

Anticipating the Influence on Self-Anxiety Among College Students in the Context of Tik Tok in China Through Survey Analysis

Wenqi Li^{1,a,*}

¹College of Visual and Performing Arts, Syracuse University, Syracuse, New York, 13244, United States

a. wli105@syr.edu

**corresponding author*

Abstract: Tik Tok in China was a fast-growing online interactive social platform in recent years and was widely used by people. College students represented a significant portion of the Para-social interaction on the Tik Tok platform. In this era of online Para-social interaction, people might experience negative emotions, such as anxiety, when established their self-presentation and experienced social interaction. Therefore, to alleviate the risk of self-anxiety among college students in online Para-social interaction, the study explored whether the self-presentation and social interaction of college students on the Tik Tok platform are related to self-anxiety. The study used analysis of survey method, regression, and correlation to measure whether the development of self-anxiety in college students affects the mental activities which be generated by self-presentation and social interaction on the Tik Tok platform. The study investigated that when college students highly appear on impression management, lying self-presentation, and intensity of Tik Tok use, they were facilitated self-anxiety, but when college students had subjective meanings in social media, they may be at less risk of self-anxiety. Therefore, the study suggested that psychological guidance should be provided in terms of motivational concerns of image management. Meanwhile, social platforms can make college students more aware of the realization of self-worth in social platforms to reduce their self-anxiety rate.

Keywords: Tik Tok in China, college students, self-anxiety.

1. Introduction

1.1. Research Background

For decades, social media is rapidly penetrating human lives and people are choosing to use social media more actively for their activities. Especially, college students are a group that is greatly influenced by social media. Based on the survey, about 70 percent of college students surf the Internet socialization for more than 10 hours a week and only about 10 percent surf the Internet socialization for less than 4 hours a week [1]. Thus, college students have become the main group of Internet users in China. According to the survey report of the China Internet Network Information Center in January 2001, college students account for 40% of the 22.5 million Internet users in China [2].

In terms of media, Chinese SNS sites strive to add more applications for maximizing the virtual inner world of college students [3]. And for media users, A previous survey of 106 college students investigated that they felt more belong as their college community and their classmates because of interacting through social media [4].

College students are at a stage of emerging adulthood from 18 to 25 years old [5]. People in this age range have characteristics of emerging adulthood studied by Christopher Munsey are more care about self-identity and exploration [6]. According to a previous study, college students as online users are more proactive than ever in exposing themselves and communicating on social media [2]. Thus, every choice to create a self-account on social media indicates how students express and construct themselves to the outside world through social media, which potentially changes students' perception of their own identity on both a conscious and subconscious level.

In the virtual world created by social media, College students, as emerging adults, primarily utilize visual metaphors, storytelling and image branding to build self-identity as a interactive process [7]. For instance, women's perception of themselves might change when they engage in the process of self-identity construction on social media. In social interactions, women specifically concern about their body image presentation during interaction, which will lead to the body anxiety. Similarly, in online platform interactions, the previous study analyzed if women excessively editing their body image on platform, it impedes actual-ought self [8]. Thus, there are studies investigating how editing photos on online interaction platforms alleviate female SNS users in aspects of internalization, media pressure, and body satisfaction [9].

Therefore, this seems to be a common problem that college students will construct virtual identities in online social network interactions accompanied by negative mental emotions, such as lowered self-esteem or feelings of anxiety due to the virtual self-identity construction. Many college students assert that the interaction of online platform might promote their anxiety. One previous study investigated that Facebook friends hinder college students 'self-esteem [10]. Also, the level of self-development anxiety was boosted by the length of social media use, more especially, students with a higher frequency of WeChat use and deeper social media dependence felt more image anxiety [11]. This anxiety might be due to the virtual self-identity created on social media, which is different from the actual self, since virtual self in media may be makes people feel confuse result from the extra exploration and may not helpful for the personal integration [12].

