

**Gratification-opportunities, Self-esteem, Loneliness in  
Determining Usage Preference of BBS and  
Blog among Mainland Teenagers**

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# **Gratification-opportunities, Self-esteem, Loneliness in Determining Usage Preference of BBS and Blog among Mainland Teenagers**

## **Abstract**

Results from a random sample of 301 teen-agers drew 3 factors of BBS (Bulletin Board System) gratification opportunities, that is, Synchronicity, Personalization, and Circulation; and 4 factors of blog gratification opportunities, namely, Multifunction, Stability, Circulation, and Personalization.

Discriminant analysis shows that combination of personalization gratification opportunities of blog, circulation gratification opportunities of both blog and BBS can be used to predict users' preference of BBS and blog. Regression analysis shows the heavy users of BBS value greatly the circulation gratification opportunities of BBS, while those heavy users of blog value greatly the stability gratification opportunities of blog.

The result marginally supports that those who show high in loneliness will tend to prefer using BBS. And the result also demonstrated that the heavy users of blog tend to be those who are low in self-esteem. What's more, online experience is a significant predictor of the level of use in both BBS and blog. All these findings are discussed in detail in paper.

*Keywords:* BBS; Blog; Gratification opportunities; Self-esteem; Loneliness; Usage preference; Level of use

## **Introduction**

According to “the 19th Statistical Survey Report on Internet Development in China” published recently in January 2007 by CNNIC (China Internet Network Information Center), by the end of 2006, the Internet users in China reached 137 million. Among which, 32.3% are students, and 17.2% are teenagers under 18 years old. These indicate that Internet and computer-mediated communication (CMC) become more and more important for mainland teenagers.

Apart from email and Instant Messaging, BBS and Blog become popular CMC modes among teenagers. According to “the 2006 Survey Report on China Weblog Market” done by CNNIC in September 2006, the blog readers in mainland China has reached 75 million while the blog writers has reached 17 million. Among the 75 million blog readers, 32.9% are age under 20 years old, and 24.6% are junior and senior high school students. Also shown in this survey, 83.5% bloggers use blogs to record mood and 60.2% use blogs to express views, 84.9% content of blogs are online diaries, and nearly 30% bloggers care about the click rate of their blogs. All these indicate that blog has become one important CMC mode for mainland teenagers. They record mood and express views in their blogs and hope to gain response from others. Blogs are their own media.

BBS is another popular CMC among teen-agers. They discuss various topics through BBS with their friends, teachers, also strangers. Lots of teachers set up their class online discussion boards, and many middle schools have their own BBS. Comparing to BBS, blog is much more personalized, and users can also use

multi-media to demonstrate their individuality and thinking. It is very interesting that some teen-agers are very active in BBS but don't maintain their own blogs; meanwhile, some teen-agers are excellent bloggers but seldom participate in BBS. However, no many previous researches have gone into details about the determining factors of media choice of these two popular CMC modes. It will be significant to analyse them.

In studying media choice, past researches have focused on using gratifications sought and obtained to explain media preference. However, Dimmick and Wallschlaeger (1986) introduced gratification opportunities to the traditional uses and gratifications framework in examining motives for media use. Dimmick and Albarran (1994) pointed out that "gratification opportunities can be defined as the perceived attributes of a medium relating to time use and expanded choice of content. A medium which offers more of a given content type more often provides a greater array of gratification opportunities to the audience".

One distinct feature between BBS and blog is that BBS is an open public space, all kinds of people participate in it and discuss various topics, thus BBS might have very good circulation; blog is a more personalized space, the owner of the blog has more control over the design pattern, the style, the content, even the function of the blog, so as a individual space, blog might have better personalization, stability, or multifunction. These distinct features of media themselves might have great influence on users' media choice. Therefore, the concept "gratification opportunities" which emphasizes the attributes of a medium might have significant contributions in

determining usage preference of BBS and blog.

As an open public space, BBS is widely welcomed by teen-agers. Many teen-agers are very active in it and become leaders of some discussion boards. That's a way for them to gain self-esteem. Blog, as a more personalized space, requires owner to spend time, energy, even creative and design thinking to maintain it. Leary found out that low self-esteem leads the individual to seek social support, whereas high self-esteem triggers independent striving (Leary, Tambor, Terdal, & Downs, 1995). Therefore, high self-esteem people might tend to use blog to demonstrate their individualities from their own media blog. Thus, self-esteem is possible to be a significant determining factor.

Blog is a relatively close space because only the owner of the blog can decide the content and the style of it. Bloggers are not sure whether their blogs will be read and welcomed by others. Maintaining blog is more like one-way publish instead of two-way communication. On the contrary, there are many people in BBS discussing various topics. Lonely people might feel there are many people around them, thus might feel it's easier to gain response and social support from others. Caplan (2003) found people who have higher levels of depression, shyness and loneliness, and lower self-esteem have a higher preference for online conversation. Thus, it is possible that lonely people who eager to have online conversation, seek response and social support from others will chose to use BBS. Thus, loneliness might be another significant determining factor.

Therefore, this exploratory research based on the perspectives of

gratification-opportunities, self-esteem, and loneliness, to see their roles in determining the usage preference of BBS and Blog among a random sample of 301 mainland teenagers. BBS and blog are two hot popular CMC modes in recent years around the world. No previous research has done to study the media choice between these two popular CMC modes. It will be significant to study it.

## **Literature Review**

### **Computer-mediated Communication**

The wide use of Internet makes computer-mediated communication (CMC) popular these years. Many researches have been done about CMC comparing to face to face (FTF) communication. The most common theoretical explanations for the difference between CMC and FTF communication hold that CMC eliminate nonverbal codes that are generally rich in relational information. The absence of such codes affects users' perceptions of the communication context and other participants and constrains users' interpretation of messages. Such characteristics may render CMC less suitable for certain communication purposes (Rice,1984) or may affect group problem-solving effectiveness (Hiltz, Johnson, &Turoff, 1986).

Experimental research has reported that CMC is less personal or socioemotional than FTF communication (Hiltz, Johnson, &Turoff, 1986; Connolly, Jessup & Valacich, 1990); according to Rice and Love (1987), CMC is "less friendly, emotional, or personal and more businesslike and task oriented." Kerr and Hiltz (1982) reported that CMC users seem to adapt to the medium so that its initial novelty diminishes.

