Self-Disclosure and Self-Presentation on Facebook:
The Role of Knowledge-Building Experience and Self-Monitoring
การเปิดเผยตัวตน และการนำเสนอตัวตน บนสื่อเครือข่ายสังคมออนไลน์เฟซบุ๊ก:
ความสัมพันธ์ของประสบการณ์ผู้ใช้งานสื่อเครือข่ายสังคมออนไลน์เฟซบุ๊ก
กับการควบคุมตนเอง

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Abstract

This research examines Facebook users' experiences as it relates to the effects of self-monitoring and self-disclosure on user's self-presentation. The survey research using a self-administered questionnaire was conducted with 274 samples. Multiple regression analyses were used to test the hypotheses. The results demonstrate that experiences with ones' partner, channel-in-use, and topic have a positive influence on self-disclosure. Self-monitoring was positively associated with individual's valence, intentionality, and honesty on Facebook. Further, self-disclosure was associated with self-presentation on Facebook. The findings support and extend the theory of channel expansion and the relationships between self-disclosure and self-presentation.

Keywords: Social Media, Facebook, Self-Monitoring, Self-Disclosure, Self-Presentation

บทคัดย่อ

การวิจัยนี้เป็นการศึกษาความสัมพันธ์ของประสบการณ์ผู้ใช้งานสื่อเครือข่ายสังคมออนไลน์เฟซบุ๊ก กับการควบคุมตนเอง การเปิดเผยตัวตน และการนำเสนอตัวตน บนสื่อเครือข่ายสังคมออนไลน์เฟซบุ๊ก โดยการวิจัยเชิงสำรวจด้วยแบบสอบถาม จำนวน 274 ตัวอย่าง ใช้การวิเคราะห์ความถดถอยเชิงพหุในการทดสอบสมมติฐาน ซึ่งผลการวิจัยพบว่าประสบการณ์ผู้ใช้งานสื่อเครือข่ายสังคมออนไลน์เฟซบุ๊กในด้านผู้ที่สื่อสาร ด้านช่องทางในการสื่อสาร และหัวข้อในการสื่อสาร มีความสัมพันธ์เชิงบวกกับการเปิดเผยตัวตนของผู้ใช้งานสื่อเครือข่ายสังคมออนไลน์เฟซบุ๊ก การควบคุมตนเองมีความสัมพันธ์เชิงบวกกับการเปิดเผยตัวตนในด้านเจตคติ ความตั้งใจ และความจริงใจของผู้ใช้งานสื่อเครือข่ายสังคมออนไลน์เฟซบุ๊ก นอกจากนี้การเปิดเผยตัวตนยังมีความสัมพันธ์เชิงบวกกับการนำเสนอตัวตนของผู้ใช้งานสื่อเครือข่ายสังคมออนไลน์เฟซบุ๊ก ผลของการวิจัยนี้สนับสนุนทฤษฎีการขยายช่องทางการสื่อสาร และแนวคิดเกี่ยวกับความสัมพันธ์ระหว่างการเปิดเผยตัวตนและการนำเสนอตัวตน

คำสำคัญ: สื่อเครือข่ายสังคมออนไลน์ เฟซบุ๊ก การควบคุมตนเอง การเปิดเผยตัวตน การนำเสนอตัวตน

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Introduction

With growing popularity in the use of social networking sites, several researches (e.g., Rosenberg & Egbert, 2011) assert that Facebook has been recognized as having potential for studying communication behaviors as it provides a semipublic platform that allows people to share personal information publicly. At the same time, the advantage of the social networking site is that it also offers online users the ability to create their own content and the option of determining who can or cannot see their private information.

It is important to expand the knowledge of interpersonal and online communication on social networking media, especially Facebook, now that it is having an impact in every corner of the world. This study assumes from previous research (e.g., Joinson & Paine, 2007; Morton, 1978) that not all Facebook users disclose their information to the same degree. Some users share more private thoughts and intimate details about their lives than others. Such differences may be partially explained by individual differences in personality and trait. Additionally, users' self-presentations are influenced by their willingness to self-disclose personal information online and self-monitoring their online behavior.

The significance of this research focuses on complex psychological aspects of what has become individual's way of life. Despite the academic endeavor to examine the role of social networking sites as a channel for interpersonal communication, there has been a lack of studies that explored the influence of online users' experience and their self-monitoring on their self-disclosure and self-presentation on Facebook. As people find a new way of establishing and maintaining their relationship through online environments, understanding how self-disclosure and self-presentation function in an online environment is imperative for researchers who are interested in the dynamics of modern interpersonal relationships.

In sum, the purpose of the present study has three aims: The first aim is to attempt to find an explanation through the examination of Facebook users' experiences as it relates to their self-disclosure. The second aim is to underscore the important of a personality factor with the examination of a specific trait such as self-monitoring in associations with their self-disclosure on Facebook. The third aim is to examine the combined effects of self-monitoring and self-disclosure on user's self-presentation strategies employed on Facebook.

