

## **SOCIAL MEDIA SELF-PRESENTATION STRATEGIES AND THEIR RELATIONSHIP TO THE LEVEL OF ANXIETY AMONG UNIVERSITY STUDENTS IN JORDAN**

**Samar Muhammad Al-Tal**

**Professor Dr. Shatha Al-Ajeely**

Professor of educational psychology/ Amman Arab University

### **Abstract**

The current study aims to reveal the level of self-presentation strategies in social media and their relationship to anxiety among university students in Jordan. The study adopted the correlative descriptive approach. Selected a sample available from the students of the University of Jordan and Amman Arab University, their number was (600) male and female, divided into scientific and humanitarian specializations, and by (300) male and female students from each university, who use social networking sites for the academic year (2020-2021). The two scales of self-presentation strategies were used on social networking sites and the scale of anxiety level. The results concluded that the level of strategies used in self-presentation on networking networking sites among university students in Jordan, in general, was at an average level, and the level of anxiety was at an average degree among the study sample. There were statistically significant differences in self-presentation strategies due to the variable of gender in favor of males, academic specialization, in favor of scientific colleges, and the variable of the university in favor of the public university. The study also showed that there were statistically significant differences in the level of anxiety due to the variable of sex and in favor of females, and there were no differences due to the variables of academic specialization and university, it also showed the existence of a statistically significant correlation between self-presentation strategies in social networking sites and the level of anxiety. The study recommended directing university students' attention to positive ways when they use social networking sites.

**Keywords: self-presentation strategies in social networking sites, anxiety, university students.**

### **Introduction**

Today's world lives in a very accelerated, renewed, and volatile time. Social relations have become broad and narrow at the same time. Modern technology has created many social media methods that have played a role in connecting the entire world with networking, and virtual societies, reducing real social relationships and natural communication between individuals. Societies have become living in a digital world that dominates the public and private lives of many individuals, allowing them to use social media through multiple strategies to express themselves and their feelings about everything that is happening in the world.

The Internet and websites have helped in the process of communication between members of society, so the individual communicates with others and exchanges opinions and ideas at the time he wants, speaking with them by voice and video, and participating in events, joys, and sorrows. It is also an important source of knowledge, communication, dialogue, obtaining news and information, presenting oneself, and introducing

them to it in the manner chosen by him (Abu Swailem, 2015).

Self-presentation is a behavior in which an individual tries to convey some information or impressions about himself to others. It refers to a category of motives in human behavior. These motives include unstable behaviors of individuals, but they depend on circumstantial factors to elicit them, as self-presentation motives are activated through the evaluative presence of other people and their knowledge of that individual's behavior (Leary, 2001).

Social networking sites such as Facebook, Instagram, and Twitter are among the social networks of particular interest to researchers in the field of self-presentation, because they are largely dedicated to the formation of impression management, as well as maintaining friendships (Zywica & Danowski, 2008).

Manning (1992) has indicated that the topic of self-presentation is not yet emerging, as it began to be used in (1959) by the scientist Erving Goffman, who was an important contributor to social research of the twentieth century, he proposed the social theory of self-presentation. This theory focuses on the viewer's impression of an action or behavior. Goffman studied the roles that individuals play, how these roles are constantly changing, the types of masks people wear, and a definition of the roles of participants.

Cunningham (2013) also referred to the beginning of the use of social media in (1997), but it did not reach the mainstream, pluralism, and expansion until the year (2003). There has been a development in these means as they have many forms and methods, some of these sites were represented by: Facebook, LinkedIn, Instagram, Twitter, and WhatsApp, all of which provide users with online space, to create pictures of themselves, and to create certain networks to connect with others. Thus, self-presentation became a strategy to present oneself to the public, which allowed users to present themselves on those social networking sites, and allow many individuals to express themselves on a wide scale that is not limited by time or place, especially adolescents and young people, which enables them to display images in all forms, videos, and publications so that individuals can effectively influence these digital societies. Most social media users seek to present themselves in different ways, and compete to show themselves in the way they aspire to, which prompted many of them to master the process of influencing social media, to be called "influencers".

In their study, Herring & Kapidzic (2015) noted that adolescents use strategies to express themselves and post their pictures on social media in the digital age, to reach their friends, acquaintances, and others. Social networking sites allow the creation and exchange of user-generated content, and most of this content has become photographs, pre-recorded videos, or videos that are photographed and broadcast live, in addition to the links and unofficial texts published by users of these sites, sites to present themselves, so sharing the self-presentation of individuals has a primary role in managing the impression. The previous literature also indicated that females display their pictures on social networking sites, and seek to show themselves more attractively, compared to males who display their pictures, and think that they appear more powerful, to become the desired radical stereotype in self-presentation (attractive female and strong male). This has exposed many adolescents to anxiety and stress if they do not appear as desired socially.

The study of Peluchette and Karl (2008) also showed that the perceptions of young people in America about the publications in which they present themselves, and what they feel about those publications on social media sites, are affecting the extent of their psychological stability. Males expressed little concern about sharing their posts and photos on social media sites such as Facebook, while female respondents were concerned about employers seeing their photos on social networking sites and their comments on posts.

Many individuals participate in social media to interact with the public positively. In general, how individuals and organizations perform activities to influence an audience is described by the theories of self-presentation introduced by Goffman, and impression management developed by Schlenker. The concept of self-presentation is described as how individuals play conscious or unconscious roles in daily life to positively influence others' impressions of themselves. Individuals are engaged in activities to control or influence the public's impression of themselves, individuals, groups, or other organizations, so it cannot be said that impression management is different from self-presentation concerning the party benefiting from the actions, impressions management often aims to create a positive and favorable image for the individual or group concerned (Rosenberg & Egbert, 2011).

Walther, Tong, Heide, & Langwell (2008), explained that the motive behind self-presentation is the desire to achieve a specific general perception or to correct differences in what the audience perceives with what is desired to be perceived, so it depends on the drive to manage impressions, and on the importance of the resulting public perception.

Creating and managing online impressions through social networking sites such as Facebook, Twitter, etc. has gained importance in recent years, and has become the subject of many studies, as individuals can create images of themselves for social purposes without being restricted by time or place. Internet users visit social networking sites and create their profiles via multiple strategies to influence others. Understanding how impression management works in an online environment is essential for researchers interested in modern interpersonal dynamics to gain a better understanding (Peluchette & Karl, 2008).

According to Rosenberg & Egbert, 2011, individuals spend most of their lives interacting with others, and therefore these interactions form people's views of themselves, which are then reflected in how they present themselves during their interaction, which monitors the symbolic interaction between self-presentation and social interactions and their links develop the meaning of the concept of self-presentation. It is difficult to determine the interrelationship between interactions and self-identity. However, researchers who study self-presentation and impression management have been researching this relationship for more than five decades. Goffman is one of the first authors to recognize that interactions provide an image of self-presentation, he emphasized that people engage in strategic actions to shape the desired image. He also believed that individuals not only try to persuade others to see them as just, respectful and ethical individuals, but also that people want to maintain solid positive impressions (Ellison, Steinfield, & Lampe, 2007).

Zhao and others (Zhao, Grasmuck, & Martin, 2008) have shown that individuals resort to many methods of self-presentation to present themselves, and for this reason, companies that own social networking sites have provided ample support by updating many methods of self-presentation through these applications. Self-presentation tactics are defined as the behaviors used to manage impressions to achieve public or private goals in people, in virtual environments.

- When thinking about virtual environments on the Internet, specifically the social networking site Facebook, there are two motives for self-presentation and impression management, namely advertising, or creating future interactions between individuals, by establishing new alms, returning old alms, and knowing what is new in all areas of life, which naturally motivates people to take more care of their self-presentation to manage the impression of others about them. Also, future interactions with friends on Facebook are highly probable, which increases an individual's motivation to closely monitor people's impressions of him (Lewis & Neighbors,

2005).

