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**Abstract**

Social networking websites have had a major impact on the social life of this generation. Facebook in particular has become a universal component in the lives of many people, allowing them to create an online self which may or may not be consistent with their offline person. Recent research has found that self-presentation online is strategic and deliberate in order to create a favorable impression on social networking sites (DeAndrea & Walther, 2011). There also appears to be a link between certain personality traits such as conscientiousness and extraversion, and social media use with regard to self-presentation strategies. In the present study, extraversion and conscientiousness personality traits will be measured, and levels of comfort with using the internet will be assessed to determine how they are related to online self-presentation. Participants will be approximately 30-40 Facebook users over the age of 18, recruited via Facebook. Participants will be given a 12-item demographic survey, the 22-item Attitudes Toward Computer Usage Scale (Morris, 2009) to assess their levels of comfort with computers, and the 44-item Big Five Inventory (John, Naumann, & Soto, 2008) in order to measure their personality type. Participants' Facebook profile pages will be assessed in terms of online activity and aspects of self-presentation by four observers recruited and trained by the researcher. Although data collection and analysis will not be completed until March 2014, it is expected that extraverted personality types will be associated with greater Facebook use in order to communicate with others than conscientious personality types. It is also hypothesized that both extroverts and conscientious individuals will be less likely to express hidden self-aspects online than those who score lower on these traits.

Personality Differences in Social Networking and Online Self-Presentation

The way we interact with others, and especially the way we decide to present ourselves to the public plays a huge role in our social lives. Self-presentation is the way we modify, create, or maintain an impression of ourselves, attempting to lead people to think of us in a particular way (Brown, 1997). We spend most of our time in social settings, making self-presentation a prevalent aspect of our lives. Although we might purposely engage in self-presentational behavior when we are alone, for example we rehearse conversations we might have with others, we also engage in behavior that is not as deliberate, such as when we unmindfully smooth out the shirt we're wearing before we leave our home. According to Brown, self-presentation is also very important in our lives because our success at convincing others to think we possess certain characteristics has an influence on our outcomes in life. The need to create a positive impression on others is the reason people spend so much money on brand name clothing, cosmetics, and other similar products. The pressure to make a positive impression on others can also lead people to engage in behaviors that can harm their well-being, which may cause them to live an unhappy life. If some self-presentational behavior can cause harm to an individual, why do people engage in it, and what are the different strategies they use?

According to Goffman (1959) individuals want to have control over the impressions they make by changing their setting, appearance, and mannerisms. Face to face interactions can therefore be compared to theatrical performances because people in everyday life resemble actors on a stage, playing a variety of roles depending on the social situation they are in. Goffman called this idea "dramaturgical analysis." There are several aspects of his dramaturgical analysis. "Performance" refers to the activity of an individual in front of an audience, while the actor's "front" was explained as the part of the person's performance which gives off the

particular impression they want to portray. Goffman also saw the front as being a script because an individual has to take on a certain role which suggests how they must act in the situation in order to have a positive reaction to the impression they are giving off. According to Goffman, the "setting" is exactly what it seems to be: the location where the interaction takes place. The individual has to alter his or her performance for each different setting encountered. "Appearance" is used to tell the audience of the actor's social status, by the way they are dressed. Just like in a theatrical performance, social interactions contain a front and back stage. The front stage is when the performance takes place in front of an audience, hence where our impressions are given off. The back stage is the social space where the performers are present, but the audience is not. The main aspects of Goffman's dramaturgical analysis can be seen as different types of strategies that people may use in order to create a positive impression on the individuals they are interacting with.

In addition to the strategies seen in Goffman's dramaturgical analysis, Brown discussed five common self-presentational strategies first suggested by Jones & Pittman (1982). The five strategies were ingratiation, self-promotion, intimidation, exemplification, and supplication. The goal of ingratiation is to get others to like you by giving them compliments and doing favors for them, because we tend to like people better who are generally nice to us. In the self-promotion strategy, individuals seek to convince others that they are competent. To prove that we are competent, we must boast or show off our talents. Since being boastful does not always lead to being well-liked, ingratiation and self-promotion strategies are combined in order to be liked by others. Intimidation is another self-presentational strategy. In this strategy, the individual wants to be feared by others and make an impression that they are powerful. Exemplification is the strategy where the individual wants to give the impression of being virtuous or morally superior.

This is seen by exaggerating the hardships they have endured. The last strategy is supplication, which happens when an individual makes themselves seem helpless by exaggerating their weaknesses in order to get the help and attention they want. These strategies may be used differently or more commonly by certain personality types, meaning that certain types of people use different strategies in order to get what they want from others.

The way we present ourselves in person has now been greatly affected by the growth and extreme popularity of social networking sites (SNSs). People around the world are now part of an online community, whether it will be on Facebook, Twitter, eHarmony, Pintrest, etc. The way younger people go about their lives is completely different from past generations because we have the internet. We can go shopping, order food, watch television, find romantic partners, and even go to class online. Today's society cannot seem to go without using the internet at least once a day. According to Weigley (2013), 10.8% of Americans' time spent online was used on Facebook during the month of December 2012. In that same month, Google was the second most used online site, with people spending 10% of their time there. In addition to using online sites for entertainment purposes, people use online sites to stay in contact with friends and find romantic relationships. Online dating has become increasingly popular; approximately 11% of internet users say that they have used an online dating site (Smith, 2013). According to Smith, the most common online dating sites include Match.com, eHarmony, and Plenty of Fish. With this new form of communication comes a change in the interactions we have with people both online and offline.