Literature Review
Channel expansion theory and knowledge-building experience

According to channel expansion theory proposed by Carlson and Zmud (1999), communicators develop a level of knowledge based on histories of communication with their partners, with the channel-in-use, and with the messaging topic. Experience allows communicators to develop associated knowledge bases of encoding and decoding messages transmitted through a channel. They identified four knowledge-building experiences: (1) experience of participants with the channel-in-use, (2) experience of participants with the communication partner, (3) experience of participants with the messaging topic, and (4) experience with the organizational context.

Several researches (e.g., D'Urso & Rains, 2008) have explored the contribution of experience in the context of computer-mediation communication. Experience was found to lead to

the development of personal relationships online. Parks and Floyd (1996) examined relationship among friends in cyberspace and found that experience with online communication partners is one of the strongest predictors in a study of relational development in online newsgroups. Nevertheless, research has ignored experiences that online users have with the messages sent, communication partners, and channel-in-use where this study will help fill that gap.

Self-disclosure

Self-disclosure refers to any information a person reveals to another person (Cozby, 1973) and making that information to become shared knowledge (Jourard, 1971). Hosman and Tardy (1982) argued that self-disclosure is complex since it contains four components that must cooperate simultaneously: a discloser, a target to whom a disclosure is made, a topic of disclosure, and a social setting in which a disclosure occurs.

Hosman and Tardy (1982) argued that self-disclosure is complex since it contains four components that must be cooperated simultaneously: a discloser, a target to whom a disclosure is made, a topic of disclosure, and a social setting in which a disclosure occurs. As such, self-disclosure is found to be a multidimensional construct. Wheeless and Grotz (1976) pointed out that self-disclosure is related to the degree of amount, depth, valence, honesty, and intentionality. Amount of disclosure is concerned with the duration of exchanging personal information. Depth deals with the intimacy of what is disclosed. Valence focuses on whether the information is to be positive or negative to the discloser. Honesty reflects the degree to which the discloser expresses true and honest feelings and emotions. Intentionality is concerned with self-consciousness of the discloser.

Self-monitoring

Self-monitoring refers to as expressive behavior where individuals present their own feeling and attitudes in a social situation (Snyder, 1974). Individuals who are high in the trait of self-monitoring engage in monitoring and controlling their expressions to suit social circumstances, whereas those who are low in the trait are less sensitive or less concerned with the social climate around them (Snyder, 1987; Sullivan & Harnish, 1990).

The work of Snyder (1974) and Briggs, Cheek, and Buss (1980) propose that self-monitoring can be measured based on three dimensions: (1) acting ability, (2) other-directedness, and (3) extroversion. Lennox and Wolfe (1984) conceptualized that self-monitoring is comprised of two aspects: the ability to modify self-presentation and sensitivity to the expressive behavior of others. The ability to modify self-presentation measures the extent to which individuals report that they can change or are willing to change their behavior to meet the needs of various social situations. The sensitivity to expressive behavior of others reveals how attentive individuals report they are to cues that allow them to understand others' emotions and motives.

Self-presentation

As Goffman (1959) defines self-presentation as role-governed behaviors that help set the direction of human's communicative actions, other scholars (e.g., Baumeister & Leary, 1995; Leary, 1996) assert self-presentation is the process of controlling perceptions by others

in with a view of achieving, through the use of various strategies, a desired impression to regulate or control the impression others have.

Although self-presentation styles and strategies have been widely studied (e.g., Lewis & Neighbor, 2005; Sadler, Hunger, & Miller, 2010), social networking sites such as Facebook have still opened up for the study in which people may employ various self-presentation strategies. Some studies have shown that self-presentation tactics and strategies can also be applied to the study of cyber-personal behavior. Walther (1996) argues that the unique characteristics of computer-mediated communication allow users to selectively construct and edit their self-presentation strategies in ways that are different from the traditional interpersonal communication such as face-to-face communication.

Jones and Pittman (1982) proposed a taxonomy of self-presentation techniques that comprises of self-promotion, ingratiation, exemplification, intimidation, and supplication. Self-promotion is employed when individuals want to display their accomplishments to observers. Ingratiation is used when individuals want to obtain likability from observers. Exemplification is used when individuals want to gain acknowledgement from observers. Intimidation is used when individuals want to show their power or to punish others. Supplication is used when individuals want to show their weaknesses or deficiencies to gain