Many researchers have realized the potential of Facebook to study the behavior of self-presentation, and they have investigated this site and the relationship of these capabilities to the formation of the impression of others through the means of self-presentation. For example, it was found that the physical attractiveness of an individual's friends on Facebook and the comments made by these friends correlated with ratings of the physical and social attractiveness of the profile owner, and research also showed that the more friends a profile owner has on Facebook, the more social attractiveness and the more interest in his self-presentation. Interestingly, additional results showed that profile owners like high ratings and a large number of friends, so the general conclusion is that an individual's social media identity tends to be socially desirable, and difficult to access offline (Ross et al, 2009).

With the increase in social media applications, their competition to attract the largest number of users, and telecommunications companies providing high-quality services to use the Internet, which motivated individuals to use these means in a way that is difficult to dispense with in light of the continuous technological acceleration. Many users are spending long periods using these sites, whether following news, information, advertisements or the publications of their friends and followers. They have entered the whirlpool of information flow and competition with digital influence, which increased their stress and affected their mental health, so anxiety became a part associated with the means of communication. In social media, especially mobile communications, smartphones have become accompanying individuals everywhere, even in private places where no one should accompany them, so you find the smart phone accompanying the individual as his imagination, waiting to accept friendships, comments, and likes, tracking the latest news, the latest happenings, and thinking about the pictures they want to take, and publishing it, and others observing them. All these things increased the cases of tension and anxiety among individuals (Turkle, 2011).

McKenzie (2013) described the current era as the era of anxiety and tension, and it became called (digital anxiety), and it has become the most common psychological problem among adolescents, and youth, and the most prevalent as a result of the continuous acceleration in technological developments, lifestyles, and ways of using the Internet, all Increased mental disorders.

Spencer (2018) showed in his study that the more time that adolescents and young adults use social media, the more likely they are to deteriorate their mental health, negatively affecting their social relationships, and experience feelings of anxiety, depression, and frustration in their academic and personal lives.

Hence, the current study came to reveal the strategies of self-presentation in social networking sites and their relationship to the level of anxiety among university students in Jordan, due to the scarcity of studies that dealt with the study variables and their current form, which prompted the researcher to conduct this study.

### **The study Problem**

Through the researcher's work in the field of design, media, and social networking sites, she touched on the great role that each of them plays in general, and social networking sites in particular, in directing the behavior of individuals in society. Given the increasing demand for these sites, which provide a space to present themselves and communicate with others, this prompted the researcher to conduct this study to identify the strategies of self-presentation in social networking sites, and their relationship to the level of anxiety among university students in Jordan.

## Study Questions

The current study attempted to answer the following questions:

1. What is the level of strategies used in self-presentation on social networking sites among university students in Jordan?
2. What is the level of anxiety among university students who use social networking sites in Jordan?
3. Are there statistically significant differences at the level ( $\alpha = 0.05$ ) between the arithmetic averages in the use of self-presentation strategies on social networking sites among university students, according to gender, specialization, and university?
4. Are there statistically significant differences at the level ( $\alpha = 0.05$ ) between the arithmetic averages of the level of anxiety among university students who use social networking sites according to gender, specialization, and university?
5. Is there a statistically significant correlation at the level ( $\alpha = 0.05$ ) between the use of self-presentation strategies on social networking sites and the level of anxiety among university students in Jordan?

## Study objectives

1. Identifying the level of strategies used in self-presentation on social networking sites among university students in Jordan.
2. Identifying the level of anxiety among university students who use social networking sites in Jordan.
3. Revealing the significance of the differences between the arithmetic averages in the use of self-presentation strategies on social networking sites among university students, according to gender, specialization, and university.
4. Revealing the significance of the differences between the arithmetic averages of the level of anxiety among university students who use social networking sites according to gender, specialization, and university.
5. Revealing the significance of the statistically significant correlation between the use of self-presentation strategies on social networking sites and the level of anxiety among university students in Jordan.

## Study importance

theoretical significance

The theoretical importance of the current study is represented in the topic I dealt with, which is the strategies of self-presentation on social networking sites, and their relationship to the level of anxiety among university students in Jordan. It is hoped that this study and its results will enrich the Arab library in general with studies and theoretical literature on this subject, and provide theoretical frameworks for the study's variables, to be referenced by researchers, specialists, and those interested, and benefit from them in their studies as well as the results of the current study, which enables specialists to take the necessary measures in this regard.

## Practical importance

The study provided tools for the two variables of the study, which are self-presentation strategies, and the scale

of anxiety level among university students in Jordan, in which psychometric properties of validity and stability were available, benefiting researchers, and those interested in applying them in later research, and the results of the current study can be used for expansion. In preventive and curative programs for anxiety cases for university students in Jordan.

### **Idiomatic and operational definitions**

The definitions of the terms in the present study, as well as the procedural definitions, are as follows:

- Self-presentation strategies

Niwlikar defined it (Niwlikar,2020,1) as “the process of building and presenting oneself to form the impressions of others, motivated by gaining social acceptance, and achieving hidden goals, through designed plans that differ according to the goal to be reached, such as congratulations, humility, and supplications.” acting, intimidation, and other plans and methods.”

**Operational definition:** it is the degree that the respondent obtains on the scale of self-presentation strategies that were developed for this study.

- Social Media sites
- Kaplan & Haenlein (2012, 56) define social networking sites as “a set of Internet-based applications that draw on the ideological and technological foundations of the Web, that allow the creation and sharing of user-generated content,” which is the social networking sites considered in the current study. Represented by: Facebook (Facebook), Instagram (Instagram), Snapchat (Snapchat), and Whatsapp. )

- Anxiety

The American Psychiatric Association (American Psychiatric Association, 2021) defines anxiety as “an emotion characterized by feelings of tension, negative thoughts, recurrent intrusive fears, and physical symptoms such as sweating, shivering, dizziness, rapid heartbeat, and high blood pressure.”

Anxiety is defined procedurally: the degree to which the respondent obtains when responding to the Baker Anxiety Scale (Baker, 2019), which was developed for this study.

### **Study limits**

The current study is limited to the following

- Human limits: This study was limited to students of the University of Jordan and Amman Arab University, of both sexes, and all academic disciplines.
- Spatial limits: This study was applied to the students of the University of Jordan and the students of Amman Arab University in Jordan.
- Temporal limits: This study was applied in the summer semester of the academic year (2020-2021).

Study Determinants:

The results of this study are determined on societies similar to the current study community, which are the

students of the University of Jordan and the students of Amman Arab University. The generalization of the results of the study was also limited to the availability of indicators of validity and reliability for the two study scales, which were developed in the current study, namely the scale of self-presentation strategies in social networking sites, and the scale of anxiety.

## Method and Procedure

### Study Methodology:

The descriptive correlative approach was used, due to its relevance to the nature of the current study, which is to identify the strategies of self-presentation in social networking sites and its relationship to the level of anxiety among university students in Jordan.

### Study community:

The population of the current study consists of the students of the University of Jordan and the students of Amman Arab University, as the number of students at the University of Jordan reached (50,685) male and female students. The number of students at Amman Arab University reached (7,300) students, distributed among the scientific and humanitarian faculties, according to the statistics of the Ministry of Higher Education and Scientific Research for the academic year (2020-2021),(Ministry of Higher Education and Scientific Research website, 2021).

### The study sample:

As a result of the prevailing health conditions with the spread of the Covid-19 virus, an accessible sample of students was selected from the two mentioned universities, the University of Jordan, then a public university, and the Amman Arab University, then a private university, with (600) students, distributed among the scientific and humanitarian specializations, and by (300) male and female students from each university, who use social networking sites for the year (2020-2021).