1.2. Research Gap

Tik Tok was launched in China in 2016 as a social media platform for short videos in the music genre, meaning that users can choose music to make videos representing themselves on this social platform, which distinguishes it from other social platforms that are mainly composed of text and images (like WeChat and Weibo). However, Tik Tok also has the functions of "likes" and "comments" by others. In addition, social interaction on the Tik Tok media platform is not limited to acquaintances; content posted by users is also dissemination to people who are close by or interested in the same content, and higher profile videos are dissemination to a wider audience."

According to the "2018 Tik Tok Data Report" released by Byte Digital Center in January 2019, Tik Tok in Chinese currently has 250 million daily active users, and the average daily play volume of videos on Tik Tok exceeds 40 billion [14]. This proves that Tik Tok's users' activity has been very high in recent years, which means that college students are gradually shifting from their previous platforms to Tik Tok in the media social environment. Also, the main reason for the anxiety and low self-esteem in Tik Tok is self-anxiety, which is caused by the process of creating a virtual identity, such as posting one's image branding and expressing one's message because one wants to convey their perfect image to the outside world. The result of this problem is that college students have negative psychological feelings of self-anxiety as the popularity and usage of social media rise.

Although many studies are focusing on the negative psychological emotions associated with social media interactions with college students, Tik Tok in Chinese, a new social interaction platform in the past five years, avoids the conducted research. Even though Tik Tok is aimed at people of different ages, the proportion of college students is very large. In addition to the boom of the Tik Tok in Chinese, most studies have not explored the specific emotion such as self-anxiety among college students on Tik Tok interacted with a social virtual environment, because social media use determines anxiety or other negative emotions [13].

1.3. Fill the Gap

The study aims to explore whether college students who are in the process of emerging adulthood develop negative emotions such as self-anxiety in an online social environment, Tik Tok in China. The motivation is that college students are an important group of people who are turning from a campus environment to a social environment, and the current high frequency of online socialization might bring them great consequences in terms of emotional impact.

The research conducted a questionnaire survey method through reviewing theories of self-presentation and symbolic interactionism, then conducted data analysis after collecting questionnaires to explore the correlation between Chinese college students' interaction on the Tik Tok platform and self-anxiety.

2. Literature Review

2.1. Definition and Development

Symbolic interactionism theory (SIT) defines that people respond to the outside world by attaching their subjective meaning that relates to environmental elements. Put differently, humans constantly engage in "mindful action" that constructs and negotiate the meaning of situations. And in the process of symbolic communication with others, the meanings are created and changed by social situations [16]. Thus, the meaning conveyed by symbols both brings value to people in each position, which strengthens the repetition of conveyed symbols [17]. George Herbert Mead was the first person to write the principles, people establish self-image during social interaction, of Symbolic Interactionism and he focus on language that happens between individuals. Then, Charles Horton Cooley adds that individuals learn their self-concept by others' reaction, describing by the term looking-glass self. In short, people can assess themselves by looking mirror in which other people act, and individuals can internalize others' viewpoints of them. In the 1960s, Blumer reveals that people participates constructing the meaning of situations consciously. In addition, Individuals has unique construction of meaning during the interaction [16].

2.1.1. Important Results

SIT was used to explain the "Like" behavior in social media, SNS, which is used by users to convey cognitive evaluation on other posts, for example, conveying the meaning of appreciation and approval, aiming to maintain or enhance relation as a social value. It provides a symbol communicated perspective that "Like" behavior promote the construction of sense that self-presence [17].

Look glass-self used in the online interactive social platform is reflected in a study of the online experience of teenagers has illustrated that others in the online platform makes a special looking glass to reflects individuals' virtual self, and this interactive process effect how people perceive themselves or self-concept [18]. Julie also studied how online platform interactions affects an individual's self-concept through the Look glass-self perspective, then he found that a man felt his personal sense of self and others' viewpoints about him are inconsistent, which be explained that individuals expect

that their performance and other users are same rather than the verbal abuse from other people in the public, but the self-expression in online culture often lack of discipline [19].