Conceptual Framework

The conceptual framework comprises of four variables: (1) Experiences; (2) Self-disclosure; (3) Self-monitoring; and (4) Self-presentation (see Figure 1).
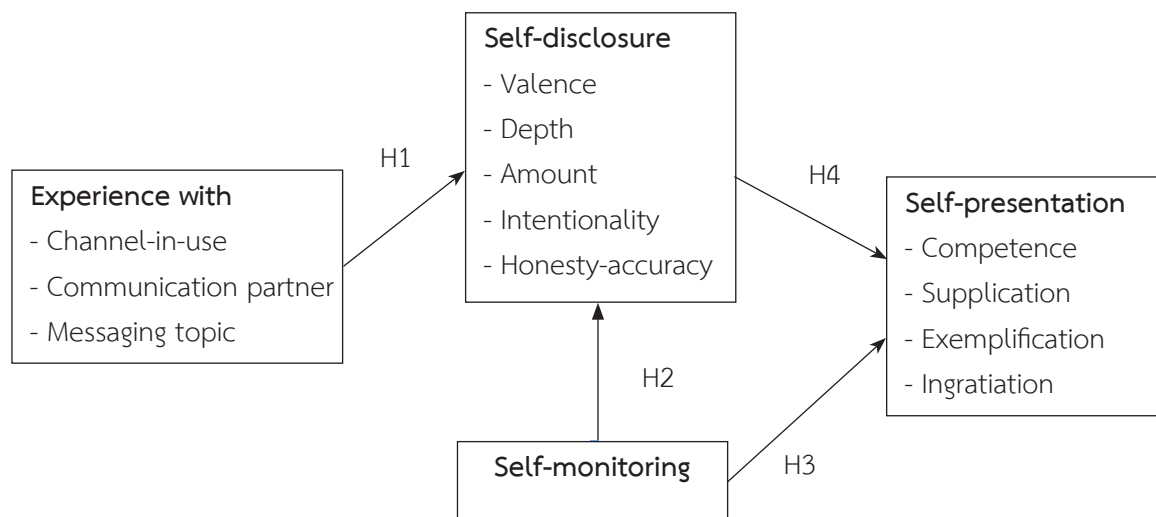

Figure 1 Conceptual Framework of Relationships among Experience, Self-Disclosure, Self-Monitoring, and Self-Presentation

Hypotheses

Experience and self-disclosure on Facebook

Schmitz and Fulk (1991) indicated that people's experience with the channel and social force influence the selection of media's use. People use the same media differently depending upon the user's experience with the channel. Klyueva (2008) found that prior experience about a communication medium, familiarity with the topic and acquainting with communication partner affect people's choice of media usage. As Facebook emerged as a new interactive and dynamic tool for communication, Tidwell and Walther (2002) contend that individuals are more likely to engage more proportion of direct and intimate conversation in computer-mediated communication. Therefore, the first hypothesis is proposed:

H1: Experience with the channel-in-use, experience with the communication partner, and experience with the messaging topic will have a positive influence on users' self-disclosure in terms of (a) valence, (b) depth, (c) amount, (d) intentionality, and (e) honesty-accuracy on Facebook.

Self-monitoring and self-disclosure on Facebook

Several researches demonstrated that psychological disposition is related to the way people use the medium for their online self-disclosure. Cozby (1973) found that a personality factor such as personal extraversion is positively related to self-disclosure. Hosman and Tardy (1982) found that some people are more flexible in their disclosures than others. Given the nature of self-monitoring factor, when the variance explained by knowledge-building experience is accounted for, it is expected that an individual's self-monitoring will be positively related to

individuals' self-disclosure for all five dimensions Therefore, the second hypothesis is proposed:

H2: After accounted for knowledge-building experience, an individual's self-monitoring will be positively associated with their self-disclosure in five dimensions in terms of (a) valence, (b) depth, (c) amount, (d) intentionality, and (e) honesty-accuracy on Facebook.

Self-monitoring and self-presentation on Facebook

It has been argued that self-monitoring is tied to individual's self-presentation (Renner, Laux, Schutz, & Tedeschi, 2004; Snyder, 1979). High self-monitors seem to be acutely aware of their social environment and are keen to modify or adjust their self-presentation to fit into the situation. Lewis and Neighbors (2005) found that individuals who are higher in controlled orientation focus on using tactics to gain approval, whereas individuals who are more autonomous appear to be more genuine and authentic in social interactions which result in less use of self-presentation tactics. Therefore, the third hypothesis is proposed:

H3: After accounting for knowledge-building experience, an individual's self-monitoring will be positively associated with all four strategies of self-presentation that are (a) competence, (b) supplication, (c) exemplification, and (d) ingratiation on Facebook.

Self-disclosure and self-presentation on Facebook

Several studies (e.g., Trammell & Keshelashvili, 2005) indicated that online users employ self-disclosure as a means for self-presentation management. Five dimensions of self-disclosure have been studied in relation to self-presentation. For instance, Gibbs, Ellison, and Heino (2006) reported that individuals are more concerned with presenting themselves favorably through

online dating and are likely to engage in more positive self-disclosure and be less inclined to reveal negative aspects of themselves. Self-disclosure could influence the way people present themselves online. It is likely that five dimensions of self-disclosure should explain unique variance in all four tactics of self-presentation. Therefore, the fourth hypothesis is proposed:

H4: After experience and self-monitoring factors are accounted for, all five dimensions of self-disclosure will have positive influence on all four strategies of self-presentation that are (a) competence, (b) supplication, (c) exemplification, and (d) ingratiation on Facebook.