Table (1): Distribution of study sample members according to the student's gender, specialization, and university type

Variable		Level	Number
Student's gender	Amman Arab University	Male	102
		Female	198
		Total	<b>300</b>
	University of Jordan	Male	91
		Female	209
		Total	<b>300</b>
Total			600
Specialization	Scientific Faculties	Male	46
		Female	128
		Total	<b>174</b>
	Humanities	Male	147

	Faculties		Female	279
			Total	426
Total			600	
University	Amman Arab University	Scientific Faculties		137
		Humanities Faculties		163
		Total		300
	University of Jordan	Scientific Faculties		37
		Humanities Faculties		263
		Total		300
	Total			600

**Study tools**

To achieve the objectives of the present study and to answer its questions, two tools have been used to measure the study's variables: the Social Media Self-Presentation Strategies scale and the Anxiety scale, which have been applied to students of the University of Jordan and Amman Arab University. The following are described:

**First: self-presentation strategies scale in social networking sites**

The self-presentation scale, in its initial form, consisted of (66) items, measuring the self-presentation strategies of social media users, and as in Appendix (1),

The indicators of scale validity have been verified by:

Content validity: The scale was presented in its initial form to (6) arbitrators from faculty members in Jordanian universities who specialize in psychology, development, measurement, evaluation, and counseling (Appendix 3), to express their opinions about the validity of the paragraphs and their suitability for the dimensions involved, and their measurement of the feature to be measured, and any notes they deem appropriate, including deleting, modifying, or adding paragraphs. The paragraphs agreed upon by (80%) or more of the arbitrators were retained, some paragraphs were deleted, and the wording of some paragraphs was modified.

Construction validity indicators:

To verify the construct validity indicators of the self-presentation strategies scale, the scale was applied to a sample of (60) university students from outside the study sample. The Pearson correlation coefficient was used to find the correlation between the score of each paragraph and the total score of the dimension to which it belongs, and the score of each dimension, with the total score of the scale.

**Table (2) Correlation coefficients of the study tool paragraphs with the dimension total score and the tool as a whole**

No.	Item	correlation with	
		dimension	Tool
1.	I present myself as I see fit.	0.751**	0.691**
2.	I make a good impression on others through social media.	0.766**	0.653**

3.	I can effectively communicate with my friends through social media.	<b>0.787**</b>	<b>0.775**</b>
4.	I can achieve my goals by effectively communicating through social media	<b>0.794**</b>	<b>0.706**</b>
5.	I offer myself to find my life partner	<b>0.765**</b>	<b>0.699**</b>
6.	I introduce myself through my thoughts and words	<b>0.678**</b>	<b>0.652**</b>
7.	I show myself through my photos and videos with family, friends, and places.	<b>0.778**</b>	<b>0.711**</b>
8.	<b>I show</b> pictures of my valuables	<b>0.776**</b>	<b>0.706**</b>
9.	I introduce myself in an automatic and spontaneous way	<b>0.751**</b>	<b>0.705**</b>
10.	I regularly choose and post pictures that make me look attractive	<b>0.663**</b>	<b>0.611**</b>
11.	Express the same attitudes as others to gain acceptance	<b>0.785**</b>	<b>0.691**</b>
12.	I regularly introduce myself as being cooperative with others	<b>0.696**</b>	<b>0.654**</b>
13.	I always publish news, articles, or photos to attract the interest of my friends to read them	<b>0.777**</b>	<b>0.765**</b>
14.	I always comment on friends' posts to express my interest	<b>0.794**</b>	<b>0.706**</b>
15.	I always like to appear on social media	<b>0.599**</b>	<b>0.567**</b>
16.	I Publish posts made by friends	<b>0.786**</b>	<b>0.781**</b>
17.	I share my photos with my friends and strangers	<b>0.799**</b>	<b>0.796**</b>
18.	I ask for help from my social media friends most of the time.	<b>0.830**</b>	<b>0.807**</b>
19.	I tend to appear weak or helpless to get care from others on social media.	<b>0.778**</b>	<b>0.734**</b>
20.	I always show an inability to complete work to get help from others on social media	<b>0.843**</b>	<b>0.835**</b>
21.	I have social media pages because my friends have pages on them	<b>0.765**</b>	<b>0.795**</b>
22.	I take care of friends' and others' self-esteem.	<b>0.829**</b>	<b>0.788**</b>
23.	I don't want to show my private photos	<b>0.794**</b>	<b>0.706**</b>
24.	I always post a status that expresses my sadness	<b>0.820**</b>	<b>0.829**</b>
25.	I hide myself using filters, photo and video	<b>0.784**</b>	<b>0.772**</b>

	edits		
26.	I publish posts to show my knowledge of them	<b>0.846**</b>	<b>0.799**</b>
27.	I make posts with the intent to show my intelligence	<b>0.723**</b>	<b>0.675**</b>
28.	I tell people when I do tasks that others find difficult.	<b>0.817**</b>	<b>0.728**</b>
29.	I introduce myself to new friends who share the same interests and talents	<b>0.802**</b>	<b>0.787**</b>
30.	I have pictures showing my clothes	<b>0.842**</b>	<b>0.822**</b>
31.	Make what's around me organized when I show myself.	<b>0.850**</b>	<b>0.744**</b>
32.	I care about the number of followers of my posts	<b>0.705**</b>	<b>0.703**</b>
33.	I care about the attractive comments my friends post on what I post	<b>0.688**</b>	<b>0.527**</b>
34.	I only show pictures of my face	<b>0.881**</b>	<b>0.800**</b>
35.	I only show pictures that show my body	<b>0.850**</b>	<b>0.761**</b>

\*\* Statistically significant at the level ( $0.01 = \alpha$ ).

\* Statistically significant at the level ( $\alpha = 0.05$ ).

Table 2 shows the following:

- The values of the paragraphs' correlation coefficients for the dimension (perception of the success of self-presentation online) on the scale of self-presentation strategies ranged between (0.678-0.794) with the dimension, while the values of the items' correlation coefficients with the tool as a whole ranged between (0.652-0.775). All values were statistically significant at the ( $\alpha = 0.05$ ) level.
- - The values of the paragraphs' correlation coefficients for the dimension (perception of integration) on the scale of self-presentation strategies ranged between (0.599-0.799) with the dimension, and with the tool as a whole ranged between (0.567-0.796), and all of these values were statistically significant at the level of significance ( $0.05=\alpha$ ).
- The values of the paragraphs' correlation coefficients for the dimension (perception of intercourse) on the scale of self-presentation strategies ranged between (0.765-0.843) with the dimension, and the values of the correlation coefficients of the items with the tool as a whole ranged between (0.706-0.835), and all these values were statistically significant at the level of Significance ( $\alpha=0.05$ ).
- The values of the correlation coefficients of the dimension items (conception of reinforcement) on the scale of self-presentation strategies ranged between (0.688-0.881), and the values of the correlation coefficient ranged between items and the tool as a whole (0.527-0.822), and all of these values were statistically significant at the level of significance ( $0.05=\alpha$ ).

To identify the correlation coefficients between the scores of each of the dimensions of the self-presentation strategies scale with the total score of the scale, Pearson's correlation coefficient was used, and the results were

as in Table (3):

Table (3) Correlation coefficients between the dimensions and the total score of the tool

Dimensions	Tool
Visualize the success of online self-presentation	0.838**
fusion perception	0.928**
Mercy perception	0.964**
Reinforcement perception	0.926**

\*\* Statistically significant at the level ( $\alpha = 0.05$ ).

\* Statistically significant at the level ( $\alpha = 0.05$ ).

To verify the stability of the measure of self-presentation strategies in social networking sites, the test-retest method was used. Applying the scale to a sample of (60) university students from outside the study sample, and from university students, it was re-applied to the same sample after (14) days, and the Pearson Correlation coefficient between the two applications was calculated (0.885). The internal consistency coefficient of the paragraphs was also calculated using the Cronbach-Alpha equation, as it reached (0.912).