Hiltz and Turoff (1978) reported the development of online communities present friendship development and warm relations in CMC. Flaherty, Pearce and Rubin (2002) reported that “users consider CMC, such as political computer bulletin boards, as vehicles for interpersonal communication because they are interactive and personal.” Barnes (2001) suggested that “the Internet transforms written text into a more oral-oriented medium that resembles face-to-face communication”.

As CMC undergoes further development, people have more and more choices among different CMC modes. However, there is limited research done about the factors that determine the usage preference of CMC. BBS and Blog are two popular CMC modes in recent years, especially among students. More and more teen-agers use BBS to discuss various topics with their friends, teachers, also strangers. Lots of teachers set up their class online discussion rooms, and many middle schools have their own BBS. Meanwhile, blog, as one’s own medium, is widely welcomed by teenagers. They record mood, express views in their blogs and hope to gain response from others. Compared to BBS, blog is much more personalized, and users can also use multi-media to demonstrate their thinking. It is very interesting that some teen-agers are very active in BBS but don’t maintain their own blogs; meanwhile, some teen-agers are excellent bloggers but seldom participate in BBS. However, not many researches go into details about the determining factors of usage preference of these two popular CMC modes. It will be significant to study them.

**RQ<sub>1</sub>: What is the CMC preference between BBS and Blog among teen-agers?**

## Uses and Gratifications

Uses and gratifications theory examines people's underlying motives for using the media to gratify their social and psychological needs or wants, and to identify the positive and negative consequences (Katz, Blumler, & Gurevitch, 1974). Katz, Blumber, and Gurevitch described the uses and gratifications approach to media studies as "(1) the social and psychological origins of (2) needs, which generate (3) expectations of (4) the mass media and other sources, which lead to (5) differential patterns of media exposure (or engagement in other activities), resulting in (6) need gratifications and (7) other consequences, perhaps mostly unintended ones" (Katz, Blumler, & Gurevitch, 1974).

The theory "has historically been applied to mass media, but it has always held promise for the study of other media as well, including the so-called 'new' technologies" (Williams, 1985, 1994; Rafaeli, 1986). Palmgreen, Wenner, and Rosengren (1980) identified 20 studies that show relationships between gratifications and "...media exposure, medium choice and content choice."

Uses and gratifications is built on five assumptions (Katz, Blumler, & Gurevitch, 1974): (a) the audience is viewed as active, (b) the choice to use a particular medium to fulfill a certain gratification lies within the user, (c) media compete with other media to satisfy users, (d) the audience is capable of self-report, and (e) value judgments should be suspended while conducting research. The users are active when choose between BBS and blog. The users choose to use BBS and blog to fulfill a certain gratification. BBS and blog compete with each other to satisfy



users.

### **Gratification Opportunities**

Gratifications have a long history in media research (Blumler & Katz, 1974; Rosengren, Wenner, & Palmgreen, 1985) and have been conceptualized as the utilities that explain media choice by consumers (Dimmick, 1993; Picard, 1989). Lichtenstein and Rosenfeld stated that people “choose their media experiences according to the particular gratifications” (as cited in Charney & Greenberg, 2002).

Dimmick and Wallschlaeger (1986) introduced gratification opportunities to the traditional uses and gratifications framework in examining motives for media use. Dimmick pointed out “human time was a resource because all activities require it” (Dimmick, 2003). Therefore, all kinds of media compete with each other for users’ time. “Given relatively fixed-time budgets, a medium which offers more of a given type of content at a greater number of times offers audiences a high probability of obtaining gratifications” (Dimmick, Albarran, 1994). Therefore, Dimmick and Albarran (1994) concluded that “gratification opportunities can be defined as the perceived attributes of a medium relating to time use and expanded choice of content. A medium which offers more of a given content type more often provides a greater array of gratification opportunities to the audience”. “Gratification opportunities are perceived time and space attributes of a medium that differ from traditional gratifications sought and obtained attributed to individuals.”

Dimmick also pointed out in his research that the gratification opportunities are properties of a medium that amplify or attenuate the opportunities for deriving

gratification from the medium. For example, the traditional media, such as newspapers and broadcast television, have a limited array of content and rigid schedules to which the user must conform. “In contrast, the new media offer greater choice, more control over content, or both” (Dimmick & Wallschlaeger, 1986). Thus, the new media supply a greater number of gratification opportunities (Dimmick, Albarran, 1994). What’s more in Dimmick and Albarran (1994) was that there are significant contributions from gratification opportunities in determining media choice among TV, Cable TV, and VCR. Thus, gratification opportunities might have significant contributions in determining usage preference of BBS and blog. Therefore, the second research question is

**RQ<sub>2</sub>: What are the perceived gratification opportunities from BBS and Blog among teen-agers?**

### **Self-esteem**

In sociometer theory, self-esteem is essentially a psychological meter, or gauge, that monitors the quality of people’s relationship with others (Leary, 1999; Leary & Downs, 1995). The theory is based on assumption that human beings possess a pervasive drive to maintain significant interpersonal relationships, a drive that evolved because early human beings who belonged to social groups were more likely to survive and reproduce than those who did not (Baumeister & Leary, 1995).

Many studies have been done about Internet use and self-esteem. Young (1997) suggests that people who rely heavily on the Internet are those who experience low

self-esteem and rejection. These people see the Internet as a place to express their buried emotions and find support and people with common interests, problems and concerns. Katz and Aspden (1997) found that people who formed friendships over the Internet had higher level of extroversion, sociability and willingness to take risks. Joe (1997) reported that individual high in sociable or those with larger traditional social networks may continue their sociable behavior and desire for social contacts online.

Leary found out that low self-esteem leads the individual to seek social support, whereas high self-esteem triggers independent striving (Leary, Tambor, Terdal, & Downs, 1995). Ickes's and Preece's studies show that people experiencing stressful life events receive vital support from computer-mediated communication, and particularly from online communities (Ickes, 1997; Preece, 2000). Caplan (2003) found people who have higher levels of depression, shyness and loneliness, and lower self-esteem have a higher preference for online conversation. Shaw and Grant (2002) found an increase in both social support and self-esteem when they followed a group of chat-room participants over a period of time.