Methods
Sample and procedures

A student sample was used for the current study, because they are the prominent group who regularly use social networking sites. In addition, Facebook was selected as a social networking site for this present study, because it is the most widely used among university students. Respondents (n = 274) for this study were recruited from students enrolled in International Programs at three large universities in the Bangkok metropolitan area in Thailand.

Three large universities in the Bangkok metropolitan area in Thailand were randomly selected from the list of 24 universities with International Programs in the official publication of Office of the Higher Education Commission (2013). The researcher gained access to the universities by sending a request letter of conducting the survey to the Office of International Student Affairs at the selected universities. After receiving permission from the universities, the researcher briefly contacted instructors of each university

to explain the purpose of the study. The questionnaires were distributed in class to students enrolled in International Programs by instructors of each university. Students were voluntary to complete the self-reported survey. The researcher received all questionnaires back from instructors in sealed envelopes.

The self-administrated questionnaire was developed in English and respondents completed this survey anonymously. The survey was intended only for respondents who had experience with Facebook. Any respondents who did not use Facebook were excluded from the sample. There were 154 (56.4%) females and 119 (43.6%) males. The average age of the respondents was approximately 20 years (M = 20.72, SD = 1.757). Of the sample, 218 (81.95%) of the sample considered themselves as the Thais, and 48 (18.05%) considered themselves as the non-Thais.

Measures

Self-disclosure was measured with 14 items from a modified Self-Disclosure Scales developed by Wheeless and Grotz (1976). The scale indexes aspects of self-disclosure: valence, depth, amount, intentionality, and honesty-accuracy. The scale was slightly modified by adding "in Facebook" under investigation in this study in order to tailor them towards Facebook. Means, standard deviations, and Cronbach's alphas were: valence (M = 13.27, SD = 3.01, α = .701), depth (M = 11.11, SD = 3.26, α = .750), amount (M = 10.35, SD = 3.53, α = .712), intentionality (M = 13.59, SD = 3.47, α = .771), and honesty-accuracy (M = 8.72, SD = 2.22, α = .676).

Self-presentation was measured with 9 items from Jung, Youn, and McClung's (2007) self-presentation strategies. The scale indexes aspects

of self-presentation: competence, supplication, exemplification, and ingratiation. The scale was slightly modified by adding "in Facebook" under investigation in this study in order to tailor them towards Facebook. Means, standard deviations, and Cronbach's alphas were: competence (M = 11.72, SD = 3.56, α = .912), supplication (M = 6.74, SD = 2.40, α = .699), exemplification (M = 7.81, SD = 2.22, α = .711), and ingratiation (M = 8.33, SD = 2.52, α = .751).

Self-monitoring was measured with 13 items from Lennox and Wolfe's (1984) Revised Self-Monitoring Scale. Due to poor reliability, two items were deleted. These two items were "I have trouble changing my behavior to suit different people and different situations," and "Even when it might be to my advantage, I have difficulty putting up a good front." After removing two items, Cronbach's alpha of the scale indexes was .793 (M = 35.30, SD = 5.91).

Knowledge-building experience was measured with 19 items from Carlson and Zmud's (1999) experience scales. The scale indexes three aspects of knowledge-building experience: experience with the channel-in-use, experience with communication partner, and experience with messaging topic. Experience with organizational context was excluded from this study, because it was unrelated to respondent's experience in Facebook. The scale was slightly modified by adding "in Facebook," "using Facebook," and "discussing in Facebook" under investigation in this study in order to tailor them towards Facebook. Means, standard deviations, and Cronbach's alphas were: experience with the channel-in-use (M = 29.14, SD = 5.38, α = .775), and experience with communication partner (M = 41.43, SD = 6.65, α = .719). Due to poor reliability of experience with messaging topic subscale,

one item "I do not feel knowledgeable about the messaging topic" was deleted. Cronbach's alpha of the remaining items of an experience with messaging topic was improved to .677 (M = 8.45, SD = 1.74).

Results

Intercorrelations among each of the major constructs were examined to check for evidence of multicollinearity. All correlations were well below the recommendation threshold of .7 (Tabachnik & Fidell, 2001). Thus the variables in the present study were not redundant. The Cronbach's α values of all scales ranged from .676 to .912, indicating an adequate reliability (Hatcher, 1994).

Multiple regression analyses were conducted. For valence of self-disclosure, Hypothesis 1a was partially supported, $F(3, 270)$ = 20.948, $p < .01$. The R^2 was .189. The beta coefficient for the experience with the channel-in-use (β = .211, $p < .01$) and the experience with communication topic (β = .249, $p < .01$) had a positive significant contribution to the regression.

For the depth of self-disclosure, Hypothesis 1b was partially supported, $F(3, 270)$ = 7.783, $p < .01$. The R^2 was .080. The beta coefficient for the experience with communication partner had a positive significant contribution to the regression (β = .157, $p < .01$).

