

A Rhetorical Analysis of Teachers' Self-Presentation on Facebook

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ABSTRACT

This study delves into how teachers utilize Facebook to curate their online personas and project desired self-images. By employing a qualitative content analysis approach and drawing on theories of dramaturgy and self-presentation, the research examines the complex strategies teachers adopt to shape their online identities. The analysis focuses on the rhetoric and gender expressions exhibited by participants across various gender identities. Findings reveal that while teachers actively engage with social media, concerns about professional reputation often hinder authentic self-expression. This study underscores the tension between personal identity and professional expectations, reinforcing the concept of impression management as a central component of online behavior.

Keywords: *self-presentation, Dramatistic Pentad, rhetorical analysis, online identity, gender expression*

Introduction

Self-presentation involves the art of shaping the impression one imparts to others (Burke, 1952). In the online world, presentations may be curated representations of projected selves that address presenters' needs and their audiences' perceived expectations (Labor, 2020a). In this light, self-presentations highlight one's relational value in the view of others. Hence, maintaining relational value in any platform hinges on a person or a presenter's ability to craft images for their audience, fostering increased self-esteem for both parties involved (Tran et al., 2008).

In any self-presentation activity, gender expression, a facet of self-presentation, involves how individuals outwardly convey their gender to the surrounding world (Samonte et al., 2016). Expressing gender encompasses elements such as clothing, characteristics, pronouns, and names. It is crucial to recognize that while aspects like names and attire may intentionally contribute to an individual's gender expression, they do not necessarily dictate their gender identity (Alcazaren & Labor, 2023). While a person's gender identity might occasionally align with their gender expression, it is essential to note that perceived gender expression does not universally determine one's gender identity. Facebook provides a unique platform for users to explore and experiment with their identities, offering a space to find their expressive voice and share it with their Facebook friends. The virtual space often feels safer and more conducive to open communication, leading to a fascination with self-presentation and gender expression on Facebook (Gil-Or et al., 2015).

The age-old human activity of forming one's image and identity has gained a new complexity due to self-presentation online (Gil-Lopez et al., 2018). Researchers have studied this issue because they understand its importance in the digital age. In mediated contexts, people show themselves for a wide range of reasons. The desire for social acceptability and connection is one main driving force. Social media and other online platforms offer the chance to create a version of oneself that conforms to social standards and expectations. Researchers have shown that people frequently offer an idealized version of themselves online by highlighting only the positive aspects of their lives while downplaying the negative.

Self-presentation in online settings can also be a way to experiment with and explore one's identity (Gil-Lopez et al., 2018; Labor, 2020b; Labor, 2021). To express aspects of their identity that they would not feel comfortable expressing in their offline lives, people may assume several identities or explore them. According to scholars, to interact with various communities or meet requirements, people might adopt a variety of online personas, pseudonyms, and

avatars. Additionally, the theatrical nature of online platforms encourages people to actively engage in self-presentation because likes, shares, and comments offer immediate feedback. To maintain their online identity and reputation, people may become caught in a cycle of self-reinforcing behaviors and self-presentation techniques because of this validation through participation. As Facebook has become integral to daily life, it offers a unique platform for exploring how individuals present themselves online. It serves as a valuable platform for global professional networking, facilitating people's exchange of ideas and information.

This study wants to look into the way Filipino teachers self-present on Facebook. Applied to teachers in various primary and higher educational institutions, teachers present a valuable platform for interaction, instruction, and conversations. Furthermore, Facebook offers convenient communication between teachers, parents, and students, fostering participation and information sharing. Creating exclusive communities or groups on Facebook for specific subjects or extracurricular activities enhances student engagement and connectivity.

However, teachers face challenges such as concerns about maintaining a clear boundary between their personal and professional lives, safeguarding privacy, and navigating potential risks of virtual interactions, including inappropriate communication and cyberbullying. Despite ongoing use for community building and educational enrichment, addressing these issues is crucial to ensuring educators and students a positive and secure online experience. In both personal and professional settings, the idea of portraying oneself in a particular way has long been a source of thought and anxiety. This viewpoint reveals that the urge to display oneself "properly" has been a recurring theme in human social dynamics, smoothly lining up with the discussion that came before it on the stresses of self-presentation among teachers.

In today's digital age, where social media platforms play a significant role, this study seeks to investigate the nuanced aspects of how teachers curate their online personas on Facebook. The research aims to uncover the multifaceted dimensions of teacher self-presentation in the digital realm.