These findings suggest that self-esteem might be a determining factor to influence users' media choice of CMC. BBS is a public space. Some teen-agers are very active in it and become leaders of some discussion areas. That's a way to gain self-esteem. Blog is a more personalized space where people need time, energy, even creative and design thinking to maintain it. Therefore, it is possible that low self-esteem people might tend to use BBS and try to gain more self-esteem from it, while higher self-esteem people might tend to use blog to demonstrate the identities of

them from their own media blog. Therefore, the hypothesis will be:

**H<sub>1</sub>: Teen-agers who show high self-esteem will prefer using blog.**

### **Loneliness**

A broad definition of loneliness would be that it involves a sense of deprivation in one's social relationships (Murphy, & Kupshik, 1992). Weiss (1973) defined Loneliness as "a chronic, distressful mental state whereby an individual feels estranged from or rejected by peers and is starved for the emotional intimacy found in relationships and mutual activity". Jones (1981) found loneliness is associated with "more time spent alone, fewer date, fewer close friends, and less time spent with close friends."

Research found that lonely people often hesitated to communicate with others and disclose their feeling in FTF communications (Jones, Freemon, and Goswick, 1981). Stritzke, Nguyen, and Durkin (2004) stated that it may be more conducive for some individuals, particularly shy people, to interact in an online environment as opposed to traditional FTF interactions. McKenna (2002) found "the Internet helps those who are shy, lack of social skills, or have social anxiety to form relationships. Those who are socially anxious and lonely feel that they can better express themselves on the Internet than with the people they know offline."

McKenna, Green, and Gleason (2002), Scharlott and Christ (1995) found support for CMC helping some individuals to overcome communication barriers, such as shyness and appearance inhibitions. However, Leung (2002) suggested that although

the characteristic of low social presence in CMC led communication seems to be more impersonal and then lower the social risk of being embarrassed and disappointed, lonely people who are unwilling to disclose themselves and receive little personal information from others would find themselves less satisfying the relationship and then prone to loneliness.

Blog is a relatively close space because only the owner of the blog can decide the content and the style of it. Maintaining blog is more like one-way publish instead of a two-way communication. People are not sure whether their blogs will be read and welcomed by others. BBS is an open public space and there are many people in BBS discussing different kinds of topics. So it is easier for lonely people to gain response and support from others. And lonely people might feel there are many people around them. Because there is no FTF communication, they will feel safe. And also because of anonymity, they can express their thinking freely. Therefore, it is possible that lonely people who eager to seek response and support from others will chose to use BBS.

**H<sub>2</sub>: Teen-agers who show high in loneliness will prefer using BBS.**

**RQ<sub>3</sub>: To what extent can gratification-opportunities, self-esteem and loneliness discriminate the usage preference of BBS and blog among mainland teen-agers?**

**RQ<sub>4</sub>: To what extent can gratification-opportunities, self-esteem, loneliness, demographics, and online experience predict the level of use in BBS and Blog?**

## **Methods**

This exploratory research adapted gratification opportunities, self-esteem, and loneliness as independent variables to study their roles in determining the CMC usage preference between BBS and blog. A focus group was conducted to construct a set of gratification opportunities items for BBS and blog.

### **Sample and Data Collection**

A focus group was conducted among 12 university students who use both BBS and blog. Two questions were asked. First, “Please list all functions BBS and blog have which provide gratification to you”; Second, “Please identify all functions blog has but BBS doesn’t have or vice versa, that is, to identify those functions BBS and blog provide you different gratifications”. The answers of these two questions by 12 participants were used to construct a questionnaire which contains 27 gratification opportunities items in five dimensions for both BBS and blog.

Students of Xiamen Foreign Language School in China were chosen as the sampling population because of the accessibility. This middle school is one of the best middle schools in Fujian province, and recruits students all over Fujian every year. As to the veracity, the middle schools in mainland are generally in the same social context, the similar student profiles, under the same administrative scheme. Therefore, it is considered that population from Xiamen Foreign Language School is representative.

Questionnaires were administered during classes by the instructors. Stratified Random Sampling method was used to choose classes. There are six grades in that

middle school, from Junior One to Senior Three. Junior One and Junior Two students are considered too young to use these two CMC methods efficiently. Senior Two and Senior Three students are under the great pressure of National University Entrance Exams, and need to study at school from 7:30am until 10:10pm during weekdays, so they don't have much spare time to use BBS and blog. Therefore, the sampling was focus on Junior Three and Senior One students. Those Junior Three students can go straight forward to Senior One at the same school without the entrance exams; and the Senior One students just began their senior high school. Therefore the students of these two grades are supposed to have more spare time with computer and internet, thus might have better understanding of those gratification opportunities questions about BBS and blog. Among 12 classes for each of the two grades, 4 classes of each grade were randomly selected. 452 questionnaires were distributed in class on March 28<sup>th</sup>, 2007 to the students of 8 randomly selected classes. 402 questionnaires were back on the same day, and the response rate was 88.9%.

In the data entry process, 301 questionnaires were considered to be valid. Therefore, the final valid sampling number was 301. All analyses were done among these 301 samples.

Among 301 samples, there were 36.2% Male students and 63.8% Female students. 10.5% of them were age between 13-14 years, 75.6% were age between 15-16 years, 13.9% were age between 17-18 years. 57.1% were from Junior Three, and 42.9% were from Senior One. 54% of them lived on campus, and 46% of them lived at home. The school has computer room open for students every day. So for

those who lived at school, they also could get access to computer and Internet easily.

## **Measures**

The questionnaire was designed into five parts: 1) Level of Use of BBS and Blog; 2) Gratification Opportunities; 3) Media Choice; 4) Personal Analysis: Self-esteem and Loneliness; 5) Personal Profile.

The answers provided by 12 participants in focus group were used to construct a questionnaire which contained 27 gratification opportunities items in five dimensions for both BBS and blog. The five factors were Personalization, Multi-function, Synchronicity, Circulation, and Stability. The gratification opportunities part adopted a 5-point Likert scale with 1= strongly disagree and 5= strongly agree.

The 10-item Rosenberg Self-Esteem Scale was employed in this study (Rosenberg, 1965). Rosenberg scored this 10 item-measure using 4 point scale, ranging from 1= strongly disagree to 4= strongly agree. This self-esteem scale has been widely used, achieving high construct validity, and maintaining a core position among domain-specific self-concept measures. Some items were reverse scored. One person's self-esteem score is the sum of the scores for those 10 items, the higher the score, the higher the self-esteem. The mean score of the scale in this research was 29.21 (SD = 4.40), and its reliability of the scale was high, with Cronbach's Alpha equals to .81.

