the relationship between social support seeking behavior and social support received on Facebook, and the relationship between satisfaction on social support received and the corresponding seeking frequency on Facebook, the Pearson correlation test was conducted (see Table 22). Result showed that social support sought was statistically significant and strongly positive correlated to social support received on Facebook ($r = .855$, $df = 200$, $p < .01$). Therefore, it was suggested that the more social support received on Facebook, the more satisfied with social support received on Facebook. Hypothesis 5 was supported.

Besides, satisfaction with social support received was statistically significant and strongly positive correlated to what had been received on Facebook ($r = .930$, $df = 200$, $p < .01$) (see Table 22). In addition, it could be seen that social support satisfaction was statistically significant and positively correlated to social support sought on Facebook ($r = .779$, $df = 200$, $p < .01$) (see Table 22). Thus, it was proposed that the more satisfaction with social support received on Facebook, the more likely individuals sought social support on Facebook when they needed support. Hence, Hypothesis 6 was supported.

Table 22. Correlation between Social Support Sought and Received and Satisfaction on Facebook.

Variables	Social Support		
	Sought	Received	Satisfaction
Social Support Sought	-	.855**	.779**
Received	-	-	.930**
Satisfaction	-	-	-

Note: ** $p < .01$ (2-tailed). $N = 202$

Additional Findings

Some additional findings were obtained in the data analysis. It was found that students were having specific motive on using Facebook and the relationship between motivation on Facebook usage and self-presentation was examined. Results implied that motives behind the usage of Facebook among students might alter their self-presentation on Facebook.

According to the result, most of them agreed that they were motivated to use Facebook for maintaining friendships among known friends (over 80%). In contrast, students adopted different views on another motive of the use of Facebook. It was reported by students that half of them agreed that they tended to use Facebook for meeting new friends and expanding social networks (51.5%), while some of them disagreed with it (32.7%) and a few of them neither agreed or disagreed with it (16.8%).

In order to have a general view on motivation of Facebook usage among students, mean scores were compared between the two motives. It was found that students tended to maintain friendships among known friends ($M = 5.68$) instead of meeting new friends and expanding social networks ($M = 3.51$) on Facebook.

The Pearson correlation test was applied to study the relationship between motivation on using Facebook and self-presentation among students (see Table 23).

The result showed that statistically significant positive and stronger correlation was found between the intention to meet new friends and expand social networks and self-presentation ($r = .371, df = 200, p < .01$) on Facebook than the tendency to maintain friendships among known friends ($r = .182, df = 200, p < .01$) among students on Facebook. Therefore, it was proposed that more frequent self-presentation was motivated by students who would like to meet new friends and expand their social networks on Facebook than those who only wanted to maintain friendships among known friends via Facebook.

Table 23. Correlation between Motivation and Self-presentation on Facebook.

Variables	Self-presentation
Motivation	
Maintain friendships among known friends	.182**
Meet new friends and expand social networks	.371**

Note: ** $p < .01$ (2-tailed). $N = 202$

For further details, again, the Pearson correlation test was used to examine the relationship between motivation and particular type of self-presentation on Facebook (see Table 24). The result showed that only motivation on maintain friendships among known friends was statistically significant positive correlated to ingratiation self-presentation ($r = .276, df = 200, p < .01$). For motive on meeting new friends and expanding social networks on Facebook, it was found to be statistically significant positive correlated to the three types of self-presentation in ingratiation ($r = .353, df = 200, p < .01$), supplication ($r = .182, df = 200, p < .01$) and enhancement ($r = .357, df = 200, p < .01$) respectively on Facebook. The strongest correlation gone to enhancement ($r = .357, df = 200, p < .01$) and the intention to meet new friends and expand social networks on Facebook.

Table 24. Correlation between Motivation and Types of Self-presentation on Facebook.

Variables	Self-presentation		
	Ingratiation	Supplication	Enhancement
Motivation			
Maintain friendships among known friends	.276**	.119	.049
Meet new friends and expand social networks	.353**	.182**	.357**

Note: ** $p < .01$ (2-tailed). $N = 202$

Discussion

General Discussion

In general, university students from City University of Hong Kong used Facebook about 1 to 3 times per day for about 30 minutes to 1.5 hours. It was not common for today's society that Facebook was so popular that it had become a daily activity among students in Hong Kong. However, it was reported that students used applications on Facebook for about 2 times per month in average. Results indicated that students were not eager to have self-updates such as updating status, uploading photos or videos and writing notes compared to having interaction with friends on

Facebook. The most frequent activity students engaged in was to “Like” posts from friends on Facebook. It was showed that presentations on Facebook actually addressed a broad audience and most of the students tended to be audiences that viewing and observing others’ movements rather than disclosing themselves on Facebook.

Based on the results, ingratiation was found to be the most popular self-presentation among the three types of self-presentation, followed by enhancement. The result was consistent with Dominick’s (1999) study and empirical research from Bortree (2005), and Trammell and Keshelashvili (2005). In addition, ingratiation image was the most desire ones on Facebook. Hence, the result was also consistent with Jones (1990) that ingratiation was the most basic and common strategy that could be seen in every social context since the advantages of being liked usually outweighed those of being disliked. Students generally regarded ingratiation as favorable behavior and image that they would like to convey on Facebook.