Table 4: Stability Factors and Internal Consistency Factor for Social Media Self-Presentation Strategy scale

Tool dimensions	Items no.	Retest method	Cronbach Alpha
perception of the success of online self-presentation	9	0.837	0.811
fusion perception	8	0.818	0.803
Mercy perception	8	0.856	0.797
Reinforcement perception	10	0.914	0.854
Total items	35	0.885	0.912

Correcting the scale of self-presentation strategies in social networking sites

The scale of self-presentation strategies in social networking sites has been corrected, depending on the five-point Likert scale in answering the scale items. The alternative (strongly agree) was given (5) marks, the alternative (agree) was given (4) marks, the alternative (neutral) was given (3) marks, the alternative (I disagree) was given (2) marks, and (strongly disagree) was given (1) mark). Thus, the students' answers are limited between (1-5), and accordingly, the highest score that can be obtained on the scale is (175) and the lowest score is (35), and thus, the scores ranged between (35-175), and to determine the level of self-presentation strategies in social networking sites, it was determined by using the following equation:

$$\frac{(\text{lowest alternative} - \text{top alternative})}{\text{levels number}}$$

$$1.33 = \frac{1-5}{3}$$

Thus, the level of use of self-presentation strategies in social networking sites is as follows:

Low level: 1 - 2.33
Intermediate level: 2.34 - 3.66
High Level: 3.67 - 5

### Second: Anxiety level scale

The anxiety scale, in its initial form, consisted of (50) items, which measured the level of anxiety among university students.

The significance of the validity of the scale was verified by:

Content validity: The scale was presented in its preliminary form to (6) arbitrators from the faculty of Jordanian universities specializing in psychology, growth, measurement, evaluation, and guidance, to express their views on the validity of the paragraphs, measuring the attribute to be measured and any observations they deem appropriate from deleting, modifying or adding paragraphs. The paragraphs agreed upon by (80%) or more of the arbitrators were retained, some paragraphs were amended, and some paragraphs were deleted.

Indicators of construction validity: The scale was applied to a sample of (60) university students from outside the study sample, and the Pearson correlation coefficient was used to find the correlation between the paragraph score and the total score of the scale.

It was found that the values of the items' correlation coefficients on the anxiety level scale ranged between (0.652-0.835) with the tool as a whole, and all values were statistically significant at the level ( $\alpha = 0.05$ ).

To verify the stability of the anxiety scale, the test-retest method was used, by applying the scale to a sample of (60) university students from outside the study sample, and it was re-applied to the same sample after (14) days. The Pearson Correlation coefficient was calculated between the two applications and it reached (0.857), which is statistically significant at the level ( $\alpha = 0.05$ ). The internal consistency coefficient of the paragraphs was also calculated using the Cronbach-Alpha equation. The internal consistency coefficient was (0.823), which is statistically significant at the level ( $\alpha = 0.05$ ), and all values of the correlation coefficients are considered acceptable for the study, as in Table (6):

**Table (5): Stability coefficients and internal consistency using Cronbach's alpha equation for the anxiety scale**

Tool	Cronbach Alpha	Retest Method	Items number
Items as a whole	0.823	0.857	33

### Anxiety Scale Correction

The anxiety scale was corrected, based on Likert's five-point scale in answering the items of the scale. The alternative (strongly agree) was given (5) marks, the alternative (agree) was given (4) marks, the alternative (neutral) was given (3) marks, the alternative (I disagree) was given (2 marks), and (strongly disagree) was given (1 mark). Thus, the answer alternatives are limited from (1-5), and accordingly, the highest score that

can be obtained on the scale is (165), and the lowest score is (33), and thus the scores ranged between (33-165). To determine the level of anxiety, the following equation must be used:

$$\frac{(\text{lowest alternative} - \text{top alternative})}{\text{levels number}}$$

$$1.33 = \frac{1-5}{3}$$

Thus, the level of use of self-presentation strategies on social media sites is as follows:

Low level: 1 - 2.33
Intermediate level: 2.34 - 3.66
High Level: 3.67 - 5

#### Study variables

- Self-presentation strategies in social networking sites have three levels (low, medium, and high).
- The level of anxiety has three levels (low, medium, and high).
- Gender has two categories (male, and female).
- The specialization has two levels (scientific and humanitarian).
- The university has two types (governmental and private).

#### Statistical processors

- Arithmetic averages and standard deviations.
- Multiple analyses of variance
- Three-way analysis of variance (Three Way ANOVA).
- Pearson correlation coefficient.

#### Study results and discussion

The results that were reached according to the study questions and analysis are as follows:

First: The results related to answering the first question, which states: "What is the level of strategies used in self-presentation on social networking sites among university students in Jordan?"

To answer the first question, the arithmetic means, standard deviations, level, and ranks of the strategies used in self-presentation on social networking sites for university students in Jordan in general and each dimension of the scale were calculated. This is as in Table (7).

**Table (7) Arithmetic means, standard deviations, and level of the scale of strategies used in self-presentation on social networking sites for university students in Jordan ranked in descending order**

No.	Dimensions	Arithmetic mean	standard deviation	Rank	Level
1	perception of the success of	3.44	0.62	1	Average

	online self-presentation				
2	fusion perception	2.94	0.85	2	Average
4	Mercy perception	2.77	0.75	3	Average
3	Reinforcement perception	2.52	0.67	4	Average
The total arithmetic mean		<b>2.92</b>	<b>0.60</b>	Average	

Table (7) shows that the level of strategies used in self-presentation on social networking sites among university students in Jordan in general, came at a level (average), the arithmetic mean was (2.92) and the standard deviation was (0.60). As for the dimensions of the scale of strategies used in self-presentation on social networking sites, they came in the following order: It came in first place after “perception of the success of self-presentation via the Internet” at the (average) level. The arithmetic mean was (3.44), standard deviation (0.62), then the dimension of "integration perception" came in second place at the level (average), and the arithmetic means reached (2.94), standard deviation (0.85). In the third place came the "perception of reinforcement" at the level of (average), the arithmetic mean was (2.77), and the standard deviation was (0.75), while in the fourth and last place came the dimension of "perception of mercy" and at the level of (average), the arithmetic mean was ( 2.52), and standard deviation (0.67).

The values of arithmetic means, standard deviations, their levels, and ranks were calculated for the strategies of self-presentation on social networking sites for university students in Jordan for each dimension of the scale, as follows:

**First: perception of the success of the online self-presentation dimension**

The arithmetic averages, standard deviations, and item level were calculated for the dimension of visualizing the success of the self-presentation online, as in Table (8):

**Table (8) Arithmetic averages, standard deviations, and the level of the scale of self-presentation strategies on social networking sites for university students in Jordan for paragraphs of the dimension of visualizing the success of self-presentation via the Internet ranked in descending order**

No.	Item	Arithmetic mean	standard deviation	Rank	Level
2.	I make a good impression on others through social media.	4.41	0.65	1	High
1.	I present myself as I see fit.	4.30	0.84	2	High
3.	I can effectively communicate with my friends through social media.	4.10	0.94	3	High
4.	I can achieve my goals by effectively communicating through social media	3.79	0.94	4	Average

6.	I introduce myself through my thoughts and words	3.61	1.10	<b>5</b>	<b>Average</b>
9.	I introduce myself in an automatic and spontaneous way	3.54	1.10	<b>6</b>	<b>Average</b>
7.	I show myself through my photos and videos with family, friends, and places	2.75	1.23	<b>7</b>	<b>Average</b>
5.	I offer myself to find my life partner	2.38	1.19	<b>8</b>	<b>Average</b>
8.	I Show pictures of my valuables	2.08	1.10	<b>9</b>	<b>Low</b>
The total arithmetic mean of the dimension		3.44	0.62	<b>Average</b>	
The Integration Dimension Paragraphs are arranged in descending order					
<b>No.</b>	<b>Item</b>	<b>Arithmetic mean</b>	<b>standard deviation</b>	<b>Rank</b>	<b>Level</b>
14.	I always comment on friends' posts to express my interest	3.71	0.98	1	<b>Average</b>
12.	I regularly introduce myself as being cooperative with others	3.17	1.18	2	<b>Average</b>
13.	I always post news, articles, or photos to get my friends interested to read them	3.06	1.26	3	<b>Average</b>
10.	I regularly choose and post pictures that make me look attractive	3.04	1.28	4	<b>Average</b>
16.	Publish posts made by friends	2.91	1.20	5	<b>Average</b>
15.	I always like to appear on social media	2.79	1.16	6	<b>Average</b>
11.	I express the same attitudes as others to gain acceptance	2.63	1.19	7	<b>Average</b>
17.	I share my photos with my friends and strangers	2.17	1.19	8	<b>Low</b>
The total arithmetic mean of the dimension		<b>2.94</b>	<b>0.85</b>	<b>Average</b>	

Table (9) shows that the arithmetic averages of the items on the "integration perception" dimension ranged between (2.17 - 3.71), with a low to a high level on the items. As for the dimension as a whole, it obtained an arithmetic mean (2.94) with a standard deviation (0.85) with an average level.