Research Problem and Objectives

Objectives:

1. Examine teachers' multifaceted strategies in shaping their online identities on Facebook, delving into the factors influencing their self-presentation choices.
2. Employ Kenneth Burke's Dramatistic Pentad and Erving Goffman's Dramaturgical Approach to comprehensively analyze the rhetoric and

gender expression exhibited by teachers on Facebook, shedding light on the performative nature of their online personas.

3. Investigate the potential implications of teacher self-presentation on Facebook, including its impact on their professional image, relationships with students, and the broader educational community.

This research has been undertaken because the view of self-presentation in academia has changed, emphasizing how it affects relationships, perceptions, and personal identities. Examining one's self-presentation is crucial in today's digital age when social media platforms like Facebook and online interactions are crucial to our daily lives. Educators and society must understand how self-presentation functions in modern circumstances since it affects how we manage the complicated nature of online and offline social dynamics, building relationships and encouraging understanding.

While extensive research exists on self-presentation, this study focuses on teachers in the Philippines. Teachers in this context are held to high moral standards and are expected to adhere to certain norms regarding dress, speech, and behavior. This study explores how contemporary teachers navigate their self-presentation on Facebook and how these online practices impact their professional roles.

Teachers are increasingly using Facebook for several reasons. First and foremost, it provides a valuable forum for global professional networking and collaboration, enabling educators to exchange materials, instructional methods, and best practices with peers (Willis et al., 2023). Additionally, Facebook offers teachers and students a practical method of communication, promoting participation and information sharing (Cunha et al., 2016). Some teachers believe that using Facebook to build exclusive communities or groups for topics or extracurricular activities can increase student engagement and connectivity (Brown & Yang, 2015). However, teachers also face challenges such as concerns about preserving a separation between their personal and professional lives, protecting their privacy, and navigating potential risks of virtual interaction, including inappropriate communication and cyberbullying (Alcazaren & Labor, 2023; Labor, 2020b). Even though teachers continue using Facebook for community building and educational enrichment, addressing these issues is critical to ensure a positive and secure online experience for educators and students.

Portraying oneself in a particular way has long been a source of thought and anxiety in personal and professional settings (Goffman, 1959). This perspective reveals that the urge to present oneself "properly" has been a recurring theme in human social dynamics, aligning with the discussion on the stresses of self-

presentation among teachers. The view of self-presentation in academia has evolved, emphasizing its impact on relationships, perceptions, and personal identities (Jones, 2023). Examining one's self-presentation is crucial in today's digital age, where social media platforms like Facebook and online interactions are integral to our daily lives—understanding how self-presentation functions in modern contexts is essential for managing the complex nature of online and offline social dynamics, building relationships, and fostering understanding (Alcazaren & Labor, 2023).

The age-old human activity of shaping one's image and identity has gained new complexity due to online self-presentation (Labor, 2020a). Researchers have explored this issue due to its significance in the digital age (Jeyanthi, 2022). In mediated contexts, people present themselves for various reasons, with the desire for social acceptability and connection being a major driving force (Labor, 2021). Social media and other online platforms offer the chance to craft an idealized version of oneself by highlighting positive aspects while downplaying negatives (Willis et al., 2023). Researchers have shown that people often present an idealized version of themselves online, emphasizing the positives of their lives while minimizing the negatives (Cunha et al., 2016; Labor, 2020b).

Online self-presentation can also serve as a way to experiment with and explore one's identity. Individuals may adopt multiple identities or avatars to express facets of themselves they might not be comfortable sharing offline (Jones, 2023). Additionally, the interactive nature of online platforms encourages active self-presentation, as likes, shares, and comments provide immediate feedback.

Review of Related Literature

Self-Presentation

One of the prominent sociologists of the 20th century, Erving Goffman (1922-1982), built up a hypothetical structure to comprehend social connections that additionally inform human interactions. Putting together his hypothetical structure concerning representative interactionism, Goffman's (1959) essential research questions concerned people's self-presentation in the social condition and the jobs they adjusted during their cooperation. His hypothesis concerned itself with miniaturized scale-level social cooperation and essentially researched people's self-presentation in certain social circumstances and the jobs they received while associating with others.

Another significant point Goffman (1959) made concerns people's desire to dazzle others. Much the same as an entertainer's longing for overwhelming applause propels them to act better, standard people, as well, are anxious to display a specific character and introduction dependent on the criticism they get

from others in the general public. For this reason, Goffman contends that people's most significant want is to display the perfect job they consider effectively qualified for them in the general public (Goffman, 1959, s.35).