Besides, social support was not frequently sought by students on Facebook according to the results of present study. Among the four categories of social support, companionship support was sought in the most time on Facebook. The result was not consistent with the past study that information was the common type of support sought among individuals online (Putnam 2000, Raacke and Bonds-Raacke 2008). Rather, companionship support which consisted of high level of interactions between friends was more famous and popular among students.

For social support received, emotional support was the most frequently support received by students on Facebook followed by tangible support and companionship support. The difference between frequencies of receiving the three kinds of support was very small. Thus, it could be concluded that students were most likely to receive what they sought on Facebook.

Furthermore, it was found that satisfaction with what students received on Facebook was moderate and towards satisfied. The highest level of satisfaction was mainly from emotional and companionship support received among students on Facebook. Therefore, companionship support could be realized as the most popular support that students sought, received and satisfied with on Facebook.

About Facebook Usage, Self-presentation and Desired Image on Facebook

According to the results, students used applications on Facebook to present themselves as ingratiation. They tended to have frequent interaction with friends (i.e. “Like” friends’ posts, comment on friends’ posts or send messages) than self-updates (i.e. Upload video, photos, write a note or update status) to project ingratiation on Facebook. Again, ingratiation was the most popular type of self-presentation to be held among students when they made use of applications on Facebook (Dominick 1999, Bortree 2005, Trammell and Keshelashvili 2005).

Besides, they tended to have self-updates (i.e. Upload video, photos, write note or update status) more than interacting with friends (i.e. “Like” friends’ posts, comment on friends’ posts or send messages) to present themselves as supplication and enhancement on Facebook. This was consistent with empirical studies from Mehdizadeh (2010) and Collins and Stukas (2008) that individuals tended to use self-updates, including status updates, photos upload and notes writing to reflect competence or enhancement on Facebook.

For reasons behind students engaged in both interaction with friends and self-updates of the use of applications on Facebook to display their self-presentation, an image was desired to be conveyed. It was found that students were consistent in

behaving in certain ways so as to maintain or enhance their desired images on Facebook. Particular type of desired image (i.e. Ingratiation) was found to be related to corresponding behavior as specific type of self-presentation (i.e. Ingratiation) on Facebook. It proved Mead (1934) idea that if a person labeled himself in a particular way and he believed persons of that type engaged in certain actions, then he would engage in those actions. Students behaved in certain ways to enhance image they wanted to be perceived by others.

Results obtained also highlighted that students involved in choosing and uploading photos that made them attractive and eager to present themselves as helpful to others on Facebook would have greater expectation on ingratiation. The result was consistent with empirical studies that individuals would adjust their presentation on Facebook so as to enhance a favorable public image online (Dwyer 2006, Tufekci 2008a, Hkheadline 2011). In addition, students believed that appearing weak or helpless to get care or concern from others on Facebook would make others seen as supplication. For enhancement, students would put up posts on Facebook to show knowledgeable so as to convey image they desired. The above actions could be explained by symbolic interactionism that individuals would act according to their subjective interpretations of some meanings of the situation through the role-taking process (Baumeister 1986). To some extent, self-presentations on Facebook could then be explained by interpretations students constructed and so to convey a social image to be seen by others.

About Facebook Usage, Self-presentation and Social Support on Facebook

Results showed that there was a relationship between self-presentation and social support sought and received on Facebook. To emphasize, supplication self-presentation has the greatest expectation of social support sought and received on Facebook among the three types of self-presentation. It was consistent with findings obtained from Kim and Lee (2011) that Facebook users were tended to provide support to others when they saw others were in need for help. Also, result in the current study was supported by past literatures that supplication self-presentation could get others to help and support due to social norms which supposed that people had the responsibility to help those who could not help themselves (Derlega, *et al.* 1993, Leary 1996). Hence, students were expected to display weakness and dependency as supplication on Facebook when they needed help. In return, others would come to provide support or aid to those presenting supplication because they saw themselves as competent to help others and had the obligations to help them.

Among the four types of social support on Facebook investigated in the study, receiving emotional support was found to occur most intensively, followed by tangible and companionship support. As it was found from the results that the usage of Facebook as interacting with friends was frequent and popular among students, which they sent inbox messages with each other, “Like” and commented on friends’ posts for about 4 to 6 times per week, reasons behind for the intensive occurrence of the three types of support, emotional support, tangible support and companionship support might base on the easy and widely use of applications on Facebook of several activities such as messages, “Like” buttons, and comments for students to interaction with each other so as to keep in touch with friends, feel connected with them in order to gratify their needs (Raacke and Bonds-Raacke 2008, Tufekci 2008b). Besides, students might connect with each other online for seeking materials available, playing games together online, proposing events for hanging out and chatting with each other via messages or comments on Facebook. Therefore, the uses and gratification theory

could be employed to explain students might play an active role in seeking out and making decision on using Facebook so as to gratify a need (Katz, *et al.* 1974). To summarize, companionship support was intensively sought, and tangible, emotional and companionship support were intensively received by students on Facebook.