The arithmetic averages, standard deviations, and evaluation level were calculated for the paragraphs of the perception of mercy dimension, as shown in Table (10):

**Table (10) Arithmetic averages, standard deviations, and the level of the scale of self-presentation strategies on social networking sites for university students in Jordan for paragraphs of the dimension of the perception of mercy, arranged in descending order**

No.	Item	Arithmetic mean	standard deviation	Rank	Level
23.	I don't want to show my private photos	4.03	1.17	1	High
22.	I care about what friends and others think of myself	3.03	1.21	2	Average
18.	I ask for help from my social media friends most of the time.	2.75	1.26	3	Average
21.	I have social media pages because my friends have pages on them	2.55	1.19	4	Average
25.	I hide myself using filters, photo and video edits	2.31	1.07	5	Low
24.	I always post a status that expresses my sadness	2.11	1.03	6	Low
19.	I tend to appear weak or helpless to get care from others on social media.	1.72	1.03	7	Low
20.	I always show an inability to complete work to get help from others on social media	1.71	0.96	8	Low
The total arithmetic mean of the dimension		<b>2.52</b>	<b>0.67</b>	<b>Average</b>	

Table (10) shows the arithmetic averages of the paragraphs on the perception of mercy. It ranged from (1.71 - 4.03), with a level between low to high in the paragraphs. As for the dimension as a whole, it obtained an arithmetic mean of (2.52) and a standard deviation of (0.67), with an average level.

Paragraph (23) came in first place, which stipulated “I stay away from displaying my pictures” with an arithmetic mean of (4.03), a standard deviation of (1.17), and a high level. Paragraph (20), which states, “I

have always shown an inability to complete work to get help from others on social media” came in last place, with a mean of (1.71), a standard deviation (0.96), with a low level.

#### Fourth: Reinforcement Dimension:

The arithmetic means, standard deviations, and evaluation level was calculated for the paragraphs of the reinforcement visualization dimension, as shown in Table (11):

**Table (11) Arithmetic averages, standard deviations, and the level of the scale of self-presentation strategies on social networking sites for university students in Jordan for items in the dimension of perception of reinforcement, arranged in descending order**

No.	Item	Arithmetic mean	standard deviation	Rank	Level
33.	I care about the attractive comments my friends post on what I post	3.51	1.15	<b>1</b>	<b>Average</b>
29.	I introduce myself to new friends who share the same interests and talents	3.25	1.18	<b>2</b>	<b>Average</b>
31.	Make what's around me organized when I show myself.	3.24	1.13	<b>3</b>	<b>Average</b>
32.	I care about the number of followers of my posts	3.11	1.27	<b>4</b>	<b>Average</b>
28.	I tell people when I do tasks that others find difficult.	2.89	1.11	<b>5</b>	<b>Average</b>
26.	I publish posts to show my knowledge to them	2.83	1.11	<b>6</b>	<b>Average</b>
27.	I make posts with the intent to show my intelligence	2.52	1.06	<b>7</b>	<b>Average</b>
34.	I show pictures that only show my face	2.41	1.19	<b>8</b>	<b>Average</b>
30.	I have pictures showing my clothes	2.20	1.18	<b>9</b>	Low
35.	I only show pictures that show my body	1.75	0.91	<b>10</b>	Low
The total arithmetic mean of the dimension		<b>2.77</b>	<b>0.75</b>	<b>Average</b>	

Table (11) shows that the arithmetic averages of the paragraphs on the dimension of the reinforcement perception ranged from (1.75 - 3.51), and at a level between low to medium on the paragraphs. As for the

dimension as a whole, it obtained an arithmetic mean of (2.77), with a standard deviation of (0.75) and a level of (Average).

Paragraph (33) came in the first place, stating, “I care about the attractive comments that my friends publish on what I post,” with a mean of (3.51), a standard deviation of (1.15), and an average level, while paragraph (35), which states, “I only show pictures that show my body” came last, with a mean of (1.75), a standard deviation of (0.91), and (low) level.

Second: Results related to answering the second question, which states: "What is the level of anxiety among university students who use social networking sites in Jordan?"

To answer the second question, the arithmetic averages, standard deviations, levels, and ranks were calculated on the items of anxiety level among university students who use social networking sites in Jordan and the total score in general, and the results were as in Table (12).

**Table (12) Arithmetic averages, standard deviations, and level of anxiety level items among university students who use social networking sites in Jordan, in descending order**

No.	Item	Arithmetic mean	standard deviation	Rank	Level
15.	I feel good about myself	4.05	0.84	<b>1</b>	High
11.	I feel anxious and upset when work is not done	3.94	0.98	<b>2</b>	High
17.	I dream of better things to keep	3.89	0.89	<b>3</b>	High
.1	Crisis worries me	3.82	0.97	<b>4</b>	High
8.	It's easy to focus my mind on something	3.70	0.98	<b>5</b>	High
6.	I go through periods of instability	3.53	1.10	<b>6</b>	<b>Average</b>
23.	Waiting makes me nervous	3.50	1.07	<b>7</b>	<b>Average</b>
.3	I feel that stress and anxiety are affecting my life	3.46	1.15	<b>8</b>	<b>Average</b>
30.	I get a headache	3.36	1.23	<b>9</b>	<b>Average</b>
.2	I can't focus and people around me	3.29	1.10	<b>10</b>	<b>Average</b>
27.	I feel life is hard	3.28	1.31	<b>11</b>	<b>Average</b>
13.	I get nervous while studying and working	3.25	1.25	<b>12</b>	<b>Average</b>
16.	I am afraid of not complying with the laws and regulations	3.18	1.05	<b>13</b>	<b>Average</b>
29.	My heart beats easily	3.14	1.22	<b>14</b>	<b>Average</b>

18.	My sleep is restless and interrupted	3.12	1.17	<b>15</b>	<b>Average</b>
5.	I feel afraid of the future	3.09	1.19	<b>16</b>	<b>Average</b>
32.	I have difficulty remembering and poor memory	3.05	1.19	<b>17</b>	<b>Average</b>
10.	I cry easily	3.04	1.33	<b>18</b>	<b>Average</b>
24.	I get nervous and sweaty	2.96	1.14	<b>19</b>	<b>Average</b>
.4	I can't focus on doing errands	2.92	1.14	<b>20</b>	<b>Average</b>
31.	I feel the odds piling up in a way that I can't overcome	2.91	1.22	<b>21</b>	<b>Average</b>
22.	I'm afraid my face will blush	2.90	1.19	<b>22</b>	<b>Average</b>
28.	I feel sensitive to any situation in an unusual way	2.89	1.19	<b>23</b>	<b>Average</b>
19.	I have pain in my stomach	2.85	1.25	<b>24</b>	<b>Average</b>
9.	I usually resort to justifications	2.76	1.05	<b>25</b>	<b>Average</b>
21.	I get bouts of nausea	2.53	1.17	<b>26</b>	<b>Average</b>
14.	I suffer from panic attacks	2.45	1.25	<b>27</b>	<b>Average</b>
20.	My hands tremble when I do something	2.42	1.04	<b>28</b>	<b>Average</b>
25.	I feel miserable	2.41	1.26	<b>29</b>	<b>Average</b>
7.	I have doubts about my abilities	2.40	1.08	<b>30</b>	<b>Average</b>
33.	My hands and feet are constantly cold	2.38	1.16	<b>31</b>	<b>Average</b>
12.	I try to avoid responsibilities as much as possible	2.37	1.16	<b>32</b>	<b>Average</b>
26.	I feel it's of no use to me	1.91	1.12	<b>33</b>	Low
The total arithmetic mean of the dimension		<b>3.05</b>	<b>0.61</b>	<b>Average</b>	