Furthermore, Dr. Emad argued that the "looking glass self" always bring stereotypes, more specifically, stereotypes determine perception that people have on others, so affecting how the people view themselves with stereotypes [20]. Thus, leading to the failure of established the approval and presence of "self". These studies, through the looking glass self-perspective, reveal that individuals expect the approval and presence sense from others during the interactive online platform, but the freedom of self-expression and stereotypes in the online culture might frustrate them, which leads to self-anxiety. For subjective meaning, Jin-Liang Wang et al. found that subjective well-being at low level has online platform usage hard to gain social support such as the satisfaction of reciprocal and expected relationships [21]. And Webster explored that overall subjective well-being hinder self-esteem on online platform interactions [22]. These studies determine the expectation of individual subjective meanings and perceptions that definite the reciprocity and expected relationship with others in media platforms might lead to negative emotions such as self- anxiety.

2.2. Self-Presentation Theory of Self-Anxiety

Self-presentation theory (SPT) suggests that people manage others perceive of them by Goffman. e.g., people will manage how others react to themselves in ways they want by consciously conveying some information that might not be consistent with their own. Also, Goffman argues that self-presentation is a process that individuals construct a perfect image to lure the others repones in social interaction [19]. In addition, self-presentation can affect the emotional experience: impression management promote social anxiety [23]. Thus, people might use concealment or deception of self-presentation to maintain the ideal image, which is more likely to lead to self-anxiety. Clark's 2005 cognitive model reveals that concealing self-imperfections from others, aiming to establish a perfect self-image, can promote social anxiety, since people likely to avoid self-imperfection verbal acknowledgment [24]. And lying self-presentation is a method to present self-image on the online platform during social interaction and usually attract to others by lying personal information, which boost depression [25].

2.2.1. Important Results

SPT is used to explain the exposure method on the activity participation, such as condition updates or personal photo lists, with activities and chatting. This study is emphasis on the choice of personal exposure to concern about impression management [26]. SPT has also been used in another previous study mentions that when individuals feel the consequence of self-presentation due to the impression management is important, or they greatly care about their impression when facing others, they are more likely to have self-anxiety [23]. And found in Clark's 2005 cognitive model in SPT, the cognition that to avoid the negative evaluations from others, the imperfections should be concealed, which leads to the self- anxiety [24]. And Il Bong Mun et al, found that lying self-presentation promote depression, causing self-anxiety [25].

2.3. Evaluation

In general, SIT and SPT are used in the study of interaction on social media, as well as in the exploration of interaction among individuals or specific groups in society, and finally, both aspects correlate with the emotional value of people's existence.

First, SIT is a fundamental sociological theory and explains the principles by which people engage in social interaction. This theory is confronted with the study since what exists in the social network platform is explained according to the most basic theory of human social interactionism, although the social interaction is different from the real ones in the virtual world, the words spread on the social

network are a part of symbolic socialization, and in the virtual world, individuals' subjective meaning and react according to others' attitude towards self is likely amplified. More specifically, the reciprocity and expected relationship set by personal subjective meaning and the expectation of self-identity and existence given by others in looking glass self might be amplified on an online interactive platform.

Next, in the environment of a social network, because the information transmitted in the social network environment is particularly fast, it is possible to express oneself quickly to a wide range of people and gain impressions, thus SPT is also the most significant feature in this environment. Each account represents its own identity, and each choice in the network is a process of building this virtual identity. And SPT is often accompanied by self-anxiety, since the subjective meaning in symbolic interactionism may be to identify with and gain support, but the information received in the virtual social network can lead to disappointment if it does not accumulate enough subjective meaning that is considered important, and all these negative emotions may cause self-anxiety. Individuals probably only want to show their perfection on the social network platform. Once they show imperfections, they may have anxiety and may use deception or concealment to establish a perfect image in the process of self-presentation.

Therefore, this study will explain whether self-anxiety develops in Chinese college students interacting on Tik Tok social platform according to base on SIT and SPT.

3. Methodology

3.1. Research Design

A primary survey is used for research, after collecting the responses and analyzing with a large population sample, to represent the general characteristic of the population.

The research contains numerical terms for searching patterns across Chinese college students who have used Tik Tok. According to Nan Wang et al.'s research method for determining the role of the presence of sense in "Like" in WeChat, an SNS developed by Tencent in China, using an online survey through Sojump.com to collect 479 valid responses for data analysis to determine the antecedents of Like behavior [17].