It was noted that among the four types of social support received, supplication self-presentation predicted the most frequent of tangible, informational and emotional support received on Facebook due to social norms of responsibility which mentioned above. To highlight, according to the result, ingratiation self-presentation predicted the greatest companionship support received on Facebook. To be perceived as friendly, caring and easy to talk to, students engaged in choosing attractive photos to upload and to present themselves as helpful to others. In this way, students would definitely not to be disliked by others. Thus, ingratiation was much more preferable when a sense of belonging or group affiliation as companionship support was being involved. Students who were to be seen as ingratiation would tend to receive this kind of support more. Once they were to be liked by others, they could receive companionship support and get along with others so as to to maintain friendships with each other on Facebook.

Lastly, satisfaction with what students had received on Facebook was moderate and towards satisfied. It was important to outline the results from social support satisfaction since most past studies neglected the analysis of gratifications received but only paid attention on how people selected media to satisfy their needs (Chen and Choi 2011). Based on uses and gratifications theory, satisfaction on gratification obtained would increase the chance students sought social support in the future when they needed. Results from the study demonstrated an optimal willingness from students who was satisfied with what they received, and they tended to seek support again in the next time when they needed.

Additional Findings

To understand more about self-presentation on Facebook, motivation on using Facebook was examined. Results revealed that students tended to maintain friendships among known friends rather than meet new friends on Facebook. The result was consistent with empirical study conducted by Ellison and his colleagues (2011) that people reported they were more likely to maintain existing relationships rather than meet new friends on Facebook.

For students who would like to meet new friends and expanding their social networks via Facebook, they were found to have online self-presentation intensively. In details, students with the intention to meet new friends and expand social networks on Facebook would tend to show more ingratiation and enhancement in self-presentation on Facebook compared to those who only aimed to maintain friendships among known friends. To explain, students might think that there was no need to project certain types of self-presentation as well as images in front of acquaintances. In contrast, they might value other people's impressions on them and try to be more likable and to look even more competent to attract those were not acquaintances to become good friends with them. Hence, motivation would be one of the factors that affect the intensity or types of self-presentation displayed on Facebook of the present study.

Limitations for Further Studies

A few limitations were found in the study. To begin with, sample size ($N= 202$) was

rather small which only 202 university students studying in the Department of Applied Social Studies at City University of Hong Kong were participated in the study. Also, the study was carried out by non-random sampling, including convenience and snowball sampling. Sampling errors might occur which gave rise to bias in the results.

In addition, the study relied on self-report and was subject to potential biases within the data. It was assumed that patterns of Facebook usage as well as self-presentation were stable among students in the study. However, there might be interventions which altered patterns of Facebook usage and presentation among students from time to time.

Besides, the scale instrument adopted in measuring self-presentation and social support were modified to fit in the online setting. Some of the items were rephrased which might not comprehensively interpret the meaning from the original scale. Therefore, responses obtained from the scale would not be those desired to be measured and might affect the accuracy of the results.

Implications for Further Studies

Mixed research method as quantitative and qualitative study is recommended. A field observation on Facebook could be employed to have a more comprehensive understanding on the self-presentation among students. Status updates, profile pictures or photos put on publicly on Facebook could be recorded and examined in order to look into more details in self-presentation among students.

Also, more types of self-presentation as well as desired images could be included for further studies since there are only three types of self-presentation as well as images encountered in the current study. An all-round results and findings would be obtained if more categories for self-presentation and desired images are comprised.

Furthermore, there is limited research about the topic, relationship between self-presentation and social support in Hong Kong. The studies often investigate the two areas independently. Hence, there is a need for further studies on the field and the impacts on the use of Facebook among university students since Facebook has been widely used at anytime due to the smart phone usage nowadays.

Conclusion

To conclude, stressing on the patterns of usage on Facebook among university students, results showed that students tended to have interactions with friends rather than self-updating on Facebook. In addition, it was consistent for students to have certain type of self-presentation, shaping their behaviors so as to present themselves according to their desired image on Facebook. Ingratiation was the most popular self-presentation as well as images desired on Facebook among students.

Besides, relationship between self-presentation and social support was examined. Results showed that students involved in self-presentation as supplication tended to seek and receive intensive social support on Facebook. Furthermore, seeking companionship support was popular among university students as Facebook nowadays was seen to be an essential tool for communicating and interacting with each other online. Corresponding to companionship support sought, three types of social support as tangible, emotional and companionship support were received in similar intensity among university students on Facebook. Apart from that, satisfaction on total social support received on Facebook among students were said to be in moderate and towards satisfied. Results proposed that students tended to seek support in the future if they needed.

Eventually, it was highlighted that motivation on using Facebook would affect the intensity or types of self-presentation displayed online. Further research should be conducted to examine the effects of motives among students when they used Facebook.

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