For the amount of self-disclosure, Hypothesis 1c was partially supported, $F(3, 270)$ = 9.053, $p < .01$. The R^2 was .091. The beta coefficient for the experience with communication partner had a positive significant contribution to the regression (β = .135, $p < .01$).

For the intentionality of self-disclosure, Hypothesis 1d was partially supported, $F(3, 270)$ = 18.664, $p < .01$. The R^2 was .172. The beta

coefficient for the experience with the channel-in-use (β = .133, p < .01) and the experience with communication topic (β = .538, p < .01) had a positive significant contribution to the regression.

For the honesty-accuracy of self-disclosure, Hypothesis 1e was partially supported, $F(3, 270)$ = 17.787, p < .01. The R^2 was .165. The beta coefficient for the experience with the channel-in-use (β = .091, p < .01) and the experience with communication partner (β = .063, p < .01) had a positive significant contribution to the regression.

The second hypotheses were assessed using hierarchical multiple regression analysis performed in two blocks. In the first block, three aspects of knowledge-building experience were entered as control variables. In the second block, self-monitoring was added for each dependent variable.

Hypothesis 2a was confirmed as high self-monitors who had high experience with the channel-in-use and experience with communication topic were more likely to engage in more positive valence of self-disclosure (β = .063, p < .01). The R^2 for the model was .266.

Hypothesis 2b was not confirmed as self-monitoring had no significant effect on the depth of self-disclosure beyond the variance explained by knowledge-building experiences, ΔR^2 = .002, $\Delta F (4, 269)$ = .515, p = .474.

Hypothesis 2c was not confirmed either as self-monitoring had no significant effect on the amount of self-disclosure beyond the variance explained by knowledge-building experiences, ΔR^2 = .004, $\Delta F (4, 269)$ = 1.170, p = .280.

Hypothesis 2d was confirmed as high self-monitors who had high experience with the channel-in-use and experience with communication topic were more likely to engage in high intentionality of self-disclosure (β = .209, p < .01). The R^2 for the model was .206.

Finally, hypothesis 2e was confirmed as high self-monitors who had high experience with the channel-in-use and experience with communication partner were more likely to engage in more honesty and accuracy of self-disclosure (β = .155, p < .05). The R^2 for the model was .184.

Table 1 Regression Coefficients for All Five Dimensions of Self-Disclosure Addressing Hypothesis 1 and 2 (n = 274)

	Valence		depth		amount		intentionality		honesty-accuracy	
	Block 1	Block 2	Block 1	Block 2	Block 1	Block 2	Block 1	Block 2	Block 1	Block 2
Channel in use	.211**	.166**	-.105	-.112	-.014	-.024	.206**	.176**	.221**	.199**
Communication partner	.078	.046	.319**	.314**	.253**	.246**	.023	.002	.189**	.173**
Communication topic	.249**	.145*	-.032	-.048	.090	.066	.270**	.200**	.100	.048
Self-monitoring		.315**		.048		.071		.209**		.155*
F		24.315**		5.955		7.090		17.407**		15.134*
R^2		.266		.081		.095		.206		.184
ΔR^2		.077		.002		.004		.034		.019

Note. Standardized regression coefficients are shown. *p < .05, **p < .01.

The third hypotheses were assessed using hierarchical multiple regression analysis performed in two blocks. In the first block, three aspects of knowledge-building experience were entered as control variables. Self-monitoring was added into the second block. All four strategies of self-presentation served as dependent variables in the regression model.

Hypothesis 3a was not confirmed as self-monitoring had no significant effect on the competence of self-presentation strategy beyond the variance explained by knowledge-building experiences, $\Delta R^2 = .010$, $\Delta F (4, 269) = 3.450$, $p = .064$.

Hypothesis 3b was not confirmed as self-monitoring had no significant effect on the supplication of self-presentation strategy beyond the variance explained by knowledge-building experiences, $\Delta R^2 = .000$, $\Delta F (4, 269) = .053$, $p = .819$.

Hypothesis 3c was not confirmed as self-monitoring had no significant effect on the exemplification of self-presentation strategy beyond the variance explained by knowledge-building experiences, $\Delta R^2 = .001$, $\Delta F (4, 269) = .350$, $p = .555$.

Hypothesis 3d was not confirmed as self-monitoring had no significant effect on the ingratiation of self-presentation strategy beyond the variance explained by knowledge-building experiences, $\Delta R^2 = .034$, $\Delta F (4, 269) = .219$, $p = .640$.

The fourth hypotheses were assessed using hierarchical multiple regression analysis performed in three blocks. In the first block, three aspects of knowledge-building experience were entered as control variables. Self-monitoring was added into the second block and all five dimensions of self-disclosure were entered into the third block.

