

## Research on the Motivation, Self-presentation Strategy and Self-identity of Social Network Websites of College Students

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**Abstract:** Objective: To explore whether there is a relationship between the motivation of college students' social networking sites, self-presentation strategies and self-identity. Methods: The basic dimensions of the self-presentation strategy questionnaire for college students' social networking sites were constructed. Questionnaires are used to investigate the motivations, behaviors, self-presentation strategies, self-identity development and relationship between college students' social networking sites. Using SPSS19.0 software, the survey data was analyzed by project analysis, exploratory factor analysis, confirmatory factor analysis, difference test, correlation analysis, regression analysis and so on. RESULTS: The results of this study found that: (1) There was a significant negative correlation between motivation and self-identity of college students' social networking sites. (2) There is a significant negative correlation between self-presentation strategies and self-identity of college students' social networking sites. (3) There is a significant positive correlation between motivation and self-presentation strategies in social networking sites at university. (4) The motivation of social networking sites has a negative predictive effect on self-identity. (5) Positive self-presentation and fuzzy self-presentation strategies have a negative predictive effect on self-identity, and true self-presentation strategies have a positive predictive effect on self-identity. Conclusion: The motivation and self-presentation strategies of college students' social networking sites have certain influence on the development of self-identity.

### 1. Research Overview

The main concern of this research is: What are the main social networking sites that college students are keen on? What are the motivations for college students to use these social networking sites? Which motivations are more prominent? In the personal space control and interaction with online friends, college students will adopt What self-presentation strategies? Will the tendency of college students to use motivation and self-presenting strategies influence their development of self-identity?

### 2. Research process and research methods

#### 2.1 Research objects

A total of 700 college students were randomly selected from northeastern colleges and universities. A total of 700 questionnaires were distributed, and 690 copies were collected. 666 valid questionnaires, the effective rate was 96.52%.

#### 2.2 Research Tools

Social Network Motivation Questionnaire: This seminar uses the Social Network Motivation Questionnaire compiled by Abra Miki-Lehman (2014), which explores more about the motivations of social networking sites based on Papcharissi and Mendalson (2010). Possible motivation. The questionnaire is divided into 9 dimensions, namely entertainment relaxation (5 questions), information expression and sharing (4 questions), escapism (3 questions), fashion trends (3 questions), companionship (3 questions), career promotion (3 questions), social (2 questions),

inertia (5 questions), new friends (1 question), a total of 29 questions. The questionnaire used the Likert 5-level scoring method, with 1 indicating complete disagreement and 5 indicating complete agreement. The revised Cronbach alpha coefficient of the scale was 0.858.

Self-presentation strategy questionnaire for social networking sites: self-compiled self-presentation strategy questionnaire for college students' social networking sites. The questionnaire consists of three dimensions: positive self-presentation, fuzzy self-presentation and true self-presentation. It uses four levels of scoring. From 1 to 4, it is "very non-compliant", "less consistent", "comparable" and "very consistent". The Cronbach alpha coefficient of the questionnaire was 0.788. □□

Self-identity questionnaire: Adopting the self-identity questionnaire compiled by Huang Xiting et al. based on Erikson's classic discourse on identity issues and clinical symptoms of missing identity (Sun Daqiang, 2005), the scale is divided into 6 dimensions, including time. Split (7 questions), self-awareness (6 questions), energy distraction (5 questions), identity diffusion (7 questions), authority confusion (4 questions), orientation loss (7 questions), a total of 36 projects, using five Level score. Since the questionnaires are compiled based on various crises or factors that may affect the formation of identity in the process of self-identity formation, all topics except the questions 1, 9, 16, 19, 22, 23, and 24 are For the reverse score, the more the score of a certain dimension, the better the self-identity situation develops in this dimension, and the lower the crisis exists in this dimension. According to the data analysis, the Cronbach  $\alpha$  coefficient of the questionnaire was 0.890, and the Cuttman split coefficient was 0.862. □

## **2.3 Research content**

First of all, combined with the needs of this article, according to the psychometric standards, compiled a self-presentation strategy questionnaire for college students' social networking sites. □

Secondly, using the "College Student Social Network Motivation Questionnaire", "Self Identity" and self-edited "College Student Social Website Self-presentation Strategy Questionnaire" to explore the motivation between social networking websites, self-presentation strategies and self-identity. Relationships, especially self-presentation strategies, have a mediating effect between motivation and self-identity.

## **2.4 Data Analysis Methods**

Descriptive statistics, difference test, correlation analysis and regression analysis were performed using SPSS19.0.