How does self-presentation relate to the social networking site Facebook? I assume that Facebook allows the creation and curating a digitally constructed self. This generation's development of a Facebook profile and the changes they make to these profiles consistently is a comparative demonstration of self-presentation (Gil-Lopez et al., 2018; Labor, 2021; Manino et al., 2021). As a medium used to leave a particular impact on others, the utilization of Facebook and this generation's steady change of their self-presentation on Facebook because of implications of their sets can likewise be comprehended as the young's self-acknowledgment that this demonstration of introduction and change is anticipated from themselves by the others. Thus, the way adolescents give specific data on their profiles signals to other people that sharing data of oneself is likewise a normal behavior, in this way making an organized winding of introduction and observation.

Studies have also recognized that online self-presentation changes from one context to another. Labor (2020a) theorized that presentations can be self-representations based on the moment the curated self is needed. For instance, one becomes formal and professional if the co-communicators actualize a severe matter in a space with a heterogeneous set of social actors. On the other hand, in a particular medium where a person feels that they are amongst like-minded individuals with a comfortable crowd, they show and showcase a different curated self (Alcazaren & Labor, 2023).

Online self-presentations can also be about transitions from one's assumed role to another. Lee (2014), in a study about how a student transitioned from being a student to becoming a teacher, claimed that a person may juggle one's previous "student self" to their now "teacher self." Early Facebook users create two accounts, a telling case of their identity management when faced with different audiences and groups. Switching between languages on two Facebook accounts allows him to maintain these personas and relationships. In addition, Lê et al. (2022) revealed that teachers use Facebook not only to share their experiences, stories, and opinions in text, photos, and videos but also to connect with others for professional learning purposes. Facebook groups may enable interactions outside class with students or as grievance platforms among colleagues.

Further, teachers use Facebook to read information, share, and download materials. Wong (2012) studied students and found that they consistently shape their behaviors and present themselves according to their desired image. Furthermore, supplication as looking weak was found to have the greatest expectation in seeking and receiving total social support on Facebook. In

addition, Gil-Lopez et al. (2018) claim that individuals manage their online self-presentation in ways consistent with their imagined audience and accommodation propositions. Furthermore, Bareket-Bojmel et al. (2015) stated that when people choose how to present themselves online, they use strategies and make choices that influence the liking and respect they receive from others.

Many other studies also claim that adolescents select the pictures they post on social media. They had a process for determining how to present their identity online (Calvin, 2020). This only indicates that people intended to choose how they presented themselves online depending on how they wanted to be perceived. Another study by Leonardi (2010) states that students use humor to catch perusers' eyes and show a social self. Since much of the humor on profiles relies upon inside jokes, students intentionally prohibit specific perusers who are not a piece of the joke. Moreover, humor improves the profilers' engaging quality and upholds accounts of their romanticized selves (Leonardi, 2010).

Burke's (1952) five principles of act, scene, agent, agency, and purpose can be applied to the contention that users are reacting to and acting inside society, both in the internet-based local area and inside this present reality. Thus, clients make characters and modify fundamental factors through a designed individual account. This affirms that the local area of Facebook (FB) approves Kenneth Burke's (1952) hypotheses of dramatism, representative activity, and the idea of language as the way to make the world as far as we might be concerned. Facebook is a gateway through which language is spread (Mackey, 2012). Language is the creator of signifying. Burke (1952) contends that language is representative activity. Individuals have made and continue to create objective factors through language.

Online Self-Presentation of Teachers

According to the research by Lê et al. (2022), while teachers engage with social networking sites (SNSs) for professional development, they prefer a more passive presence and limited interaction. The study highlights that portraying oneself on SNSs is not merely a direct representation or reflection but aligns with societal perceptions in Vietnam. Cultural factors significantly influence the way teachers present themselves on SNSs. This research adds valuable insights to the growing exploration of teachers incorporating SNSs into their professional spheres.

The research by Lê et al. (2022) reveals a nuanced interplay between culture and teachers' self-presentation on social networking sites (SNSs). It indicates that teachers deliberately mold their online identities to conform to Vietnam's prevailing cultural norms and societal expectations. This cultural influence is not a sporadic occurrence but a consistently robust mediator, shaping how teachers

project themselves on SNSs. The study underscores a preference for online self-presentation that aligns with cultural values, and teachers, despite utilizing SNSs for professional learning, tend to adopt a more passive and less visibly interactive approach, potentially reflecting an artistic inclination towards modesty or humility. Ultimately, the findings highlight self-presentation's dynamic and intentional nature on SNSs, illustrating how cultural considerations significantly influence how teachers present themselves in the digital realm.