For the competence strategy of self-presentation, hypothesis 4a yielded significant findings. The first block, containing knowledge-building experiences, explained 21.1% of the variance in competence strategy of self-presentation. The addition of self-monitoring in the second block had no significant effect on competence self-presentation, $\Delta R^2 = .010$, $\Delta F (4, 269) = 3.450$, $p = .064$. The inclusion of the third block containing self-disclosure factors explains an additional 11.3% of the variance in the competence strategy of self-presentation. The beta coefficient for the amount of self-disclosure had a positive significant contribution to the regression ($\beta = .255$, $p < .01$).

For the supplication strategy of self-presentation, hypothesis 4b yielded significant findings. The first block, containing knowledge-building experiences, explained 6.7% of the variance in the supplication strategy of self-presentation. The addition of self-monitoring in the second block had no significant effect on supplication self-presentation, $\Delta R^2 = .000$, $\Delta F (4, 269) = .053$, $p = .819$. The inclusion of the third block containing self-disclosure factors explains an additional 29.8% of the variance in the supplication strategy of self-presentation. The beta coefficient for the valence of self-disclosure ($\beta = -.130$, $p < .05$), the depth of self-disclosure ($\beta = .178$, $p < .01$), and the amount of self-disclosure ($\beta = .453$, $p < .01$) had a significant contribution to the regression.

For the exemplification strategy of self-presentation, hypothesis 4c yielded significant findings. The first block, containing knowledge-building experiences, explained 16.9% of the variance in the exemplification strategy of self-presentation. The addition of self-monitoring in the second block had no significant effect on

the exemplification strategy of self-presentation, $\Delta R^2 = .001$, $\Delta F (4, 269) = .350$, $p = .555$. The inclusion of the third block containing self-disclosure factors explains an additional 16.6% of the variance in the exemplification strategy of self-presentation. The beta coefficient for the amount of self-disclosure had a positive significant contribution to the regression ($\beta = .402$, $p < .01$).

For the ingratiation strategy of self-presentation, hypothesis 4d yielded significant findings. The first block, containing knowledge-building experiences, explained 17.4% of the variance in the ingratiation strategy of self-presentation. The addition of self-monitoring in the second block had no significant effect on ingratiation self-presentation, $\Delta R^2 = .001$, $\Delta F (4, 269) = .219$, $p = .640$. The inclusion of the third block containing self-disclosure factors explains an additional 11.8% of the variance in the ingratiation strategy of self-presentation. The beta coefficient for the valence of self-disclosure ($\beta = .200$, $p < .01$) and the amount of self-disclosure ($\beta = .314$, $p < .01$) had a positive significant contribution to the regression. All results of the regression models addressing hypothesis 3 and 4 are reported in Table 2.

Table 2 Results of the Hierarchical Regression Model Addressing Hypothesis 3 and 4 in Final Block ($n = 274$)

Dependent Variable		β	R^2	ΔR^2
Competence	Block 3		.334	.113**
	Experience with channel in use	.097		
	Experience with communication partner	.103		
	Experience with communication topic	.142*		
	Self-monitoring	.041		
	Valence	.098		
	Depth	.114		
	Amount	.255*		
	Intentionality	.052		
	Honesty-accuracy	.047		

Table 2 Results of the Hierarchical Regression Model Addressing Hypothesis 3 and 4 in Final Block
(*n* =274) (continued)

Dependent Variable		β	R^2	ΔR^2
Supplication	Block 3		.366	.298**
	Experience with channel in use	-.023		
	Experience with communication partner	.086		
	Experience with communication topic	.047		
	Self-monitoring	-.018		
	Valence	-.130		
	Depth	.178**		
	Amount	.453**		
	Intentionality	-.050		
	Honesty-accuracy	.084		
Exemplification	Block 3		.335	.166**
	Experience with channel in use	.018		
	Experience with communication partner	.165**		
	Experience with communication topic	.165*		
	Self-monitoring	-.104		
	Valence	.107		
	Depth	.023		
	Amount	.402**		
	Intentionality	.069		
	Honesty-accuracy	-.072		

Table 2 Results of the Hierarchical Regression Model Addressing Hypothesis 3 and 4 in Final Block (*n* =274) (continued)

Dependent Variable		β	R^2	ΔR^2
Ingratiation	Block 3		.293	.118**
	Experience with channel in use	.165**		
	Experience with communication partner	.058		
	Experience with communication topic	.117		
	Self-monitoring	-.055		
	Valence	.200**		
	Depth	.014		
	Amount	.314**		
	Intentionality	-.066		
	Honesty-accuracy	.075		

Note. Standardized regression coefficients are shown. *p < .05, **p < .01.

Discussion and Conclusions

The purpose of the current study was to assess the role of Facebook users' experiences as it related to their self-disclosure, self-monitoring, and self-presentation. The findings of this present study indicate that users' experience with Facebook is associated with positive valence, high amount, and high intentionality of self-disclosure. The result of this study extends Carlson and Zmud's (1999) theory of channel expansion and is consistent with the work of Ferry, Kydd, and Sawyer (2001) and D'Urso and Rains (2008). This notion adds additional support for Schmitz and Fulk's (1991) findings that participant's experience with the channel-in-use influences the way they utilize the medium. The empirical evidence points out that people end up revealing more information online may be because of the increasing experience with the medium that those people have.