## **3. Research results and analysis**

### **3.1 Correlation analysis of social website motivation, self-presentation strategy and self-identity**

In order to explore the relationship between college students' motivation, self-presentation strategy and self-identity, Pearson's product-related correlation analysis method is used to investigate the correlation coefficient between the total scores and dimensions of each questionnaire. The results show that the total score of self-identity is The motivation scores of social networking sites were significantly negatively correlated ( $p < 0.01$ ), and the motivations of other dimensions were significantly related to self-identity except for information and career promotion motivation.

#### **3.1.1 Correlation between self-presentation strategies and self-identity of college students' social networking sites**

The total scores of self-presentation strategies of social networking sites were significantly negatively correlated with the total scores of self-identity ( $p < 0.05$ ), in which positive self-presentation strategies, fuzzy self-presentation strategies and self-identity were significantly negatively correlated, real self-presentation strategies and self-identity. There are significant positive correlations, and the four dimensions of self-presentation strategy and self-identity are divided into four categories: time division, self-awareness, self-identification and authority

confusion.

### **3.1.2 Relevant motivations of college students' social networking sites and self-presentation strategies**

The motivation scores of social networking sites were significantly positively correlated with the total scores of self-presentation strategies and positive self-presentation strategies ( $p < 0.01$ ); the fuzzy self-presentation strategies were significantly positively correlated with the use of motivational scores and evasion reality, trendy fashion, and customary dimensions ( $p < 0.05$ ); The true self-presentation strategy was significantly positively correlated with the total score of motivation and all dimensions except escapism ( $p < 0.01$ ).

Social network use motivation, positive self-presentation and self-identity are two-and-two related; social network use motivation is related to fuzzy self-presentation and self-identity; social network use motivation and real self-expression, self-identity Two or two related.

## **3.2 Regression analysis of social website motivation, self-presentation strategy and self-identity**

### **3.2.1 Regression analysis of self-identity versus motivation**

In order to further understand the relationship between the motivation of use of social networking sites and self-identity, the totality of self-identity is divided into dependent variables, the dimensions of motivation are used as predictors, and all entry methods are used for regression analysis. In the prediction of the self-identity of various dimensions of motivation in social networking sites, except for entertainment relaxation, trendy fashion, and career promotion motivation, all other dimensions enter the regression equation, and the combined interpretation rate of these motivations for self-identity is 15.1%. Among them, escapism, companionship and habitual motivation have negative predictive effects on self-identity. Information sharing and social motivation have positive predictive effects on self-identity.

### **3.2.2 Regression analysis of self-identity strategy for self-presentation**

On the basis of relevant analysis, the dimensions of self-presentation strategies in social networking sites are used as predictors, and the regression analysis is based on the totality of self-identity. The social network self-presentation strategy enters the regression equation in three dimensions. They produce a 2.8% joint interpretation rate for self-identity. The positive self-presentation strategy and the fuzzy self-presentation strategy have a significant negative predictive effect on self-identity; real self-presentation The strategy has a significant positive predictive effect on self-identity.

### **3.2.3 Joint Regression Analysis of Self-identity on Motivation and Self-presentation Strategies of Social Websites**

In order to explore whether the motivation and self-presentation strategies of social networking sites have a joint predictive effect on self-identity, the dimensions of motivation and self-presentation strategies are used as predictors, and all of them are included in the regression equation, with a total score of self-identity. variable. A total of eight dimensions enter the regression equation, in which social information using the information sharing, social and real self-presentation strategies in the motivation of the social website has a significant positive predictive effect on self-identity, social networking sites use the evasive reality, companion habits and positive self in the motivation Presenting a significant negative predictive effect on self-identity. The joint interpretation rate of self-identity of these eight dimensions is 16.5%.

## **4. Discussion**

### **4.1 Correlation analysis of motivation, self-presentation and self-identity of social networking sites**

The network has a negative impact on the individual's self-development. It is believed that individuals can easily explore and try different aspects of the self in the network, which not only causes the individual to face the risk that the different aspects of the self cannot be integrated, but also leads to the unified stability that the individual has formed. Self-disintegration.

Almost all motivations are positively correlated with positive self-presentation and real self-presentation strategies. Individuals who are motivated are more willing to show themselves on social networking sites, express their feelings and emotions, and let online friends see their own dynamics and understand themselves. Life, knowing the other side of yourself. Only escapism, trendy fashion, habitual motives, and fuzzy self-presentation strategies are significantly related, which may just show the characteristics of individuals using fuzzy self-presentation strategies: social networking sites are only accessories for them that are used for some external reason. □ They are not as keen on performing activities on social networking sites as other highly motivated individuals, and thus do not present too much information about themselves.