Revised UCLA Loneliness Scale was used in this study too. In this scale, respondents were asked to self-report how they experience the emotions concerning



their interpersonal relationship expressed in the 20-item measure using a four point scale ranging from 1 = never to 4 = often. Some items were reverse scored. One person's loneliness score is the sum of the scores for those 20 items, the higher the score, the higher the loneliness. The mean score of the scale in this research was 37.63 (SD = 9.07), and its reliability of the scale was high, with Cronbach's Alpha equal to .88.

Respondents were also asked to report the level of use of the Internet, BBS, and blog. Referring to blog usage, 32.1% chose only read, 11.0% chose only write, 36.5% chose both write and read, and 20.4% chose neither write nor read. About BBS usage, 30.4% only read but rarely reply, 35.1% read and also reply, 17.4% of them read, reply, and also put up some topics to discuss, 7.4% of them were the leaders and in charge of certain discussion area, only 9.7% of them neither read nor reply. They also answered how many hours they spent every week on average online (M=3.27, SD=1.46); on blog (M=1.67, SD=0.92), on BBS( M=1.68, SD=0.92). And how many year they have used Internet (M=3.37, SD=0.87), blog (M=1.64, SD=0.67), BBS (M=2.26, SD= 0.94) were also measured.

### **Analytical Procedure**

Based on the 27 gratification opportunities questions about the use of both blog and BBS, principal component factor analysis was conducted. 11 questions were eliminated about blog, while 17 questions were eliminated about BBS. The factor analysis identified 4 gratification opportunities factors for blog, that is, Multi-function,

Stability, Circulation and Personalization; and identified 3 gratification opportunities factors for BBS, namely, Synchronicity, Personalization, and Circulation. The common two gratification opportunities factors for BBS and blog were Personalization and Circulation.

Independent-Samples T-test was used to test two hypotheses. Stepwise discriminant analysis was used to identify predictors for BBS and blog preference. Regression analyses were also conducted to identify predictors for the level of use in BBS and blog among mainland teen-agers.

## **Findings**

### **Preference between BBS and Blog**

There were 301 valid questionnaires in the analysis process. CMC preference between BBS and Blog was assessed by asking respondents “If you could choose ONLY 1 channel to deliver your ideas and communicate with your friends, which one will you choose?” Data shows that except two missing answers, 56.9% (n=170) respondents chose **Blog**, and 43.1% (n=129) respondents chose **BBS**.

### **Gratification Opportunities of BBS and Blog**

From the factor analysis table, we can see that teen-agers in China gained different levels of gratification opportunities from BBS and blog.

#### **Gratification Opportunities of BBS**

For BBS, 3 factors emerged with eigenvalues greater than 1.0, explaining

71.00% of total variance. (see Table 1)

(1) ‘Synchronicity’ consists of 4 items including “I can chat with my friends in real-time in BBS; I can check who is online and their online status in BBS; I can show/change/hide my online status (busy, away, on-lunch, etc) in real-time in BBS; I can send private instant messages to my friends in BBS” (alpha = .88; eigenvalue= 4.93; explained 28.28% variance).

(2) ‘Personalization’ is made up of 4 items, namely, “I can change the user name, the profile, the individual signature column in BBS; I can set my personal information in BBS, including my name, hobby, interest, etc; I can add or delete my messages in BBS at any time; I can design the topic, the color, the format of BBS” (alpha = .79; eigenvalue= 1.17; explained 25.11% variance).

(3) ‘Circulation’ consists of 2 items including “My articles in BBS can gain many responses from others; Many people read my articles in BBS, not only my friends, but also many strangers” (alpha= .78; eigenvalue= 1.01; explained 17.61% variance).

Table 1 summarizes the results of factor analysis of the gratification opportunities of BBS.

< Intert Table 1 Here >

### **Gratification Opportunities of Blog**

For blog, 4 factors emerged with eigenvalues greater than 1.0, explaining 69.68% of total variance. (see Table 2)

(1) ‘**Multifunction**’ consists of 6 items including “I can add multimedia in my blog; I

can use tags to classify the articles; I can add photos and edit photo album by topics in my blog, and let others give comments on them; I can use some plug-ins in my blog, to improve the functions of my blog, I can use some plug-ins in my blog, to improve the functions of my blog; I can use RSS reader to let others book the articles in my blog, and also I can book others' articles in their blogs” (alpha=.90; eigenevalue = 7.33; explained 24.33% variance)

(2) **‘Stability’** is made up of 4 items including “I can always find those I published before in my blog; In blog, my articles can be saved stably and avoid being edited or deleted by others; Blog is my individual space, I can express and show myself coherently; I can use my blog to backup my files and pictures.”(alpha = .84; eigenevalue = 1.74; explained 18.29% variance).

(3) **‘Circulation’** consist of 3 items including “Many people visit my blog, not only my friends, but also many strangers; I can use blog search engine like Trackback or Technorati to improve the click rate of my blog; My articles in my blog can gain many responses from others” (alpha = .73; eigenevalue=1.07; explained 13.83% variance).

(4) **‘Personalization’** is made up of 3 items including “I can delete others' message in my blog at any time; I can publish any kind of information in my blog without any restriction; I can add or delete my messages in my blog at any time” (alpha= .70, eigenevalue = 1.01, explained 13.23% variance). Table 2 summarizes the results of the factor analysis of the gratification opportunities of Blog.

< Intert Table 2 Here >

### **Test of two hypotheses**

Independent-Samples T Test was done to test the two hypotheses, that is, “teen-agers who show high self-esteem will prefer using blog; teen-agers who show high in loneliness will prefer using BBS”.

Test result shows that those who preferred using BBS scored higher in loneliness ( $M=38.74$ ,  $SD= 8.94$ ), and those who preferred using blog scored lower in loneliness ( $M=36.72$ ,  $SD= 9.08$ ). Therefore, the result marginally supports  $H_2$  that those who show high in loneliness will tend to prefer using BBS ( $t=1.85$ ,  $Sig.= .066$ ). However, the self-esteem of those who preferred using BBS ( $M= 29.39$ ,  $SD= 4.28$ ) did not show much difference from the self-esteem of those who preferred using blog ( $M= 29.06$ ,  $SD= 4.50$ ). Thus,  $H_1$  was not supported.