In addition, users' experience with communication partner on Facebook is positively associated with the depth, the amount, and the honesty-accuracy of self-disclosure. This explanation fits with Altman and Taylor's (1987) notion that knowledge and understanding of the relational partner depend on both depth and breadth of communication. The more knowledge individuals have about their communication partners, the more information they share with them. The findings of this study also support Tidwell and Walther's (2002) notion regarding the honesty of self-disclosure which suggests that Facebook users tend to be honest with their online partners if they know whom their online communication partners are. As Facebook is considered to be open for public, honesty is a desirable virtue for remaining in touch with friends online. Lying reduces credibility and the

loss of trust with their online friends who might know the truths.

Users' experience with communication topic on Facebook also plays a role in self-disclosure. As Facebook users become more familiar with their communication topic, they seem to disclose more positive valence and more intentionality on Facebook. The result here helps confirm the work of Vasalou, Joinson, and Courvoisier (2010). This notion helps draw a conclusion that Facebook users tend to reveal more positive information if they know about the kind of information they create. In addition, knowing the topics of discussion well enables online users to craft messages to be more positive and more beneficial for them.

Adding self-monitoring into the picture, the findings found that high self-monitors are associated with high positive valence, high intentionality, and greater honesty-accuracy of users' self-disclosure on Facebook. This finding fits with the view of Snyder (1987). It is likely that high self-monitors are determined to be more honest and more accurate in disseminating information that is acceptable and desirable to fit with the online social setting on Facebook.

In addition, the findings from the study revealed interesting results. Users' experience with communication partner is positively associated with all four strategies of self-presentation on Facebook--competence, supplication, exemplification, and ingratiation. This finding is supported by previous research (e.g., Greene, Derlega, & Mathews, 2006) which indicate that target familiarity affects people's self-presentation motive. As Facebook allows its users to create their own self-image, users who gain experience about their communication partner tend to reveal their true self with more

personal information, thoughts, and feeling to a partner and aspire to be open with whom they have contacted.

Users' experience with communication topic is positively associated with three strategies of self-presentation that are competence, exemplification, and ingratiation, but not supplication. This finding of this study is consistent with Walther's (1992) study which reports that online users who are knowledgeable with the communication topic know how to craft messages that can present themselves favorably online. Experienced online users can choose their words wisely and present themselves properly on Facebook. They are also able to avoid the use of negative words that may demean themselves online.

Similarly, users who had experience with Facebook are likely to present themselves as competent and ingratiating. As Dominick (1999) pointed out the internet allows online users to highlight desirable aspects of their personality. Experienced online users can utilize the social networking site to form interpersonal relationships. The empirical data of this study adds support to Walter and Burgoon's (1992) claim that the advantage of online environment such as one in social networking sites enables online users to engage in self-presentation strategies more actively and more controllably than those in offline environments.

After user's experiences are accounted for, self-monitoring had no significant relationship to either strategy of self-presentation. This is interesting and somewhat surprising as it suggests although user's experiences are necessary for online user's self-presentation, individuals' trait such as self-monitoring had no contribution into the variance explained in user's self-presentation

on Facebook. This finding is inconsistent with previous studies (e.g., Renner et al., 2004) which report that self-monitoring is related to self-presentation. The finding of this study indicated that only .000 to .034 changes in R^2 of self-monitoring added into the variance of self-presentation beyond users' experiences were accounted for. One explanation of this outcome is that self-presentation behaviors may be viewed as behavioral adaptations developed through early experience (Sadler et al., 2010). Therefore, the type of personality and trait an online user possesses is not as important as how much experience he/she has with the channel-in-use, the communication topic, and the communication partner.

In exploring how five dimensions of self-disclosure affect user's self-presentation on Facebook after accounted for user's experiences and user's self-monitoring, the results revealed several noteworthy patterns. The findings of this study extend the previous research of Rosenberg and Egbert (2011) which found that personality traits predict different types of individuals' goals, which in turn predict the use of specific self-presentation tactics. The findings of this study help fill in the gap of the missing link from Rosenberg and Egbert's picture and connect the dots between individual's self-disclosure in relation to the use of online self-presentation.

After users' experiences and self-monitoring are accounted for, the competence strategy of self-presentation is best explained by the amount of self-disclosure on Facebook. That is, Facebook users who reveal high amount of information about themselves tend to see themselves as competent communicators. The amount of self-disclosure is related to the perception of Facebook users toward their own communication

ability. One possible explanation is that the amount of self-disclosure is related to users' ability to demonstrate their skills and capabilities online. Zywica and Danowski (2008) pointed out in their study that social networking site users are likely to employ competence strategy when they want to display their abilities to provide useful information to their contacts. This finding also supports the view of Bortee (2005) which suggests that competence is related to seeking to be perceived as skilled by communicating ability and accomplishment to others. As Facebook users engage in self-disclosure online, one way to promote their competence is by subtracting unfavorable behaviors and removing unpleasant contents from their Facebook's wall.