Table (12) shows that the arithmetic averages of the anxiety level scale items among university students who use social networking sites in Jordan ranged between (1.91 - 4.05), with a level between low to high, as for the tool as a whole, it obtained arithmetic mean of (3.05), a standard deviation of (0.61), and an average level. Paragraph (15) came in the first place, which stated that "I feel good about myself" with a mean of (4.05), a standard deviation of (0.84), and a high level, while paragraph (26) came in which states "I feel that there is no use for me." It ranked last, with a mean of (1.91), a standard deviation of (1.12), and at a low level.

**Third:** Results related to answering the third question, which states: Are there statistically significant

differences at the level ( $\alpha = 0.05$ ) between the arithmetic averages in the use of self-presentation strategies on social networking sites among university students of different gender, specialization, and university? To answer the third question, the arithmetic averages and standard deviations of the responses of the study sample members on the scale of self-presentation strategies on social networking sites for university students were calculated, as in Table (13):

**Table (13) The arithmetic averages and standard deviations of the responses of the study members on the scale of the strategies used in self-presentation on social networking sites according to the variables of gender, specialization, and university.**

variable	Levels		Perception of the success of online self-presentation	Fusion Perception	Mercy Perception	Reinforcement Perception	Total marks
Gender	Male N=193	Arithmetic mean	3.52	3.15	2.61	2.99	3.08
		standard deviation	0.56	0.82	0.64	0.72	0.54
	Female N=407	Arithmetic mean	3.40	2.83	2.48	2.67	2.85
		standard deviation	0.64	0.85	0.69	0.75	0.61
	Total N=600	Arithmetic mean	3.44	2.94	2.52	2.77	2.92
		standard deviation	0.62	0.85	0.67	0.75	0.60
Specialization	Humanities Faculties N=426	Arithmetic mean	3.41	2.86	2.51	2.70	2.87
		standard deviation	0.63	0.85	0.70	0.75	0.61
	Scientific Faculties N=174	Arithmetic mean	3.52	3.13	2.56	2.95	3.05
		standard deviation	0.56	0.82	0.62	0.72	0.53
	the total N=600	Arithmetic mean	3.44	2.94	2.52	2.77	2.92
		standard deviation	0.62	0.85	0.67	0.75	0.60
University	Gov.	Arithmetic	3.50	3.09	2.55	2.89	3.01

University (University of Jordan) N=301	mean					
	standard deviation	0.61	0.88	0.71	0.76	0.62
Private University (Amman Arab) N=299	Arithmetic mean	3.38	2.78	2.50	2.66	2.83
	standard deviation	0.62	0.80	0.64	0.73	0.56
total N=600	Arithmetic mean	3.44	2.94	2.52	2.77	2.92
	standard deviation	0.62	0.85	0.67	0.75	0.60

It is noticed from Table (13) that there are apparent differences between the average responses of the study sample members on the dimensions of the scale of the level of strategies used in self-presentation on social networking sites among university students in Jordan, and the total degree of the scale according to the variables of gender, specialization, and university. To demonstrate the significance of the statistical differences between the arithmetic averages, the MANOVA test was used, as shown in Table (14):

**Table (14) results of the multiple analysis of variance (MANOVA) of individuals' responses to the items and dimensions of the scale of strategies used in self-presentation on social media, according to the variables of gender, specialization, and university.**

Variable	Dimensions	sum of squares	D. of F.	Squares mean	F. value	Indication level
sex Hotelling's = 0.061 Sig. = 0.000	perception of the success of online self- presentation	2.086	1	2.086	5.603	.018*
	Fusion perception	15.195	1	15.195	22.505	.000*
	Mercy perception	2.395	1	2.395	5.306	.022*
	Reinforcement	15.925	1	15.925	30.399	.000*
	The tool as a whole	7.597	1	7.597	22.765	.000*
Specialization Hotelling's = 0.018 Sig. = 0.028	perception of the success of online self- presentation	.751	1	.751	2.017	.156

	Fusion perception	4.102	1	4.102	6.075	.014*
	Mercy perception	.293	1	.293	.649	.421
	Reinforcement	4.739	1	4.739	9.048	.003*
	The tool as a whole	2.049	1	2.049	6.140	.013*
University Hotelling's = 0.030 Sig. = 0.002	perception of the success of online self-presentation	1.123	1	1.123	3.018	.083
	Fusion perception	9.023	1	9.023	13.364	.000*
	Mercy perception	.232	1	.232	.514	.474
	Reinforcement	3.855	1	3.855	7.358	.007*
	The tool as a whole	2.657	1	2.657	7.963	.005*
Error	perception of the success of online self-presentation	221.842	596	.372		
	Fusion perception	402.419	596	.675		
	Mercy perception	269.029	596	.451		
	Reinforcement	312.212	596	.524		
	The tool as a whole	198.895	596	.334		
Average total	perception of the success of online self-presentation	226.558	599			
	Fusion perception	435.812	599			
	Mercy perception	272.070	599			
	Reinforcement	339.738	599			
	The tool as a whole	212.952	599			

**Significant at the level of ( $\alpha = 0.05$ ).**

Table (14) shows the following:

1. There are statistically significant differences at the level of statistical significance ( $\alpha = 0.05$ ) between individuals' answers on all dimensions (perception of the success of online self-presentation, the perception of integration, the perception of intimacy, and the perception of reinforcement) are attributed to the gender variable, as the statistical values of the (f) test on the dimensions were (5.603), (22.505), (5.306), (30.399), and at the level of Significance (0.018), (0.000), (0.022), (0.000) respectively, and all these values are statistically significant at ( $\alpha = 0.05$ ), where the differences were in favor of males with an arithmetic mean of (3.08), and a standard deviation of (0.59), which is higher compared to females on all dimensions, the mean was (2.85), and the standard deviation was (0.61). There are also statistically significant differences at the level of significance ( $\alpha = 0.05$ ) between the average estimates of the sample members on the total score of the scale due to the gender variable. This value is statistically significant at ( $\alpha = 0.05$ ).
2. There are no statistically significant differences at the level of statistical significance ( $\alpha = 0.05$ ) between individuals' estimates on each of the (Dimensions of the perception of success of online self-presentation, and the perception of mercy) are attributed to the variable of specialization, as the t-value (f) on the two dimensions was (2.017), (0.649), and these values are not statistically significant at the level ( $\alpha = 0.05$ ).

There are statistically significant differences at the level of significance ( $\alpha = 0.05$ ) between individuals' estimates on each of (The dimension of fusion perception, and the dimension of perception of reinforcement) are attributed to the variable of specialization, as the t value (f) on the dimension of "perception of fusion" 9.048), with a significance level of (0.003), and these values are statistically significant at the level ( $\alpha = 0.05$ ). The differences were in favor of students of scientific colleges with a mean of (3.05) and a standard deviation of (0.53), which is higher compared to students of humanities colleges with a mean of (2.87), and a standard deviation of (0.61) on the dimensions of the integration perception and the dimension of the reinforcement perception. There are also statistically significant differences at the level of significance ( $\alpha = 0.05$ ) between the average estimates of the sample members on the total score of the scale due to the variable of specialization. This value is statistically significant at the level ( $\alpha = 0.05$ ).