### **Predictors of BBS and Blog Preference**

T-test above suggests that self-esteem and loneliness might not be as strong predictors of BBS and blog preference. Klecka (1980) suggested that stepwise discriminant analysis was used when “the investigation is exploratory and the researchers are trying to discover useful discriminating variables”, and “it is advisable to eliminate weak or redundant variables”, so “the stepwise procedure is a logical and efficient way to seek the best combination”. Therefore, to understand what contribute to the usage preference of BBS and blog, stepwise discriminant analysis was run using self-esteem, loneliness and all gratification opportunities items of both BBS and blog as predictors.

Results in Table 3 suggest that the combination of personalization gratification opportunities of blog, and circulation gratification opportunities of both blog and BBS can be used to predict users' preference of BBS and blog. When compared to BBS users, blog users valued greatly the personalization and circulation gratification opportunities of blog. Meanwhile, BBS users valued greatly the circulation gratification opportunities of BBS. However, personal character variables like self-esteem and loneliness were not considered as significant predictors of usage preference of BBS and blog. Therefore, it is suggested that it is the attributes of media as "gratification opportunities" rather than the attributes of users that contribute as significant predictors of media choice among CMC. The function correctly classified 63.6% cases. By doing Z test,  $Z=4.20 > 1.96$ . So it is concluded that the number of correct classification is significantly greater than due to chance.

**< Intert Table 3 Here >**

### **Level of Use in BBS and Blog**

Regression analyses were run to see demographics, online experience, self-esteem, loneliness and gratification opportunities as predictors on level of use in BBS and blog. Taken BBS use as dependent variable, results in Table 4 show that the heavy users of BBS, motivated by the gratification opportunities of BBS circulation ( $\beta=.30$ ,  $p<0.001$ ), were those who have more online hours every week ( $\beta= .32$ ,  $p<0.001$ ) and those who have longer years of online experience ( $\beta=.23$ ,  $p<0.001$ ). In

contrast, the results also show that the light users of BBS tended to value greatly the gratification opportunities of blog circulation ( $\beta = -.31, p < 0.001$ ).

Taken blog use as dependent variable, regression analysis results in Table 4 show that the heavy users of blog, motivated by the gratification opportunities of blog stability ( $\beta = .27, p < 0.01$ ), also tended to be those who have more online hours every week ( $\beta = .22, p < 0.01$ ), and low in self-esteem ( $\beta = -.23, p < 0.01$ ). Demographics were not found significant to predict the level of both BBS and blog use. The amount of variance explained by demographics, online experience, self-esteem, loneliness and gratification opportunities were 31% for BBS and 20% for blog.

**< Intert Table 4 Here >**

## **Conclusion**

Gratification sought and gratification obtained were often used to study the motives of media use and media choice. This exploratory research tried to study media choice from gratification opportunity, which emphasis on attributes and functions of medium itself rather than the users' perspective. The results confirmed further the important role of gratification opportunities in studying media preference of CMC mode.

First, Factor analysis drew four factors of blog gratification opportunities, namely, Multifunction, Stability, Circulation, and Personalization; and there were three factors of BBS gratification opportunities, that is, Synchronicity, Personalization,

and Circulation. Multifunction and Stability were two feature functions of blog, which emphasize respectively the various functions of blog and blog as an individual space. Synchronicity is the feature function of BBS which emphasizes that users can show online status and send online messages to their friends. Circulation and personalization are two common gratification opportunities factors of both BBS and blog. However, the personalization factor is a little bit different between BBS and blog. The personalization factor of BBS emphasizes users can design the format or set and change personal information as they like, while the Personalization factor of blog more emphasizes message management and topic freedom of blog as a individual space.

Discriminant analysis shows that combination of personalization gratification opportunities of blog, circulation gratification opportunities of both blog and BBS can be used to predict users' preference of BBS and blog. Blog users valued greatly the personalization and circulation gratification opportunities of blog, while BBS users valued greatly the circulation gratification opportunities of BBS.

Regression analysis demonstrates that the heavy users of BBS value greatly the circulation gratification opportunities of BBS, because the articles in BBS can be read and can receive many responses from not only friends but also many strangers. This finding emphasizes the attributes of BBS as an open public space. On the contrary, those heavy users of blog value greatly the stability gratification opportunities of blog. This finding emphasizes the attributes of blog as an individual space; owner can express and show himself coherently, and can save things stably without being edited



or deleted by others.

Second, it is interesting to find that respondents spent more or less the same time every week in using blog ( $M=1.67$ ,  $SD=0.92$ ) and BBS ( $M=1.68$ ,  $SD=0.92$ ), despite their years of experience in using blog ( $M=1.64$ ,  $SD=0.67$ ) was less than BBS ( $M=2.26$ ,  $SD=0.94$ ). Furthermore, by answering the question “If you could choose ONLY 1 channel to deliver your ideas and communicate with your friends, which one will you choose”, except two missing answers, 56.9% ( $n=170$ ) respondents chose blog, and 43.1% ( $n=129$ ) respondents chose BBS, despite their years of experience on blog was less than BBS. All these illustrate that the gratification opportunities provided by different media will affect or determine the media choice despite the years of experience on them. Therefore, it strengthens that “gratification opportunities” is a significant predictor of media choice in CMC.

Third, T-test result marginally supports that those who show high in loneliness will tend to prefer using BBS ( $t=1.85$ ,  $Sig.=.066$ ). This finding supports previous studies that people experiencing stressful life events receive vital support from computer-mediated communication, and particularly from online communities (Ickes, 1997; Leung, 2007; Preece, 2000). The regression analysis demonstrated that the heavy users of blog tend to be those who are low in self-esteem. The above two results support Caplan’s finding that people who have higher levels of depression, shyness and loneliness, and lower self-esteem have a higher preference for online conversation (Caplan, 2003). However, discriminant analysis shows that self-esteem and loneliness were not considered as significant predictors of usage preference of

BBS and blog. Therefore, it further strengthens that it is the attributes of media as “gratification opportunities” rather than the attributes of users that contribute as significant predictors for media choice in CMC.

Fourth, online experience is a significant predictor of the level of use in both BBS and blog. Online hours every week and years of online experience are two strong predictors of the level of use in BBS, while online hours every week also is the strong predictor of the level of use in blog. These mean that the heavy users of BBS tend to be those who spend more time online and have longer years of online experience, and the heavy users of blog also tend to be those who spend more time online, despite the years of their online experience.