This study aims to use an online survey to explore the correlation between Chinese college students' social interactions on the Tik Tok platform and self-anxiety. Since Chinese college students are a large population, the collected sample responses were used to obtain the frequency of mental activities such as sense of presence during the online social interacting platform and self-anxiety, and then the data were analyzed to determine the correlation.

3.2. Data Collection

The independent variables in the study included subjective meanings and looking-glass self from the perspective of SIT (See Table 1). More specifically, subjective meanings in the study represent how college users on Tik Tok using own subjective meanings and perceptions to definite the reciprocity and expected relationship with others on the Tik Tok platform.

The survey question can be: when I "Like" my friends' posts on TikTok, I believe that I will receive Likes from my friends, which based on the Nan Wang et al.'s study [17]. And looking-glass self represents that college students' users need to feel that others support them on the platform, such as a sense of approval and presence, then survey question can be: When users on Tik Tok like me, I feel happier about myself, which based on the Bong Mun et al.'s study [25]. Then the impression management, lying self-presentation, and perfectionistic self-presentation, from the perspective of SPT, mean whether college students believe that the information created themselves on Tik Tok

represents them, whether they have created in the social process of the platform to show their self-image, and whether they have covered up the information they think is imperfect.

The survey questions that represent impression management and lying self-presentation, can be I think my profile on Tik Tok is a representation of myself, which is also based on Bong Mun et al. s' study [25]. Also, the survey questions that represent perfectionistic self-presentation can be I thought it would be awful if I made a fool of myself in front of others, based on a previous study by Sean et al [24]. What's more, another variable that may affect the result is the intensity of Tik Tok, which represents how college students' users rely on Tik Tok or the degree of connection between the college student's life with the use of Tik Tok. The variable's choice of subjective meanings and looking glass self is based on the study by Nan Wang et al, determined the antecedents of Like behavior [17].

Impression management, lying self-presentation, and perfectionistic self-presentation, from Self presentation theory, are according to the study of Perfectionistic self-presentation led to social anxiety through daily diary methods [24]. Another variable, intensity, the study utilized one of three measures of Facebook usage from Ellison et al: The Facebook Intensity Scale 1 measure time spent on Facebook according to the previous study that determines the relationship between Facebook and the well-being of college students [27]. And the survey questions for this variable can be: Tik Tok has become part of my daily routine according to Nicole et al 's study of exploring the correlation between college students' use of media and social capital [28].

Then the dependent variable, self-anxiety aligned with a previous study by Sean et al. according to this study, the survey question can be I was afraid that others did not approve of me [24]. The study was conducted using a 21-day experience sampling design to collect 165 undergraduates who responded to a series of questionnaires by palm pilots, thus, based on the Multilevel regressions, social anxiety is predicted by perfectionistic self-presentation [24].

Table 1: Measurement scale.

Measurements	Items
Intensity	Tik Tok has become part of my daily routine. I am proud to tell people I am on Tik Tok. I feel out of touch when I haven't logged onto Tik Tok for a while.
Subjective meanings	I believe that clicking the like button for a friend on Tik Tok will increase the trust between us. I believe that clicking the like button for a friend on Tik Tok will strengthen the tie between us. When I Like my friends' posts on TikTok, I believe that I will receive Likes from my friends.
Looking-glass self	Making posts on Tik Tok will make my friends aware of my presence. Being Liked by users on Tik Tok makes me feel better about myself.
Impression management	I think my profile on Tik Tok is a representation of myself. I like to create an impact with Tik Tok posts so that people see me in a certain way.
Perfectionistic self-presentation	I thought that failing at something is awful if other people know about it. I thought it would be awful if I made a fool of myself in front of others.
Lying self-presentation	I have posted or talked about doing something that I didn't do on Tik Tok. I used to lie about any relationship, achievements, or interests in Tik Tok.
Self-anxiety	I worried about what other people thought of me. I was afraid that others did not approve of me.