3. There are no statistically significant differences at the level of statistical significance ( $\alpha = 0.05$ ) between individuals' estimates on each of the (dimensions of the perception of the success of the self-presentation via the Internet, and the perception of mercy) is attributed to the variable of the type of university, where the t-value (f) on the two dimensions (3.018) and (0.514) and at the level of significance (0.083) and (0.474) respectively, and these values are not Statistically significant at the level ( $\alpha = 0.05$ ). also, there are statistically significant differences at the level of significance ( $\alpha = 0.05$ ), between individuals' estimates on each of the (Dimensions of the fusion perception and the dimension of the reinforcement perception) attributed to the variable of the type of university, as the t value (f) at the integration perception dimension reached (13.364) and the significance level (0.000), and the t-value (f) at the reinforcement perception dimension was (7.358) and the significance level (0.007).

These values are statistically significant at the level ( $\alpha = 0.05$ ), and the differences came in favor of the students of the governmental university (the University of Jordan) with a mean of (2.89), and a standard deviation of (0.76), which is higher compared to the students of the private university (Amman Arab) in terms of fusion perception and reinforcement perception. The table shows that there are statistically significant differences at the significance level ( $\alpha = 0.05$ ) between the average estimates of the sample members on the total score of the scale due to the variable of the type of university. This value is statistically significant at ( $\alpha = 0.05$ ), where the differences were in favor of the students of the public university (University of Jordan) with arithmetic mean (3.01) and a standard deviation (0.62) higher compared to students of the private university (Amman Arab) with arithmetic mean (2.83) and a standard deviation (0.56).

Fourth: Results related to the answer to the fourth question, which states: "Are there statistically significant differences at the level ( $\alpha = 0.05$ ) between the arithmetic averages of the level of anxiety among university students who use social media sites according to gender, specialization, and university?"

To answer the fourth question, the arithmetic averages and standard deviations of the responses of the study members were calculated on the scale of anxiety levels among university students who use social networking sites, and Table (15) shows this.

**Table (15) Arithmetic averages and standard deviations on the total score of anxiety level among university students who use social networking sites according to the variables of gender, specialization, and university.**

Variables	Categories	number	Arithmetic mean	standard deviation
Sex	Male	193	2.93	0.59
	Female	407	3.11	0.62
	Total	600	3.05	0.61
Specialization	Humanities Faculties	426	3.03	0.59
	Scientific Faculties	174	3.10	0.67
	Total	600	3.05	0.61
University	Government University (University of Jordan)	301	3.02	0.64
	Private University (Amman Arab)	299	3.09	0.58
	Total	600	3.05	0.61

It is noticed from Table (15) that there are apparent differences between the average responses of the study members on the total score of anxiety level among university students who use social networking sites according to the different variables (gender, specialization, and university). To show the statistical differences between the arithmetic averages, the ANOVA test was used on the total score of the scale, and table (16) shows the results of that.

**Table (16) Results of ANOVA on the total score of anxiety level among university students who use social networking sites according to the variables of gender, specialization, and university**

Variable	sum of squares	D. of F.	Squares mean	F. value	Indication level
Gender	3.780	1	3.780	10.244	.001*
Specialization	1.026	1	1.026	2.781	.096
University	1.369	1	1.369	3.708	.055
Error	219.945	596	.369		
Total	5818.648	600			
Average- total	225.682	599			

Statistically significant at the level ( $\alpha = 0.05$ ).

Table (16) shows:

1. There are statistically significant differences at the significance level ( $\alpha = 0.05$ ) between the average estimates of the sample members on the total score of anxiety level among university students who use social networking sites due to the gender variable, as the t value (f) on the scale as a whole was (10.244) at the significance level (0.001), and this value is statistically significant at ( $\alpha = 0.05$ ), where the differences were in favor of females with an arithmetic mean of (3.11) and a standard deviation of (0.62), which is higher compared to males with a mean of (2.93), and with a standard deviation of (0.59).
2. There are no statistically significant differences at the significance level ( $\alpha = 0.05$ ) between the average estimates of the sample members on the total score of anxiety level among university students who use social networking sites due to the variable of specialization, as the t-value (f) on the scale as a whole was (2.781) at the significance level (0.096), and this value is not statistically significant at ( $\alpha = 0.05$ ).
3. There are no statistically significant differences at the significance level ( $\alpha = 0.05$ ) between the average estimates of the sample members on the total score of anxiety level among university students who use social networking sites due to the university variable, the t-value (f) on the scale as a whole was (3.708) at the significance level (0.055), and this value is not statistically significant at ( $\alpha = 0.05$ ).

Fifth: Results related to answering the fifth question, which states: "Is there a statistically significant correlation at the level ( $\alpha = 0.05$ ) between the use of self-presentation strategies on social networking sites and the level of anxiety among university students in Jordan?"

To answer this question, the Pearson correlation coefficient was calculated between the strategies of self-presentation on social networking sites and the level of anxiety among university students in Jordan, as shown in Table (17):

Table (17) values of Pearson's correlation coefficient to find the correlation between self-presentation strategies on social networking sites and the level of anxiety among university students in Jordan

Using self-presentation strategies on social media	Dimensions	Overall performance of anxiety level	
		Correlation coefficient	Sig. level
	Perception of the success of online self-presentation	<b>0.126**</b>	<b>0.002</b>
	Fusion presentation	<b>0.085*</b>	<b>0.037</b>
	Mercy presentation	<b>0.341**</b>	<b>0.000</b>
	Reinforcement presentation	<b>0.219**</b>	<b>0.000</b>
	overall performance	<b>0.228**</b>	<b>0.000</b>

\* Statistically significant at the level ( $\alpha = 0.05$ ).

\*\* Statistically significant at the level ( $0.01 = \alpha$ ).

It is noted from the previous table that the value of the correlation coefficient between the strategies of self-presentation on social networking sites and the level of anxiety among university students in Jordan. The correlation coefficient reached (0.228) at the level of significance (0.000), and this value is statistically significant at the level of significance ( $\alpha = 0.05$ ). The values of the correlation coefficients between the dimensions of the scale of self-presentation strategies on social networking sites and the total degree of anxiety level among university students were statistically significant, and this means that there was a statistically significant correlation between self-presentation strategies on social networking sites and the level of anxiety. As for the values of the correlation coefficient between the dimensions of the self-presentation strategies scale and the level of anxiety, the correlation coefficient of the dimension (perception of mercy) with the level of anxiety reached (0.341), followed by the dimension of (perception of reinforcement), the correlation coefficient between it and the level of anxiety was (0.219), followed by after (perception of the success of self-presentation via the Internet), the correlation coefficient reached (0.126). Finally, the correlation coefficient between the dimension (perception of integration) and the level of anxiety reached (0.085), which is a weak relationship, and all of them are positive correlations.

### Results discussion

First: Discussing the results related to the first question, which states the following: What is the level of strategies used in self-presentation on social networking sites among university students in Jordan?

The results related to this question indicated that the arithmetic averages of the strategies used in self-presentation on social networking sites among university students in Jordan, in general, were at an average level. As for the dimensions of the scale of the strategies used in self-presentation on social media, they came in the following order: the strategy of the dimension of "perception of the success of self-presentation via the Internet" in the first place, followed by the strategy of the dimension of "perception of fusion" then the strategy of the dimension of "perception of reinforcement" in the third place Finally, the strategy of the dimension of "perception of mercy" came in fourth place.

This result may be attributed to the fact that the concept of self-presentation is an important matter in which

students perceive society and the situations they are going through in the way they see themselves and their successes. Through it, they want to manage the impressions of others about them, to reach a desirable and preferred offer for others, in addition to promoting themselves, satisfying their followers, or obtaining their sympathy. This was confirmed by Schlenker in the theory of (impression management and self-presentation) as a social phenomenon, and that it is a means by which individuals give a desirable social impression from others, in which the individuals portray themselves to feel successful and gain the admiration of others, by looking at self-presentation as a social skill, practiced by a significant number of social media users.