Struggles in Facebook-related Gender Expression

What is equally essential to interrogate in online self-presentation is its connection with gender expression. Even in their youth years, adolescents who perceive themselves as transgender people experience imposition and verbal, physical, and sexual abuse. This is based on a study conducted by Grossman et al. (2006) regarding male-to-female transgender youth. Results of the study showed that 80% of the perceived transgender youth were called “sissies” under the age of 13, and 74% reported that their parents told them they needed counseling related to being gay, bisexual, or transgender. Moreover, the majority of these adolescents experienced verbal abuse, such as being called names, teased, or threatened with being hurt.

Horn (2006) also stated in her study that heterosexual adolescents employ concepts about social convention related to gender conformity as well as sexual orientation in evaluating the acceptability of same-sex gay and lesbian peers. This means that gender-based conventions play a significant role in the acceptability of peers. Moreover, it also suggests that gender non-conformity is a risk factor in the victimization of LGBT youth. The study concluded that non-compliance with gender-based conventions was associated with lower levels of acceptability. Therefore, these could lead to discrimination against the LGBT community in school or the workplace. Hamilton et al. (2019) also stated in their study that negative consequences such as stigmatization or discrimination, high levels of fear and anxiety, reduced psychological well-being, etc., are associated with the disclosure of one's identity. These are a few reasons why most members of the LGBT community struggle with their gender expression (Alcazaren & Labor, 2023).

Acquired Benefits of Gender Expression

With the possible risks the members of the LGBT community are facing when it comes to presenting themselves, gender expression still has its advantages as to why this community still decides to undergo the “coming out” process. In a study by Hamilton et al. (2019), some factors influence the decision to disclose one's identity to their workplace. In workplace contexts, the decision is influenced by

several individual and organizational-level factors. Hamilton et al. (2019) stated that careful considerations are being made as results can be associated with positive and negative consequences. Regarding the positive effects, an individual can feel a sense of authenticity, self-congruence, integrity, and reduction in ambiguity when disclosing one's identity and gender expression. Further, past research added that revealing one's identity at work results in stronger bonds among co-workers and stronger feelings of integration into one's work community (Ozeren, 2012).

Facebook as an avenue for self-presentation

As a rapidly developing web network, Facebook has become a social association field among young people, youth, and grown-ups from nations worldwide. With an average of 250,000 new clients consistently since January 2007, the quantity of clients needs to grow more. The specter of social psychological phenomena we find daily is very much embodied on Facebook. Self-presentation is an exceptionally massive component of Facebook. Most Facebook clients accept that the individuals who see their profile pages the most are individuals from disconnected interpersonal organizations (Ellison et al., 2007; Gil-Lopez et al., 2018), for example, individuals they meet frequently. Studies in the Philippines have shown that social media, like Facebook, significantly impacts presentations, especially since the country is highly active in the platforms (Gustilo, 2022; Saqueton, 2019).

These studies have shown that people can manipulate how they present themselves on Facebook, and gender plays a vital role in how a person presents himself online. The presentation has specific differences depending on a person's gender identity. Also, people can strategically manipulate their online self-presentation on Facebook, with gender playing a crucial role in shaping how individuals present themselves. Gender identity influences the nuances of this presentation, leading to notable differences in how people portray themselves online.

Since Facebook has become a significant part of daily life, especially during the pandemic, understanding how teachers manage their online identities and gender expression on this platform is increasingly relevant, by investigating teachers' lived experiences, this study sheds light on the interplay between their online self-presentation and professional responsibilities.

Research Frameworks

This study employed a theoretical framework grounded in social psychology and communication theories. Specifically, Erving Goffman's (1967) dramaturgical perspective was the foundation for understanding self-presentation, conceptualizing individuals as actors who strategically manage their impressions in social interactions. Jones & Pittman's (1982) self-presentation tactics provided a lens through which to analyze specific strategies employed by the participants, focusing on ingratiation and self-promotion. Additionally, Kenneth Burke's (1952) Dramatistic Pentad framework was used to analyze the five key elements of communication: act, agent, scene, agency, and purpose, elucidating the context and motivations behind the Facebook posts.

Methods and Procedures

This qualitative study involved a cohort of 11 high school teachers purposefully selected to encompass diverse gender identities and reflect a mix of teaching environments, including sectarian, non-sectarian, and public and private schools. The participants were carefully selected to represent diverse gender identities. The participants were purposely chosen to encompass a wide array of gender categories, encompassing male, female, lesbian, gay, bisexual, and transgender individuals. The intentional selection of high school teachers aimed to delve into the nuanced realm of self-presentation and gender expression within the context of educational professionals, shedding light on the distinctive online identities crafted by individuals engaged in secondary education. This deliberate approach ensured a comprehensive exploration of the multifaceted aspects of self-representation and gender expression on Facebook within the specific demographic of high school educators.