Fifth, the majority of respondents were female (63.8%), but gender is not a significant predictor of the level of use in both BBS and blog. This also indicates that the gender difference in CMC using is narrowing. The age of all respondents is ranged from 13 to 18, but age is not a significant predictor of the level of use in both BBS and blog either. Moreover, 54% respondents live on campus while 46% live at home. The result shows that there is no significant difference on level of use in both BBS and blog between these two groups.

### **Limitations and suggestions for future research**

Although this research has some interesting findings, there are still some limitations about this research. First, there are no tested gratification opportunities items of CMC can follow, so the gratification opportunities items were constructed by

using the answers of focus group. As alpha scores for some factors were not exceptionally high, future study should refine the items for better reliabilities. Second, to reflect as many attributes as possible for both BBS and blog, the questionnaire contained 54 gratification opportunities items altogether. Teenagers might easily get bored with those items and might not have identified some questions carefully. Therefore, although 402 questionnaires were received back, only 301 of them were considered valid. Third, the gender distribution might not exactly reflect the real situation in China middle school today. It is because although the classes were randomly selected, boys might be naughty and did not answer the questionnaires as carefully as girls. So among the 301 valid questionnaires, more were from girls than from boys. Fourth, the items of gratification opportunities of BBS and blog were designed in pairs so that students can easily compare the functions of BBS and blog. However, some students didn't identify different functions of BBS and blog carefully, and give same answers in pairs. It is suggested that future study should put the gratification opportunities items of different CMC in separate parts, so that respondents can identify the functions of different CMC clearly. Fifth, the focus group and pilot study were done among university students because it was considered that they could report and express thoughts more clearly than teenagers. However, the final questionnaires were distributed to teenagers. There might be some understanding gap between these two groups. So maybe some teenagers could not understand some of the gratification opportunities items which suggested by university students. In fact, although CMC are popular among teenagers, they are still a little bit too young to

report some CMC gratification items clearly. Therefore it is suggested that future study of CMC had better choose university students or adults as sampling. These groups of people might focus more on the user experience of different CMC mode thus might report gratifications more effectively. Sixth, the samplings are in Xiamen which is a developed and an open city in China. Therefore the result might not be adapted to teen-agers from some developing cities because they might not have easy access to the internet or might not use BBS and blog frequently. What's more, the questionnaires were sent back to mainland China to test, and the researcher did not at the test place to control the testing. There might be some unexpected problems during the process. Last but not the least, this research only use gratification opportunities as a variable, it is suggested to the future study that when study CMC preference, gratification sought or gratification obtained should also be included, so that the research can compare the predictors of usage preference of CMC from the attributes of the media themselves, as well as the from users' point of view.

Despite these limitations, the research drew 5 new factors for gratification opportunities of CMC mode, namely, Multifunction, Stability, Circulation, Personalization, and Synchronicity. All these might be useful for future research.

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**Table 1: Factor Analysis of Gratification Opportunities of BBS (N=301)**

I use BBS because...	Mean	SD	Factor		
			1	2	3
<b>Synchronicity</b>					
I can chat with my friends in real-time in BBS.	3.88	1.09	.85		
I can check who is online and their online status in BBS.	3.79	1.13	.82		
I can show/change/hide my online status(busy, away, on-lunch, etc) in real-time in BBS.	3.84	1.20	.77		
I can send private instant messages to my friends in BBS.	3.93	1.11	.70		
<b>Personalization</b>					
I can change the user name, the profile, the individual signiture column in BBS.	3.93	1.15		.78	
I can set my personal information in BBS, including my name, hobby, interest, etc.	3.78	1.16		.76	
I can add or delete my messages in BBS at any time.	3.60	1.23		.75	
I can design the topic, the color, the format of BBS.	3.73	1.16		.64	
<b>Circulation</b>					
My articles in BBS can gain many responses from others.	3.47	1.01			.87
Many people read my articles in BBS, not only my friends, but also many strangers.	3.28	1.15			.85
<b>Eigenvalues</b>					
			4.93	1.17	1.01
<b>Variance explained (%)</b>					
			28.28	25.11	17.61
<b>Cronbach's alpha</b>					
			.88	.79	.78

Scale: 1=strongly disagree and 5=strongly agree. N=301 (total variance :71.00%)

**Table 2: Factor Analysis of Gratification Opportunities of BLOG (N=301)**

I use blog because...	Mean	SD	Factor			
			1	2	3	4
<b>Multifunction</b>						
I can add multimedia in my blog, such as music, video, flash, etc.	4.18	1.05	.75			
I can use tags to classify the articles in my blog.	4.05	1.01	.73	.40		
I can add photos and edit photo album by topics in my blog, and let others give comments on them.	4.06	1.06	.72			
I can use some plug-ins in my blog, to improve the functions of my blog.	3.83	1.09	.72			
I can add friends to my blog, and pay close attention to their messages.	4.11	.99	.70			
I can use RSS reader to let others book the articles in my blog, and also I can book others' articles in their blogs.	3.51	1.10	.70			
<b>Stability</b>						
I can always find those I published before in my blog.	4.04	1.03		.86		
In blog, my articles can be saved stably and avoid being edited or deleted by others.	4.04	1.06		.83		
Blog is my individual space, I can express and show myself coherently.	4.04	1.00		.60		
I can use my blog to backup my files and pictures.	3.82	1.14		.59		
<b>Circulation</b>						
Many people visit my blog, not only my friends, but also many strangers.	3.24	1.14			.83	
I can use blog search engine like Trackback or Technorati to improve the click rate of my blog.	3.16	1.25			.72	
My articles in my blog can gain many responses from others.	3.40	1.02			.69	
<b>personalization</b>						
I can delete others' message in my blog at any time.	3.22	1.40				.83
I can publish any kind of information in my blog without any restriction.	3.12	1.37				.80
I can add or delete my messages in my blog at any time.	4.04	1.12	.44			.56
Eigenvalues			7.33	1.74	1.07	1.01
Variance explained (%)			24.33	18.29	13.83	13.23
Cronbach's alpha			.90	.84	.73	.70

Scale: 1=strongly disagree and 5=strongly agree. N=301 (total variance :69.68%)

**Table 3: Discriminant Analysis <sup>a</sup> of CMC Preference <sup>b</sup> with Self-esteem, Loneliness, and Gratification Opportunities of BBS and Blog as predictors (N=301)**

Predictors	Structure Coefficients
<b>Self-esteem</b>	.07
<b>Loneliness</b>	.06
<b>Gratification Opportunities of Blog</b>	
Multifunction	.35
Stability	.34
Circulation	.36***
Personalization	.57**
<b>Gratification Opportunities of BBS</b>	
Synthronicity	-.17
Personalization	.10
Circulation	-.35***
Eigenvalue	.15
Canonical correlation	.37
Degree of freedom	3
Wilks' lambda	.87
Significance	p<.001
<b>Group centroids</b>	
BBS	-.46
BLOG	.33
Cases correctly classified	63.6%
Z	4.20

\*p<.05; \*\*p<.01; \*\*\*p<.001.