As Alexander's (situational identities) theory confirmed that self-presentation is an essential aspect of social interaction, for every social situation or personal framework has a pattern of social behavior that ensures the transmission of an identity that is appropriate to that situation. According to this theory, individuals work a great deal to create those situational identities for themselves, which would be successful in social situations and their daily encounters.

This finding was consistent with Ahmed's findings (2014) that social media self-presentation strategies came at an average level in all dimensions of the scale.

Second: Discussing the results related to the second question, which states the following: What is the level of anxiety among university students who use social networking sites in Jordan?

The results related to this question showed that the arithmetic mean of the level of anxiety came at the (average) level. This may be attributed to the fact that there is a level of anxiety among university students who use social networking sites. The nature of social networking sites and the methods used for self-presentation make users move away from social reality and turn to virtual reality. They withdraw from real participation in the real community as a result of using social networking sites, uploading pictures, or following cases, which makes virtual interactions that control their psychological state.

The students' anxiety is due to the insincerity of some relationships on social media, relationships on these sites are fake because individuals can hide, and provide different information, which results in the formation of fake relationships based on lies, which increases the chances of feeling anxious for fear of discovering their truth. The cognitive theory of the explanation of anxiety confirmed that the cause of anxiety is due to the individual's exaggeration of the feeling of threat, and considering it preceded by patterns of wrong thinking, and cognitive distortions, as emotional disturbances, are mainly caused by disturbances in the individual's thinking. The way an individual thinks, what he believes, how he engages in some of the situations that revolve around him, and the way he interprets them, are all factors that lead to emotional disturbance. An individual in a state of anxiety is concerned about the possibility of being exposed to danger or harm, as he is dominated by the idea of a danger threatening his mental health, his family, his property, and his professional and social status. This exaggeration of the dangers that may happen to him in the future, makes him constantly doubt his ability to confront and resist, which causes him constant anxiety. Beck pointed out that the thoughts associated with anxiety disorders usually include incompetence and competence in achievement, lack of self-control and control, and a clear escape from everything that is reality, and the individual can be exposed to illness and physical abuse. Rogers (1959) also emphasized that one of the causes of anxiety is the widening gap between self-presentation and reality. The greater the gap between them, the greater the possibility of feeling anxious. This result was consistent with the outcome of Amina's study (2016), which showed that there was a level of

anxiety and stress among social media users, and indicated that the level of anxiety was high, while in the current study the level of anxiety was about average.

Third: Discussing the results related to the third question, which states the following: Are there statistically significant differences at the level ( $\alpha = 0.05$ ) between the arithmetic averages in the use of self-presentation strategies on social networking sites among university students of different gender, specialization, and university?

The results related to this question showed that there were statistically significant differences at the level of statistical significance ( $\alpha = 0.05$ ) in the arithmetic averages in the use of self-presentation strategies on social networking sites among university students due to the variable of gender in favor of males, and to the variable of specialization in favor of scientific colleges and the variable of university type, it was in favor of the governmental university.

This is because social networking sites are used by males and females, but there is a difference in self-presentation strategies due to several reasons, including Arab societies still maintain customs, traditions, and values, which limit females' use of self-presentation strategies that violate those customs and traditions. Therefore, females tend to be afraid of presenting themselves on social networking sites, such as fear of social punishment such as bullying, ridicule of topics that can be published, or for fear of their relatives seeing them with publications that violate their customs and traditions. As for males, their interest in social media content may be due to their tendency to showcase themselves in a way they deem appropriate, focusing their attention on the content of posts or commenting on what their other friends post.

As for the existence of differences between students of the scientific and humanities majors and in favor of the scientific majors, this may be attributed to the confidence of the students of the scientific faculties in themselves, because these majors are socially desirable that outweigh the humanitarian majors. This allows them to present themselves in a way that satisfies others on social networking sites, and this applies to students of public universities compared to private universities.

The result of this study agreed with the result of the study of Ghanayem (2013), which revealed that there are statistically significant differences in the level of use of social networking sites in favor of males. However, its results differed from the results of the current study, as there were no differences due to the variable of specialization.

While the result of this study differed from the result of the study by Al-Falakawi (2019), which showed that females use social networking sites more than males, in terms of posting their photos, and modifying them using filters.

Fourth: Discussing the results related to the fourth question, which states the following: Are there statistically significant differences at the level ( $\alpha = 0.05$ ) between the arithmetic averages of the level of anxiety among university students who use social networking sites according to gender, specialization, and university?

The results related to this question showed that there are differences in the level of anxiety among university students who use social networking sites according to gender and in favor of females, and there are no differences in the level of anxiety according to the variable of specialization, and the type of university, this result is attributed to the existence of restrictions imposed on females in our real society. These restrictions

may be reflected in the use of social networking sites, and there are still many restrictions imposed on females, such as freely expressing their opinions, feelings, and thoughts on these sites, which prompts them to display their selves on pages with false names, because of their fear and anxiety about knowing their identity, to avoid electronic harassment and blackmail by others. Some of them tend to follow and imitate celebrities and influencers on social media, which increases their stress and anxiety about not catching up with celebrities. It can also be said that the age group assigned to the study is an important age stage for females, as they try to search for their life partner, or the desire to marry through social networking sites, which causes them to feel anxious, especially if they feel that the opposite sex does not want them or communicate with them. That is why their anxiety rates are higher than males who tend to look for work or focus on other things, or even find a life partner, or follow celebrities, which can cause them a level of anxiety, but less than that of females.

The result of the current study agreed with the result of Amina's study (2016), which proved that there are differences in the level of anxiety according to the gender variable and in favor of females.

This result differed from the result of the study of Ahmed and Abdel-Gawad (2015), which revealed that there were no differences in the level of anxiety among students due to the gender variable.

This result also differed from the result of Younes's study (2016), which showed that there were no differences in the level of anxiety among students due to the variable gender and type of specialization.

Fifth: Discussing the results related to the fifth question, which states: Is there a statistically significant correlation at the level ( $\alpha=0.05$ ) between the use of self-presentation strategies on social networking sites and the level of anxiety among university students in Jordan?

The results related to this question showed that there is a positive correlation between the use of self-presentation strategies on social networking sites and the level of anxiety among university students in Jordan, where the greater the self-presentation on social networking sites, the greater the anxiety among university students. This is because the more we go to virtual reality and move away from the real world, the higher the level of stress, anxiety, and psychological pressures among individuals. They escape the pressures of everyday life to escape to other pressures that they believe alleviate them, but they soon find themselves under greater and more complicated stress that leads them to lie in presenting themselves to feel ecstasy and complete the deficiency they have in their personalities when they return to reality, they are worried about their appearance on social media with their other appearance, or the appearance of what is hidden when presenting themselves in images that differ from the truth.

This result agreed with the results of the study by Krol (2015), the study of Younes (2016), and the study by Al-Helou, Jorej, Korkmaz, and Youssef (2018), which revealed a correlation between the use of social networking sites and the level of anxiety.

This result differed from the result of the study by Ahmed and Abdel-Gawad (2015), and the study of Baker (Baker, 2019), which proved that there is no correlation between the use of social networking sites and the level of anxiety.

## **Recommendations**

In light of the current study's findings, the researcher recommends that:

1. Holding seminars and training sessions to raise young people's awareness of the pros and cons of using social networking sites in scientific, cultural, and social aspects, how to use privacy control mechanisms in these sites, and educating them about the dangers of this virtual digital world, which sometimes lacks honesty and objectivity.
2. Activating counseling programs in universities to guide young people on how to use social networking sites without exaggerating their self-presentation, to reduce their level of anxiety.
3. Reducing and monitoring the use of inappropriate self-presentation strategies on social networking sites by the competent authorities.
4. Conducting a similar study on different segments, to reveal the strategies they use in presenting themselves on social networking sites and their relationship to personality patterns.
5. Conducting a study on self-presentation on social networking sites and its relationship to parenting practices.

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