Data collection occurred over three months, from February to September 2021. The primary data source consisted of Facebook posts made by the participants during this timeframe. The researcher observed these posts to discern the participants' self-presentation strategies and gender expressions. Structured interviews were conducted using open-ended questions administered through Facebook Messenger to supplement the observational data. The interview questions were designed to explore the participants' motivations, perceptions, and experiences related to their online self-presentation and gender expression. Screenshots of the posts were taken to ensure accurate representation and were used for a more in-depth analysis.

Thematic analysis was employed to systematically identify patterns, themes, and nuances within the observed Facebook posts and interview transcripts. This

iterative process involved coding the data, identifying recurrent themes, and exploring connections between themes. The coding process was both deductive, guided by the predefined categories from the theoretical frameworks, and inductive, allowing for the emergence of new themes from the data. Rigorous peer debriefing and member checking were conducted to enhance the validity and reliability of the analysis.

Ethical Considerations

In conducting the study, utmost care was taken to ensure the ethical considerations regarding confidentiality were upheld, particularly in rendering participants anonymous and pixelating their identities. Before data collection, participants were fully informed about the study's purpose, methods, and potential risks, and their informed consent was obtained. Strict anonymization techniques were employed to protect participants' identities, including pixelating and blurring images. Additionally, pseudonyms or unique identifiers were used instead of personal information. Robust data security measures were implemented to safeguard the collected data from unauthorized access.

Results and Discussion

Rhetorical analysis of participants' self-presentation and gender expression

In this part of the discussion, the researcher examined the rhetoric of the participants using the Dramatistic Pentad by Kenneth Burke (1952) and Erving Goffman's Dramaturgical Approach. According to Goffman (1959), we present ourselves depending on the roles we portray in our everyday lives. As a teacher, the researcher can personally attest to that. For example, how she acts and expresses herself in front of her friends differs from how she expresses herself in the office or front of her students. The researcher demonstrated that individuals adapt their self-presentation and expressions based on their audience. Specifically, teachers exemplify this phenomenon by altering their communication styles and behaviors according to the needs and expectations of their students.

Rhetoric of Teachers on Facebook

To understand the details regarding teachers' rhetoric on Facebook, the researcher used Burke's Dramatistic Pentad for the analysis. The Pentad comprises five elements: act, scene, agent, agency, and purpose. These elements will be applied in the context of this study. The act, in this study, refers to Facebook posts made by the teachers. In this study, most teachers' posts were "shared posts," they put some captions to send the desired message better. The

scene is the Facebook community, specifically the Facebook wall of the teachers. The **agency** is the manner, and it involves the self-presentation strategy of the teachers. Finally, the **purpose** focuses on the underlying reasons or goals behind the teachers' posts. After the researcher explored the self-presentation strategy of the teacher participants of this study based on their FB posts and the themes that emerged from the conducted interviews, she found that the predominant ratio of their rhetoric was the purpose-act ratio. This was due to the following reasons:

Purpose 1: To Appear Competent

Teachers strategically shared educational content, professional achievements, and opinions on current affairs to promote competence. This strategic presentation aimed at establishing expertise within their respective fields. Awards and recognition posts acted as markers of competence, bolstering teachers' professional image.

Teachers often post educational or informational content related to their expertise. For example, English teachers usually post about grammar, research writing, and literature. Math teachers might post about algebra, geometry, trigonometry, and calculus. Teachers also post trivial information but always ensure that people learn something from whatever they post. These kinds of content give their audience the thought that they understood what they were teaching and were experts in their field.

On the other hand, posting about awards and recognition on social media offers significant gratification by affirming one's competence and brilliance. When individuals share their achievements, they often experience a heightened sense of validation and pride. Such posts function as social proof, showcasing their skills and accomplishments to others. This external acknowledgment, amplified by positive feedback in likes, comments, and shares, reinforces their status and credibility, boosting self-esteem and enhancing their professional image (Jeyanthi, 2022).

Moreover, recognition posts enhance an individual's brand and open doors to further opportunities, such as career advancements and networking prospects (Gil-Lopez et al., 2018; Labor, 2021). By curating their online presence to highlight their successes, individuals fulfill personal aspirations and align with societal values that celebrate achievement (Goffman, 1959). This form of self-presentation provides emotional gratification and solidifies their reputation as experts or leaders in their field.

Another example of content evident in the participants' posts was about the latest news and current affairs happening in the country. These posts created the impression of always being aware of what is happening in society. These posts

promoted teachers' engagement on current topics and trends. This act somehow bridged a connection to the young generation of students today.