Therefore, the psychological activities generated in these social interactions are like those in online social platforms, it is necessary to explore the relevance of these variables. The study has 32 questions in total and all responses that are marked for participation should be chosen from 1 to 5 measure scale, and among these, from multiple-scale items left to right, 1=Strongly disagree, 2=Disagree, 3=At average, 4=Agree, 5= Strongly agree. After setting up the survey questions and response modes, the study chose to distribute the questionnaires on the YXS Panel Research Co. Ltd. YXS which is a Chinese online questionnaire platform with 300w+ active users.

3.3. Data Collection

The number of questionnaires collected is expected to be 100 (See Table 2), to reduce the survey data error, if encountered the condition of straight-line answers, answer length and logic do not meet the conventional, will be scrapped to deal with the volume, not involved in the calculation of valid questionnaires. In addition, to improve efficiency, screening questions are designed in front of the questionnaire to qualify the conditions, and if the conditions are not met, the survey will be directly ended, e.g.: What is your current education? only those who chose a bachelor's degree were able to continue answering. This indicates that the research population of this study is Chinese university students and requires people who have used Tik Tok in China. As well as the qualification that only participants who had used Tik Tok in China could continue to answer. After collecting all questionnaires, 53% female and 47% male, the study analyzed the method of Multiple Regression using SPSS analysis software.

Table 2: Sample demographics.

	Category	Number	Percentage
Education	Undergraduate	100	100%
Gender	Male/Female	Male:47, Female: 53	Male:47%, Female: 53%
Age	19-25	100	100%
Nation	Chinese	100	100%

4. Results

The Reliability Analysis (See Table 3), aiming determine the consistency of the data collected by the survey and exclude the possibility of invalid responses. The survey's total number of valid responses in a sample of 101 was 97, while four responses were excluded. According to Cronbach's Alpha value requirements, when the Alpha value is higher than 0.7, the reliability is better. Therefore, the Alpha value of each variable in this questionnaire survey is above 0.7 except for the value of impression management, which means the research is relatively reliable.

Table 3: Reliability results.

Variables	Alpha
Intensity	.810
Subjective meanings	.774
Looking-glass self	.706
Impression management	.562
Perfectionistic self-presentation	.741
Lying self-presentation	.737
Self-anxiety	.768

Next, the Validity Analysis (See Table 4) aims to determine the effectiveness and validity of the survey design. According to scientific regulations, to check the validity of the questionnaire, the KMO value is used to determine whether the variables are correlated, and the questionnaire is valid only when the KMO value is greater than 0.7. The current questionnaire meets the criterion, i.e., 0.823. In addition, according to Bartlett's sphericity test, the Significant value in the questionnaire was checked to see if it was less than 0.5, and the Significant value in the current survey showed less than 0.001, thus proving that this study is in line with factor analysis.

Table 4: Validity results.

Validity Analysis	
KMO	.823
Significance value	< .001

Correlation Analysis (See Table 5) was aimed to detect the degree of correlation between the independent and dependent variables in the analysis tool. According to Pearson correlation data, when the correlation coefficient in the variables is between -1 and 1, it indicates that there is a relationship between the variables, and the larger the absolute value of the coefficient indicates that the correlation is approximately strong, with positive values being positive correlations and negative values being negative correlations. In the analysis, all independent variables were directly correlated with the dependent variable (Self-anxiety) with correlation values ranging from -1 to 1, so all independent variables were correlated with the dependent variable. Among them, Impression management, lying self-presentation and perfection self-presentation were positively correlated with self-anxiety, especially, lying self-presentation had the strongest correlation with a correlation coefficient of 0.821. The other independent variables were negatively correlated with self-anxiety, and the absolute values of the correlation coefficients all ranged from 0.3 to 0.4. Therefore, this result can prove that self-anxiety, the dependence variable, is influenced by other independent variables.

Table 5: Correlation results.