On the whole, social networking sites use motivation, self-presentation strategies and self-identity. There is a significant positive correlation between motivation and self-presentation strategies. The use of motivation and self-presentation strategies is significantly negatively correlated with self-identity. This is consistent with the research hypothesis of this paper, indicating that college students rely too strongly on social networking sites, which may be detrimental to their self-identity. Development, too much self-presentation is not conducive to the development of self-identity.

### **4.2 Regression analysis of social website motivation, self-presentation strategy and self-identity**

Regression analysis of self-identity by social networking sites found that there are six motivations that enter the regression equation, in which social motivation has a positive predictive effect on self-identity, while entertainment, evasion of reality, trendy fashion, companionship, and habitual motivation for self Identity is a significant negative predictive effect, indicating that the stronger the five types of motivation, the more unfavorable the development of self-identity of college students, which may be related to the activities of college students on social networking sites, all of which are from outside. Need to reflect the loneliness of college students, they use social networking sites may be just to bury loneliness, reduce contact with the outside world, or just out of a habit and companion, these will only make users feel more empty, and self-identity is often Forming and developing in the process of interacting with people, through interaction with people, individuals constantly generate new understanding and self-positioning, while others will give feedback to themselves, so social motivation promotes the development of self-identity.□□

From the regression results of self-presentation strategy on self-identity, different self-presentation strategies have different effects on self-identity. Positive self-presentation and fuzzy self-presentation have a negative impact on self-identity, while true self-presentation has self-identity. positive influence. Relevant research shows that real self-presentation has a positive impact on individual self-esteem, self-identity, life satisfaction, and friendship quality. Although it is not directly confirmed that true self-presentation promotes self-identity, according to these studies, it can be understood that people who are truly self-present are neither ashamed to show their good side nor afraid to let others see their own vulnerability. On the side of helplessness and inadequacy, they are often more likely to gain the trust and help of others in interpersonal relationships, which helps to promote the re-construction of their self-identity. Positive self-presentation and fuzzy self-presentation have a negative effect on self-identity. This may be because people who are accustomed to presenting their positive side are easily immersed in a virtual optimistic world.

When social network use motivation and self-presentation strategies are included in the regression equation, information sharing, evasion, companionship, socialization, habits, positive self-presentation, and true self-presentation all enter the equation, and information sharing, Social motivation and real self-presentation strategies are positive predictive effects on self-identity, while other motivations and strategies are negative predictive effects, reflecting the complexity of the influence of social networking sites on self-identity, different motivations, and different self-presentations. The strategy has different effects on the development of self-identity. In this study, two different situations in the previous research and overview are just the same. It shows that both situations exist, and the situation of college students' self-identity in the environment of social networking websites is different due to different self-presentation strategies.

## **5. Conclusion**

(1) The overall situation of self-identity development of college students is better, the crisis of authority chaos is the smallest, and the crisis of self-consciousness is the biggest. There is no significant difference in the overall development of self-identity between male and female college students, but boys are less affected by the crisis of identity diffusion than girls, and the influence of authoritative chaos crisis is greater than that of girls. There is no significant difference in the overall situation of self-identity among college students in different grades, but the self-identity development of sophomore and junior students is less severe than that of freshmen. The senior students are more clear in their future orientation than sophomores and juniors. . Different students in different places of origin have different self-identity development, and urban students develop better self-identity. There is no significant difference in the self-identity of students of different professional natures, but liberal arts students are more self-aware than science and engineering students, and their orientation is not as clear as that of science and engineering students.

(2) There is a significant negative correlation between the motivation of college students' social networking sites and their self-identity. The more motivated the social networking site is, the worse the self-identity develops. There is a significant negative correlation between the self-presentation strategy and self-identity of college students' social networking sites. In the specific dimension, the positive self-presentation strategy and the fuzzy self-presentation strategy are significantly negatively correlated with self-identity. The true self-presentation strategy and self-identity are presented. Significant positive correlation. There is a significant positive correlation between the motivation of college students' social networking sites and self-presentation strategies.

(3) Social networking sites use motivational entertainment, escapism, trendy fashion, companionship and habitual motivation to have a significant negative predictive effect on self-identity. Social motivation has a significant positive predictive effect on self-identity; social website motivation Entertainment, information, escapism, trendy fashion, companionship, career advancement, social and habitual dimensions have a significant positive predictive effect on positive self-presentation. Evasion, trendy fashion and habitual motives have a significant positive predictive effect on fuzzy self-presentation; entertainment, information, trendy fashion, companionship, career advancement, social and habitual dimensions have a significant positive predictive effect on real self-presentation; active self The presentation and fuzzy self-presentation strategies have a significant negative predictive effect on self-identity, and the true self-presentation strategy has a significant positive predictive effect on self-identity.

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