The present findings support the conclusions Calvin (2020) drew in their study, highlighting the existence of a deliberate process in selecting what aspects of one's identity to present online. Individuals make these choices based on how they wish to be perceived by others in the online sphere. In the context of this study, teachers aimed to project a sense of competence and effectiveness in their profession. This indicates that individuals are conscious of the image they portray on social media and carefully curate their online presence to align with their desired professional identity.

The frequent posts from teachers about political opinions are often a delicate balancing act. Educators carefully address government-related and socially relevant issues to avoid being overly aggressive or controversial. This cautious approach is deeply rooted in their professional responsibility and awareness of the potential impact of their public statements. As Arman explains: *"As a teacher, I choose wisely what to share - if it is proper or not, if it is offensive to someone or something like that. It controls what I share. As a teacher, I am responsible for my actions. I need to be selective and not easily share posts that might be offensive or degrading to someone and affect me personally and professionally."*

Based on that sentiment, teachers' careful consideration of their social media activity is evident in their approach to posting (Cunha et al., 2016). Vetsy, for example, emphasizes the need for responsibility in her Facebook usage, stating, "I need to be a responsible FB user. I cannot just freely post things. Age is also a factor since I am not young anymore. I also consider what others think of my post, especially the students." Vetsy, who is 32 and openly identifies as gay, highlights how personal and professional considerations shape her online presence.

In addition to these personal reflections, the participants generally follow a structured process before sharing content. They ensure that the sources are credible, authentic, and relevant. They also tailor their audience based on the nature of the post. Jesse, a 28-year-old female participant, describes her method: "In selecting contents, assess ko muna if work-related, news, memes, game streaming related and personal ba. If need malaman ng marami, nakapublic post sya, pag personal, friends only ko lang shineshare." This approach underscores a common practice among the participants, reflecting their commitment to mindful and responsible social media engagement. Jessy said that first, she would assess if the content was work-related, news, memes, game streaming-related, or personal. If she believes many people need to know about the content, she sets the audience to the public, but if it is somewhat personal, she ensures that only her friends can see it.

According to Wong (2012), who conducted a study on students' online behaviors and self-presentation, participants consistently shaped their behaviors and crafted their online personas to align with their desired image. Wong's findings indicated that students were highly conscious of how they were perceived and adjusted their online activities accordingly. This pattern also extends to teachers, as revealed in the current study. Teachers, like students, are aware of the substantial responsibility society places upon them and, consequently, are deliberate in managing their online presence to maintain a professional and appropriate image. This only shows that the teachers' purpose for their FB posts is to keep their professional image. This falls under Joe and Pittman's Self-Promotion Self-Presentation strategy. They wanted to be perceived as knowledgeable, competitive, productive, and achievers. They ensure that what they post will not tarnish their reputation as an educator and uphold their dignity and credibility.

Purpose 2: To Influence and Inspire

Participants' Facebook posts also reflected their aspiration to influence and inspire others, particularly students. Educators sought to uplift individuals through motivational quotes, especially during the pandemic. Political opinions were also expressed to influence the audience, revealing a connection between self-presentation and the desire to affect social change.

This is the motive or the reason why they posted mostly inspirational and motivational quotes and some religious posts. According to Charles, a bisexual participant in the study, *"I have been using Facebook for more than six years, and it is truly convenient to communicate and interact with other people. And I am also using it as a platform to influence the public intended only for good things, not hate speech."*

Especially during this pandemic, Facebook has been the most convenient platform for Filipinos to inspire and influence others. The political opinions not only express competence but also influence the FB audience. Going back to the LGBT participants' post about Manny Pacquiao, who made a controversial statement about the LGBT community, the bisexual and transgender participants of this study shared their opinions about the topic to influence other members of the LGBT community to not vote for Manny Pacquiao since he discriminated the LGBT community.

One of the first social networking sites worldwide, Facebook has created a wide range of audiences from different walks of life. It has been a platform to inspire and influence people, especially learners. Since many students experienced many hardships and struggles during this pandemic, the teachers created a platform where they could still connect with them and inspire them despite the many challenges the world is facing.

Teachers' Facebook posts encourage students in their studies and life. This is one of the participants' primary motives for sharing or posting on Facebook. Just like what Dave Willis, author and speaker, said, "Don't use social media to impress people; use it to impact people."

Purpose 3: To Appear Fun and Likable

Teachers leveraged personal interests, humor, and attractive selfies to portray a relatable and amiable persona. These posts established a bridge between educators and their students, fostering a more approachable image.