	Intensity	SM	LGS	IM	PSP	LSP	SA
Intensity	1	.829**	.729**	.082	-.214**	-.174	-.197
SM	.829**	1	.746**	.268**	-.290**	-.215*	-.281**
LGS	.729**	.746**	1	.029	-.403**	-.518**	-.509**
IM	.082	.268**	.029	1	.337**	.168	.222*
PSP	-.214*	.290**	-.403**	.337**	1	.664**	.676**
LSP	-.174	-.215*	-.518**	.168	.664**	1	.821**
SA	-.197	.281**	-.509**	.222 *	.676**	.821**	1

** . Significant correlation at the 0.01 level (two-tailed).

* . At the 0.05 level (two-tailed), the correlation is significant.

Regression Analysis is used for the influence relationship between variables. In the analysis of data, the square of R represents the extent to which the independent variable influences the dependent variable (see Table 6). The square of R in the data is 0.726, which is in the standard range of values required by science and differs from the adjusted value of the square of R by only 0.018, which indicates a very stable degree of influence. In addition, ANOVA values (See Table 7) were used to

test the hypothesis of an effect between variables and were specified that the standard value of significance should be less than 0.05. In this survey study, the ANOVA values were less than 0.001, indicating the significance of the variables present in the questionnaire. After that, the formula applied to Regression Analysis according to the analysis coefficients (See Table 8) can determine whether each independent variable influences self-anxiety.

To be concluded, Finally, the standard value of significance in the coefficient table requires that it should be less than 0.05 to be statistically significant, and from the results of the analysis, only the lying self-presentation was statistically significant. Looking glass self and perfectionistic self-presentation were not correlated with self-anxiety as these were significantly greater than 0.05 too much, in addition, the value of the intensity of use, subjective meaning perception, and image management was higher than 0.05, but are close to 0.05, thus they are correlated with self-anxiety, but not have statistically significant. And impression management and intensity were positively correlated with self-anxiety, while subjective meaning perception is negatively correlated with self-anxiety.

Table 6: Model summary.

Model Summary				
Models	R	R ²	Adjusted R ²	Errors
	.852 ^a	.726	.708	.24840

- a. Predictor variables: (constant), Looking glass self, Impression Management, Lying self-presentation, Perfectionistic self-presentation, Intensity, Subjective meanings

Table 7: Modal ANOVA ^a results.

ANOVA ^a					
Models	Sum of squares	Degree of freedom	Mean Square	F	Significance
Return to	14.862	6	2.477	40.146	< .001 ^b
Residuals	5.615	91	.062		
Total	20.477	97			

- a. Dependent variable: Self-anxiety
b. Predictor variables: (constant), Looking glass self, Impression Management, Lying self-presentation, Perfectionistic self-presentation, Intensity, Subjective meanings

Table 8: Modal Coefficient ^a results.

Coefficient ^a					
	Unstandardized coefficient		Standardization factor		
Models	B	Standard Error	Beta	t	Significance
(Constant)	.574	.352			.106
Intensity	.211	.114	.203		.067
Subjective meaning	.127	.079	.137	1.616	.109
Looking glass-self	.600	.081	.630	7.402	< .001

Table 8: (continued).

Impression manage	-.234	.128	-.288	-1.835	.070
Perfectionistic self-presentation	.132	.077	.118	1.716	.090
Lying self-presentation	-.114	.098	-.122	-1.165	.247

a. Dependent variable: Self-anxiety

5. Discussion

In general, based on the results of the questionnaires distributed to Chinese college students, in the psychological state of college students' social and self-presentation on the Tik Tok platform, the more intensive the use of Tik Tok, the more dependent they are, the high possibility for it to cause self-anxiety. When they think that self-image management on Tik Tok represents themselves and lie about their true information to meet other people's expectations, the more likely they are to have self-anxiety. What's more, when the sense of subjective meaning perception in the social network is satisfied, college students would be less likely to have self-anxiety. Then, a previous study found that beyond covariates, perfectionistic self-presentation significantly predicted social anxiety by Sean et al [21]. However, the study didn't measure the valid positive correlation between perfectionistic self-presentation and self-anxiety successfully. In addition, the study measured that when the sense of presence in the social network is satisfied, college students would be less likely to have self-anxiety, which is consistent with the previous study that determine the sense of presence has significant effects on the percept by taking Like or receive Like in social media [17]. Following the findings, the study was surprised to find that socializing and self-presentation on the Tik Tok platform might have a great possibility of not leading to self-anxiety, since college students would have little risk of developing self-anxiety if their self-worth and expectations were met.