<sup>a</sup>This discriminant analysis is used stepwise method

<sup>b</sup>CMC preference was assessed by asking respondents “If you could ONLY choose 1 channel to deliver your ideas and communicate with your friends, which one would you choose?” BBS = 0; BLOG=1

**Table 4: Regression Analyses of Demographics, Online Experience, Self-esteem, Loneliness and Gratification Opportunities of BBS and BLOG as Predictors on Level of Use in BBS and BLOG (N=301)**

Predictors	Level of Use	
	BBS	BLOG
	$\beta$	$\beta$
<b>Demographics</b>		
Age	-.06	-.02
Gender	-.08	-.02
Grade in School	.05	.01
Living	.00	.05
<b>Online Experience</b>		
Online hours every week	.32***	.22**
Years of online experience	.23***	.14
<b>Self-esteem</b>		
	.05	-.23**
<b>Loneliness</b>		
	-.04	.10
<b>Gratification Opportunities of BLOG</b>		
Multifunction	.03	-.06
Stability	.05	.27**
Circulation	-.31***	.12
Personalization	.03	.11
<b>Gratification Opportunities of BBS</b>		
Synchronicity	.12	-.05
Personalization	.01	.01
Circulation	.30***	.08
R <sup>2</sup>	.34	.24
Final adjusted R <sup>2</sup>	.31	.20

Notes: Figures are standardized beta coefficients. N=301

\*p<.05; \*\*p<.01; \*\*\*p<.001

本份問卷旨在調查中學生BBS和博客的使用情況。非常感謝您的參與，您的回答對此項研究非常重要，懇請您認真詳細填寫。您提供的所有資料僅供香港中文大學新聞傳播系學術研究，我們將負責完全保密。如果您對調查有疑問或想瞭解進一步的研究成果，請電郵至：

[huanghanyun@cuhk.edu.hk](mailto:huanghanyun@cuhk.edu.hk) 再次感謝您的參與！

說明：問卷中提及的BBS，包括所有類型的線上論壇、討論區等；問卷中提及的博客，包括QQ空間，MSN空間等所有博客空間。

**使用情況**（請在符合您情況的選項後空格□中打“√”）

1A. 你平時使用博客嗎？

1.  我看他人博客而已，自己不寫                  2.  我寫自己的博客，但很少關注其他人的博客  
3.  我寫自己的博客，也非常關注其他人的博客  
4.  我自己不寫，也不關注別人博客（如選本選項者，請直接跳往 2A 題）

1B. 你平均每週會在博客上花多長時間？

1.  少於 1 小時                                                  2.  1--2 小時  
3.  3--4 小時                                                  4.  5--6 小時  
5.  7 小時以上

1C. 你使用博客幾年了？

1.  少於 1 年                                                  2.  1--2 年  
3.  3--4 年                                                  4.  5 年以上

2A. 你平時使用 BBS 嗎？

1.  我只看帖，但不回帖                                          2.  我看帖，同時也回帖  
3.  我看帖、回帖，同時也主動發起討論主題      4.  我是某討論區版主，管理 BBS 某一板塊  
5.  我不看帖也不回帖（如選本選項者，可略過以下 2B，2C 題）

2B 你平均每週會在 BBS 上花多長時間？

1.  少於 1 小時                                                  2.  1--2 小時  
3.  3--4 小時                                                  4.  5--6 小時  
5.  7 小時以上

2C. 你使用 BBS 幾年了？

1.  少於 1 年                                                  2.  1--2 年  
3.  3--4 年                                                  4.  5 年以上