This is first aligned with the teachers' interests posted on their walls. This showed they were also human and that the audience, especially the students, loved to know personal information about their teachers. It could be an avenue to connect to students' interests, whether it was a hobby, a sport, movies, or food.

Another example that aligns with this purpose is the humorous or funny content on teachers' social media profiles. When asked about the types of posts she shares, Jeziel, a lesbian participant, explained: "*Most of them are positive and for good vibes. For how I share funny videos and inspirational quotes, I upload videos of myself playing musical instruments to entertain and inspire viewers, etc. So far, it is a happier and more inspirational post to spread good vibes to the world.*"

According to Leonardi (2010), humor is used to catch pursuers' eyes and show a social self. Moreover, humor improves the profilers' engaging quality and upholds accounts of their romanticized selves. This was also the purpose of posting beautiful selfies or pictures. Teachers, like any other human beings, love to appear attractive, friendly, funny, and easy to talk to so they can easily reach out to their audience.

Purpose 4: To Feel Happy and Appreciated

With all the purposes presented, the researcher believes this has the highest motive principle. Indeed, the most crucial purpose or reason is self-gratification. This was why the teachers, as much as possible, wanted to put their posts in a positive light.

According to the interview, the audience's positive feedback makes them feel happy and energized, especially when they receive positive comments and feedback from Facebook friends. Getting a positive reaction from the audience gives the teachers social validation.

Gender Expression on Facebook

The findings of this study offer a multifaceted perspective on the strategies teachers employ to navigate gender expression on Facebook. Four of the 11 participants felt comfort in freely expressing their gender identity. However,

a significant majority encountered challenges rooted in the moral standards intrinsic to the teaching profession.

Initially, we observed the presence of two female participants. From their posts, it became evident that they felt at ease expressing their gender identity openly. This sense of comfort might stem from the perception that females are often associated with high emotional expression. Notably, women tend to display greater emotional expressiveness compared to other genders. This phenomenon has been explored through various research studies and meta-analyses, particularly in regions like the US and certain Western European countries.

These studies have unveiled nuanced yet noteworthy gender distinctions in emotional expression during adulthood. It is worth mentioning the research conducted by Brody and Hall (1993) and Kring and Gordon (1998), which underscore these differences. The findings illuminate that women typically exhibit a more pronounced inclination to express their emotions, contributing to a richer emotional landscape.

Education is essential, and teaching is also crucial to our society. Therefore, it is also vital that teachers are comfortable and well-presented. Facebook, a social networking site, is commonly used in the country. It is used to gain information as well as communicate with other people. It is also an avenue for individuals to express themselves.

This study analyzes self-presentation and gender expression among teachers on Facebook. It aims to describe teachers' self-presentation strategies on Facebook, analyze the participants' rhetoric and gender expression, and design an effective self-presentation technique for teachers. It also aims to identify what teachers are experiencing when it comes to expressing themselves online.

Results of the study revealed that seven (7) out of eleven (11) teacher participants stated that they could not freely express themselves on Facebook due to the high moral standards of the teaching profession. To describe some of the participants' answers, Kimberly, a lesbian, said she needs to be careful with what students will see on her wall. Jeziel, also a lesbian, said that it is crucial to express her gender since she is also working at a catholic school. Vetsy, a gay man, created two Facebook accounts – one account for professional purposes viewed by their students and colleagues and another for personal aspects viewed by their friends and family.

Vetsy's decision to maintain two separate Facebook accounts exemplifies his intention to carefully screen and control the information he shares based on the specific audience he is addressing. By having distinct accounts, he can manage and adjust the level of openness about his gender depending on the

context. Vetsy's reluctance to openly express his gender in front of his students stems from a desire to avoid potential judgment or negative consequences.

Using separate accounts enables Vetsy to create a professional persona in one account that aligns with his role as a teacher, ensuring he maintains a certain level of privacy and control over the information shared with students. Simultaneously, he can express a more personal and potentially gender-related identity in his other account without jeopardizing his professional image.

This supports the research findings of Lee (2014) on student teachers, saying that a person extends his offline identities as both a student and a teacher, as well as his offline relationships with others. Switching between languages on two Facebook accounts allows him to maintain these personas and relationships. The study participants who identified as members of the LGBT community demonstrated reluctance to express their gender on social media platforms due to the fear of being judged, particularly concerning the potential impact on their credibility as teachers (Alcazaren & Labor, 2023). This finding aligns with Horn's (2006) study, which highlighted that heterosexual adolescents utilize concepts related to social conventions of gender conformity and sexual orientation when evaluating the acceptability of their same-sex gay and lesbian peers. This suggests that adherence to gender-based conventions significantly influences the perceived acceptability of peers. Furthermore, the findings imply that gender non-conformity poses a risk factor for victimization among LGBT youth. The study concluded that individuals who deviate from gender-based conventions experienced lower levels of acceptability, which, in turn, could contribute to instances of discrimination against the LGBT community within educational institutions and workplaces (Alcazaren & Labor, 2023).