Therefore, if college students can be more aware of the realization of self-worth on social platforms may be able to avoid the beginning of self-anxiety. And psychological guidance should be provided in terms of motivational concerns of image management and thus alleviate self-anxiety.

6. Conclusion

The study was conducted in the context of the rapid development of social media interaction, with the launch and widespread use of Tik Tok in China in recent years. The research question was toward college students, in China, who as the target of the study, and previous research indicated that college students are a large percentage of the population using Tik Tok. Then, the research question is whether college students in emerging adulthood in China experience self-anxiety in the online social environment, Tik Tok. Next, based on SIT and SPT, impression management may lead to self-anxiety due to concerns about the success of perfect impression building, as well as subjective perceptions and self-concept, etc., the question was explored to see if the possible psychological activities of college students in social network interactions promote self-anxiety. After that, a questionnaire survey was conducted on a sample of college students, and the collected questionnaire data were analyzed for reliability, validity, correlation, regression, and it was concluded that impression management, self-presentation, and intensity of lying accelerated self-anxiety, and the sense of presence hindered self-anxiety.

Based on the findings, the study suggested that more attention should be paid to the way college students achieve self-worth on social media and to the psychological guidance of image management

motivation. The finding of the study verified that the self-anxiety of college students on online interaction platforms is related to impression management, lying self-presentation, and intensity.

By adopting factors from the theory of self-presentation and symbolic interactionism perspectives, the study re-identified the impact of these two theories on the psychological state of people in social communication and extended the discussion from general social interaction and self-presentation to social activity on online media.

The implications of the study are to explore the causes of self-anxiety that may arise in college students during interactions on social media and to reduce the risk of self-anxiety in college students. The Limitation of this study was only for the type of social platform Tik Tok in China, which strengthens the impediment to extending the implications to other types of social platforms, such as WeChat. For future research, it could determine how to help adolescents achieve self-worth in multiple types of social media to gain a sense of confidence and satisfaction.