**滿意機會** 閱讀以下每個陳述，並在右欄“非常不同意”到“非常同意”5個選項之間，選擇最符合您情況的一個選項，在相應的空格□中打上“√”。

滿意機會	1. 非常不同意	2. 不同意	3. 一般	4. 同意	5. 非常同意
<b>私人化和個性化</b>					
1A. 我可以自主設計我博客的主題，介面版式，顏色等	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1B. 我可以自主設計 BBS 的主題，介面版式，顏色等	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2A. 我可以在博客上設置個人資訊，包括姓名，愛好，特長等	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2B. 我可以在 BBS 上設置個人資訊，包括姓名，愛好，特長等	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3A. 我可以在博客上隨意更換用戶名，頭像，簽名檔等	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3B. 我可以在 BBS 上隨意更換用戶名，頭像，簽名檔等	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4A. 我可以在我的博客裏隨時隨意添加或刪除我發佈的資訊	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4B. 我可以在 BBS 中隨時隨意添加或刪除我發佈的資訊	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5A. 我可以在我的博客裏隨時隨意添加或刪除別人的留言或資訊	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5B. 我可以在 BBS 中隨時隨意添加或刪除別人的留言或資訊	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6A. 我可以在我的博客裏發佈任何資訊而不受他人約束	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6B. 我可以在 BBS 中發佈任何資訊而不受他人約束	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7A. 博客是我獨立的空間，我能連貫地表達和展現我自己	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7B. BBS 是我獨立的空間，我能連貫地表達和展現我自己	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>多功能性</b>					
8A. 我可以在我的博客中添加多媒體，比如音樂，視頻，動畫等	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8B. 我可以在 BBS 中添加多媒體，比如音樂，視頻，動畫等	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9A. 我可以在我的博客中按主題添加照片編輯相冊，並讓他人評論	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9B. 我可以在 BBS 中按主題添加照片編輯相冊，並讓他人評論	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10A. 我可以使 用 RSS 閱讀器讓他人訂閱我博客上的文章，同時也訂閱他人博客上的文章	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10B. 我可以使用RSS閱讀器讓他人訂閱我在BBS上發的文章，同時也訂閱他人在BBS上發的文章	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11A. 我可以在我的博客中添加我的朋友，隨時關注他們的資訊	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11B. 我可以在BBS添加我的朋友，隨時關注他們的資訊	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12A. 我可以在我的博客中使用一些插件，以完善博客功能	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12B. 我可以在BBS中使用一些插件，以完善其功能	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13A. 我可以在博客中使用索引來分類我的文章	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13B. 我可以在BBS中使用索引來分類我的文章	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>即時性</b>					
14A. 我可以在博客中顯示/改變/隱藏我的線上狀態(如忙碌，離開，就餐中等)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14B. 我可以在BBS中顯示/改變/隱藏我的線上狀態(如忙碌，離開，就餐中等)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15A. 我可以通過博客查看其他人的線上狀態	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15B. 我可以通過BBS查看其他人的線上狀態	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16A. 我可以通過博客和朋友即時線上交談	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16B. 我可以通過BBS和朋友即時線上交談	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17A. 我可以通過博客給我的朋友發送即時私人短消息	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17B. 我可以通過BBS給我的朋友發送即時私人短消息	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>流通性和參與性</b>					
18A. 我可以在我的博客中添加朋友列表，與朋友的博客相互鏈結	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18B. 我可以在BBS中添加朋友列表，與朋友的帖子相互鏈結	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19A. 我可以通過Trackback或Technorati等網志搜索引擎來增加我博客的點擊率	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19B. 我可以通過Trackback或Technorati等網志搜索引擎來增加我BBS帖子的點擊率	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20A. 我可以設置我博客的閱讀許可權，即規定僅有部分人或所有人可以閱讀我的博客	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20B. 我可以設置BBS的閱讀許可權，即規定僅有部分人或所有人可以閱讀我的帖子	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21A. 我可以統計我博客的流量，即有多少人閱讀過我的博客	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21B. 我可以統計在BBS中有多少人閱讀過我的帖子	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22A. 我在博客上提出的想法會有很多人回應	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22B. 我在 BBS 上提出的想法會有很多人回應	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23A. 我博客的訪問量很大，不僅我的朋友，很多陌生人也會流覽	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23B. 我在 BBS 上發的帖子訪問量很大，不僅我的朋友，很多陌生人也會流覽	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24A. 我的博客只在小圈子朋友中被流覽	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24B. 我在 BBS 上發的帖子只在小圈子朋友中被流覽	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>穩定性</b>					
25A. 在博客中，我的文章資料可以被穩定地保存而不被他人刪改	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25B. 在 BBS 中，我的文章資料可以被穩定地保存而不被他人刪改	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26A. 我總是能在我的博客中找到我先前發佈的東西	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26B. 我總是能在 BBS 中找到我先前發佈的東西	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27A. 我可以使用博客來備份我的文檔、圖片等	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27B. 我可以使用 BBS 來備份我的文檔、圖片等	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**媒介選擇** 請在符合您情況的選項空格中打上“√”

如果你 <b>只能</b> 在博客和 BBS 中 <b>選其一</b> 來發表自己的看法以及與他人交流，你會選擇使用博客還是使用 BBS？	<b>博客</b>	<b>BBS</b>
	<input type="checkbox"/>	<input type="checkbox"/>

### 個人分析

**第一部分：**閱讀以下每個陳述，並在右欄“很不同意”到“很同意”4個備選答案之間，選擇最符合您情況的一個選項，在相應的空格中打上“√”

第一部分	1. 很不同意	2. 不同意	3. 同意	4. 很同意
1. 整體來說，我滿意自己。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. 有時我會覺得自己一點好處都沒有。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. 我覺得自己有不少優點。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. 我能夠做到與大部份人的表現一樣好。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. 我認為自己沒有什麼可以值得自豪。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. 有時我十分覺得自己毫無用處。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. 我覺得自己是個有價值的人，至少我與其他人有一樣的價值。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. 我希望我能夠多一些尊重自己。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. 從各方面看來，我是較傾向覺得自己是一個失敗者。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. 我用正面的態度看自己。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**第二部分：**閱讀以下每個陳述，並在右欄“從不”到“經常”4個備選答案之間，選擇最符合您情況的一個選項，在空格□中打上“√”

第二部分	1. 從不	2. 很少	3. 有時	4. 經常
1. 我與周圍的人能和諧共處	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. 我缺乏朋友	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. 我沒有可依靠的人	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. 我不感到孤單	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. 我覺得我是朋友當中的一份子	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. 我與周圍的人有很多共同點	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. 我沒有親密的朋友	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. 周圍的人不會和我分享我的興趣和意見	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. 我是一個外向的人	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. 我有能親近的朋友	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. 我覺得自己被忽視	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. 我與人交往多屬表面	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. 我沒有真正瞭解我的人	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. 我覺得我被孤立	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. 當我需要時,我都能找到朋友	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. 我有真正瞭解我的人	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. 我因與人疏離而感到不快樂	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. 我周圍很多朋友,但卻沒有深交	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. 我有能與我傾談的朋友	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. 我有能給我依靠的朋友	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**個人資料** 請在符合您情況的選項後的□打上“√”

1. 性別	男 <input type="checkbox"/>			女 <input type="checkbox"/>		
2. 年級	初一 <input type="checkbox"/>	初二 <input type="checkbox"/>	初三 <input type="checkbox"/>	高一 <input type="checkbox"/>	高二 <input type="checkbox"/>	高三 <input type="checkbox"/>
3. 年齡	11-12 <input type="checkbox"/>	13-14 <input type="checkbox"/>	15-16 <input type="checkbox"/>	17-18 <input type="checkbox"/>	18 以上 <input type="checkbox"/>	
4. 你平均每週的上網時間有多長？	不上或少於1小時 <input type="checkbox"/>	1-2 小時 <input type="checkbox"/>	3-4 小時 <input type="checkbox"/>	5-6 小時 <input type="checkbox"/>	7-8 小時 <input type="checkbox"/>	9 小時以上 <input type="checkbox"/>
5. 你接觸互聯網幾年了？	少於1年 <input type="checkbox"/>	1-2 年 <input type="checkbox"/>	3-5 年 <input type="checkbox"/>	6-7 年 <input type="checkbox"/>	多於7 年 <input type="checkbox"/>	
6. 你平時住校還是住家裏？	住校 <input type="checkbox"/>			住家裏 <input type="checkbox"/>		