In the research context, teachers' shared experiences and perceptions of their profession created the shared symbolic reality. Teachers are expected to adhere to high standards of professionalism and moral conduct, creating a particular worldview they must maintain both in and out of the classroom. The research also highlights how teachers' shared realities shape how they act and think and their struggles expressing their gender on social media platforms like Facebook. Because of the societal expectations and high standards set for teachers, they need more room to break free from their profession's prescribed norms and behaviors.

Overall, this finding suggests that the teaching profession is heavily influenced by societal expectations and cultural norms, which shape how teachers perceive themselves and interact with others in their professional and personal lives. Teachers must still work on expressing themselves on social media platforms like Facebook. This is due to the image one can build, which can affect one's profession. This study proves Goffman's (1959) hypothetical structure wherein

people's self-presentation in the social condition adjusts and cooperates with the job they are currently in. This means that teachers display a specific character online that they want the general public to perceive about them.

Since Facebook is an avenue for individuals to express themselves, broad, deep, positive, and authentic Facebook self-presentation can be associated positively when given audience support, contributing to higher self-esteem (Brown & Yang, 2015). However, self-presentation accompanied by the gender expression of teachers in the Philippines did not come out entirely positive. Gender expression also incorporates negative consequences in our society, such as low levels of acceptability (Horn, 2006), stigmatization, and discrimination (Hamilton et al., 2019) from other people.

On the contrary, if individuals shape their behaviors and present themselves according to their desired image, satisfaction among themselves can still be received (Wong, 2012). Transitioning from two identities, online and offline, can maintain personae and relationships (Lee, 2014). Moreover, self-presentation strategies can also be made that can influence the liking and respect an individual can receive from others (Bareket-Bojmel et al., 2016).

Summary and Conclusion

This study aimed to describe the self-presentation strategies of teachers on Facebook, analyze the participants' rhetoric and gender expression, and design an effective self-presentation technique for teachers. The researcher chose Facebook as the social networking site as it is the most used social media platform in the Philippines. Moreover, teachers are also selected as her participants because teachers in the Philippines are given high moral standards. The study sought to explore how teachers of this generation manage to present themselves online.

The researcher selected 11 teachers with different gender identities who are also active Facebook users. The participants' Facebook posts were observed for three months to carefully analyze their rhetoric regarding self-presentation and gender expression. The researcher analyzed the Facebook posts using Self-Presentation Analysis and Rhetorical Analysis through Burke's Dramatistic Pentad (1952) and Goffman's Dramaturgical Approach.

Results showed that seven (7) out of eleven (11) teacher participants stated that they could not freely express themselves on Facebook due to the high moral standards of the teaching profession. Specifically, the following reasons are identified: (1) they must be careful with what their students might see on the Facebook wall, and (2) they teach in a Catholic school. Included here are the lesbians and the gays.

Four (4) out of eleven (11) participants, on the other hand, said that they could freely express their individuality and gender identity on Facebook. Two of them are female participants, as women are known to be very expressive compared to other genders.

Based on the research findings, teachers still struggle to express themselves on social media platforms like Facebook. This is due to the image one can build that can affect one's professional image. This study also proves Goffman's (1959) hypothetical structure wherein people's self-presentation in the social condition adjusts and cooperates on the job they are currently in. This means that teachers display a specific character online that they want the general public to perceive about them.

In addition, it only proves that despite the positive aspects self-presentation and gender expression can bring to an individual, we still cannot ignore the fact that one can experience negative consequences. These include, but are not limited to, low levels of acceptability, stigmatization, and discrimination from others. However, individuals can be satisfied by shaping their behaviors and presenting themselves according to their desired image. Self-presentation strategies can also be made to gain liking and respect from an individual's audience.

The insights from this study hold crucial implications for school administrators, guiding them in developing comprehensive policies regarding teachers' appropriate professional use of social media. These policies should address online safety and privacy concerns and establish appropriate boundaries between teachers and students. By integrating the study's findings into policy formulation, administrators can effectively navigate the challenges posed by social media while fostering a safe and conducive learning environment. Additionally, these policies can assist in defining the appropriate limits and responsibilities of teachers when engaging with students online, ensuring that professional boundaries are maintained and student well-being is prioritized.

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The PCS Review 2024

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