References

- [1] You J., Liu S.T., Yang R. & Wang X.C, *The influence of social networks on college students*, Law and Economics - Upper Edition, vol. 5, 2013.
- [2] Fu J.H.i, *A survey report on the current situation of online social networking among college students*, Baidu Wenku. DOI: <https://wenku.baidu.com/view/2212196227d3240c8447ef6a.html>
- [3] Qiao Y.F., *Exploring the current situation of college students' online virtual socialization*, 2002.
- [4] Sutherland, K., Davis, C., Terton, U., & Visser, I., *University student social media use and its influence on offline engagement in higher education communities*. *Student Success*, vol. 9, 2018, pp. 13–24. DOI: <https://search.informit.org/doi/10.3316/informit.592733467321052>
- [5] Melanie Hanson, *College Enrollment & Student Demographic Statistics*, Education Data Initiative, 2022.
- [6] Christopher Munsey, *Emerging adults: The in-between age*, American Psychological Association, 2006.
- [7] Salim khan, G., Manago, A. M., & Greenfield, P. M., *The construction of the virtual self on MySpace* *Cyberpsychology*, vol. 4(1), 2010.
- [8] Mankotia, R., & Wesley, M. S., *The Relationship between Editing Pictures of Oneself, Body Image and Self-Discrepancy*. *Journal of Psychosocial Research*, vol. 15(1), 2020, pp. 25-33.
- [9] Lee, M., & Lee, H. H., *Can virtual makeovers using photo editing applications moderate negative media influences on SNS users' body satisfaction?* *Canadian Journal of Behavioral Science/Revue Canadienne des sciences du comportement*, vol. 51(4), 2019, pp.231.
- [10] Kalpidou, M., Costin, D., & Morris, J., *The relationship between Facebook and the well-being of undergraduate college students*. *Cyberpsychology, Behavior, and social networking*, vol. 14(4), 2011, pp.183-189.
- [11] *A study on the effect of social media use on anxiety among college students*, Baidu Library
- [12] Zhang, M., Zhang, Y., Xin, Z. & Zhang, Q. Hong, *The relationship between online sameness experiments and self-identity among college students: The role of online social inclination and compulsive internet use*, *Psychological Development and Education*, 2016, pp. 98-105.
- [13] Woods, H. C., & Scott, H., *# Sleepyteens: Social media use in adolescence is associated with poor sleep quality, anxiety, depression, and low self-esteem*. *Journal of adolescence*, vol. 51, 2016, pp. 41-49.
- [14] *Jitterbug Development Status and Trends*, Jingxin Xinrong Knowledge Collection, Baidu Wenku, DOI: <https://wenku.baidu.com/view/b5436f44c9aedd3383c4bb4cf7ec4afe04a1b1bd.htm>
- [15] Hu, C., Zhao, L., & Huang, J., *Achieving self-congruency? Examining why individuals reconstruct their virtual identity in communities of interest established within social network platforms*. *Computers in Human Behavior*, vol. 50, 2015, pp. 465-475.
- [16] Nickerson, C., *Symbolic Interactionism Theory & Examples*. *Simply Psychology*.
- [17] Wang, N., Sun, Y., Shen, X. L., Liu, D., & Zhang, X., *Just being there matters: Investigating the role of sense of presence in Like behaviors from the perspective of symbolic interactionism*. *Internet Research*, 2018.
- [18] Zhao, S., *The digital self: Through the looking glass of telepresent others*. *Symbolic interaction*, vol. 28(3), 2015, pp. 387-405.
- [19] Jones, J. M., *The looking glass lens: Self-concept changes due to social media practices*. *The Journal of social media in Society*, vol. 4(1), 2015.
- [20] Rahim, E. A., *Marginalized through the 'Looking Glass Self'. The development of stereotypes and labeling*. *Journal of International Academic Research*, vol. 10(1), 2010, pp. 9-19.

- [21] Wang, J. L., Gaskin, J., Rost, D. H., & Gentile, D. A., *The reciprocal relationship between passive social networking site (SNS) usage and users' subjective well-being*. *Social Science Computer Review*, vol. 36(5), 2018, pp. 511-522.
- [22] Webster, D., Dunne, L., & Hunter, R., *Association between social networks and subjective well-being in adolescents: A systematic review*. *Youth & Society*, vol. 53(2), 2021, pp. 175-210.
- [23] Catalino, L. I., Furr, R. M., & Bellis, F. A., *A multilevel analysis of the self-presentation theory of social anxiety: Contextualized, dispositional, and interactive perspectives*. *Journal of Research in Personality*, vol. 46(4), 2012, pp. 361-373.
- [24] Mackinnon, S. P., Battista, S. R., Sherry, S. B., & Stewart, S. H., *Perfectionistic self-presentation predicts social anxiety using daily diary methods*. *Personality and Individual Differences*, vol. 56, 2014, pp. 143-148.
- [25] Mun, I. B., & Kim, H., *Influence of false self-presentation on mental health and deleting behavior on Instagram: The mediating role of perceived popularity*. *Frontiers in Psychology*, vol. 12, 660484, 2021.
- [26] Hogan, B., *The Presentation of Self in the Age of Social Media: Distinguishing Performances and Exhibitions Online*. *Bulletin of Science, Technology & Society*, vol. 30(6), 2010, pp. 377-386. DOI: <https://doi.org/10.1177/0270467610385893>
- [27] Wang, J. L., Gaskin, J., Rost, D. H., & Gentile, D. A., *The reciprocal relationship between passive social networking site (SNS) usage and users' subjective well-being*. *Social Science Computer Review*, vol. 36(5), 2018, pp. 511-522.
- [28] Ellison, N. B., Steinfield, C., & Lampe, C., *The benefits of Facebook "friends:" Social capital and college students use of online social network sites*. *Journal of computer-mediated communication*, vol. 12(4), 2007, pp.1143-1168.