Similarly, after users' experiences and users' self-monitoring are accounted for, the exemplification strategy of self-presentation is best explained by the amount of self-disclosure on Facebook. The findings of this study are in line with Lea and Spears' (1993) notion that the social networking site tends to be less constrained on how an individual presents oneself to others. Social information can be exchanged and formed deliberately to develop more favorable self-presentation in computer-mediated communication. Undoubtedly, Facebook now becomes a place which allows online users to show their thoughts and express desirable aspects of their personality (Kim & Papacharissi, 2003). Experienced users who are familiar with the use of Facebook begin to see themselves as mentors and are more willing to share their viewpoints with other online users who follow and click "Like" on their Facebook's wall.

Additionally, after users' experiences and self-monitoring are accounted for, the negative valence, depth, and amount of self-disclosure

are associated with supplication strategy of self-presentation on Facebook. Results from this study confirm past findings showing that supplication strategy is used when online users want to demonstrate their need for help from others (Zywica & Danowski, 2008). It might be that respondents who reveal large amount of negative comments with great depth tend to be the kind of people who see themselves as inadequate. As such, this type of online user is likely to make complaints, demonstrate their own weaknesses, and request for assistance in the social networking site. This result is also consistent with the findings of Bortee (2005) which reported that individuals who appear to employ supplication strategy are the ones who often asked for help or engaged in self-deprecation.

Finally, after users' experiences and users' self-monitoring are accounted for, both positive valence and amount of self-disclosure are positively associated with ingratiation strategy of self-presentation on Facebook. This finding is relatively straightforward as Dominick (1999) claimed that the internet allows individuals to highlight desirable aspects of their personality to be appealing to online audiences and the ingratiation strategy is the most frequently strategy used online. The result of this finding is also in line with Stafford and Canary (1991) who suggested that positivity, openness, and social networking are of particular relevance in the context of social networking sites.

Practical Implications

The findings in this study provide several practical implications. First, the results of the study indicate that social media is the place where young people can reveal both positive and negative information about themselves. Parents,

friends, and communication practitioners can use Facebook to communicate with these people. The amount and depth of information revealed on Facebook can help determine if Facebook users are struggling and if they are in need of help. Those who reveal negative information can be identified and consultation can be provided to them to relieve their concerns.

Second, the social networking site provides an alternative way of disclosing and presenting one's own self beyond traditional ways. However, self-disclosure and self-presentation online have something to do with users' experiences. Communication practitioners can no longer ignore the involvement of technology on self-disclosing and self-presenting online. Not everyone has adequate knowledge on the use of social networking sites. Communication practitioners can provide assistance to social media users who have less experience communicating online. By building user experiences with social media and new technology, social information can be exchanged and formed deliberately to develop more favorable self-presentation in computer-mediated communication. The development of media literacy and user experiences with technology can help novice users to utilize social networking sites to disclose and present themselves more effectively.

Third, in the digital economy's era, new media and technologies such as Facebook continue to evolve as part of people's way of communicating. The government and policy makers should encourage and support the use of social networking sites as a forum for expressing identity and the self-image of individuals. Once people are encouraged to use social networking sites to share information, virtual community can be established and contribute to more familiarity

with technology and the use of computer-mediated communication.

Limitations and Directions for Future Research

This study has several limitations that need to be acknowledged. First, this study used students from international programs in Bangkok as a sample. Students in international programs tend to have above-average socio-economic status, level of knowledge, standard of living, experience to technology, self-confidence, and level of media literacy. Therefore, generalization of the study need to be cautious, since this group of students can be expected to have different characteristics from a majority of Facebook users. Future research might attempt to explore other types of Facebook users to compare the results of similar study.

Second, this study is based on participants' self-reported questionnaire to demonstrate their online perspective of self-disclosure and self-presentation on Facebook. Future research might need to employ other types of research techniques that involve actual structured situations described in written narratives which might overcome self-reported measure's problem. Additionally, a longitudinal study can be used to examine the relationship between online users and their online partners in terms of the development of self-disclosure and self-presentation over time. Content analysis and in-depth interview might also be used to accompany with self-reported survey.

Third, self-presentation is a dynamic construct. The current study emphasized on Jung et al.'s (2007) four main self-presentation strategies: competence, exemplification, supplication, and ingratiation. More researches could be done to examine whether different instruments and

measures of self-presentation strategies can be used in identifying similar online self-presentation behaviors.

Finally, this study found no relationship between self-monitoring and self-presentation after users' experiences are accounted for. This finding may lead to further research on other personality traits and temperaments that may predispose styles and tactics of online user's self-presentation.

Acknowledgements

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