As discussed above, self-presentation processes are important aspects of relational development in offline settings. According to Goffman, people engage in strategic activities "to convey an impression to others which it is in his interests to convey" (1959, p.4). This is often

seen during the beginning of a new relationship, because individuals will use the impressions projected by the other person to decide whether to pursue a relationship. Ellison, Heino, & Gibbs (2006) believe that people tend to alter their self-presentational behavior in accordance with the values desired by the person they are attempting to pursue a relationship with.  Individuals feel pressured to highlight their positive attributes in order to be liked by others. This pressure is not only found in face-to-face interactions, but also in online environments. Ellison, et al, also expressed that there is greater control over self-presentational behavior online since computer mediated communication emphasizes more on verbal and linguistic cues than on nonverbal communication cues.

It is important to see the similarities and differences between both offline and online interactions in order to see how consistent individuals are with self-presentational behavior. DeAndrea & Walther (2011) investigated the inconsistencies between online and offline self-presentations. They wanted to determine whether online self-presentations that were inconsistent were perceived as more intentionally misleading and negative for acquaintances than for close friends because acquaintances do not usually know each other as well as close friends. Participants in this study were a total of 92 undergraduate students who were required to have a Facebook (FB) account in order to participate. Participants were told that they would have to select a general piece of information and an inconsistent piece of information from their own FB profile, a close friend's profile, and an acquaintance's profile. The general piece of information was defined as a written statement or picture that represents who the person is, what they are like, or what they do. The inconsistent piece of information was defined as a written statement or picture that represents the person in a way that is false, misleading, or inconsistent with how the participant sees the person based on their offline experiences. Participants could only choose

information that was posted by the FB profile owner. After the participants selected the pieces of information, they were asked to explain why they thought the individuals presented themselves that way on their profile. Before they explained the behavior, participants were given instructions which emphasized to try and create a positive impression of the individual without lying in order to accomplish this, but being able to phrase their answers in a way that creates a positive impression. The results from the study showed that participants found aspects of online self-presentation that were misleading among friends and acquaintances. They found that online self-presentations of acquaintances were significantly more misleading than those of friends. The misleading information showed untrustworthiness to a significantly greater extent for acquaintances than friends. This study showed that individuals do not have a positive impression of those who are inconsistent with their online and offline self-presentation.

Aspects of self-presentation are not the only strategies that can cause someone to behave a certain way in order to give others positive impressions. Self-monitoring is another strategy that relates to self-presentation. According to Snyder (1974) self-monitors are those individuals who observe and control their expressive behavior in order to ensure appropriate or desired public appearances. A high self-monitor is someone who is concerned about how they are perceived by others and will change their behavior in order to adapt themselves into different situations. Low self-monitors are those individuals who are not as concerned by the way other people view them and will more likely act consistently in different situations.

The use of different self-presentational strategies can be based on personality types of individuals. In the study by Hall (2013), 100 participants were recruited from introductory communication courses at a large, Mid-western university to explore the relationship between Facebook users' self-monitoring and self-reported Facebook honesty based on the content of the

users' profiles. There were 35 observers who were given screen shots of the participants' Facebook profiles which included the main profile page, 8 most recent profile pictures, recent newsfeed, and the 'About Me' section. The observers were asked to estimate the participants' personalities based on the information given from their profile page. The observers then used the Big Five Factor inventory that the participants completed to accurately measure the participants' personality. Participants were asked to complete a personality inventory on a 7-point Likert-type scale, and a 5-item Facebook honesty measure.

In this study, it was predicted that there would be a positive correlation between self-monitoring and presentations of extraversion on Facebook. Based on the results, trait self-monitoring and extraversion were significantly associated positively. Extraverted participants had more people in their profile pictures and had more Facebook friends. They also wrote status updates that used more positive affect, used more emoticons, and extended word use on their status updates and wall posts. Results also indicated that very high or very low self-monitoring was related to posting a profile picture at a younger age, the total number of posts, the number of different words in status updates, and the usage of shorthand in status updates. High self-monitors had more Facebook friends who had clicked "like" in response to their status updates. Hall (2013) also hypothesized that high self-monitoring would be negatively associated with Facebook honesty. The results showed a strong negative correlation between self-monitoring and Facebook honesty. Honest Facebook participants showed that they were less likely to use a profile picture of something other than themselves, had status updates which contained more positive affect, and had more status updates about their families. The results of this study suggest that high self-monitors conveyed an extroverted self due to the act of self-construction, and honest Facebook users conveyed a more conscientious self. High self-monitors seek to

demonstrate a more outgoing self in order to be seen as attractive and popular, while low self-monitors were more likely to be honest Facebook users because they were more conscientious and they promoted a conscientious self to their Facebook network.

Another study which shows that deceptiveness does not create a positive impression on individuals was by Toma (2008). Toma studied 80 young men and women between the ages of 21-30 to determine whether there was a gender difference when using a cross-validation technique which is a process where validity is checked by applying the method from one sample to another sample from the same population. The cross-validation technique was used for establishing accuracy in online dating profiles in this study. Participants were recruited through print and online advertisements which called for participation in a study of self-presentation in online dating profiles. Participants were asked to assess the accuracy of the information on their online profile and the acceptability of deception in online dating profiles. It was expected that male participants would be more likely to lie about their social status (e.g. education and occupation), and that it would be seen as more socially acceptable for women to lie in those categories. In contrast, women were expected to lie more about their age and physical attractiveness (e.g. weight), and that it would be more acceptable for men to lie about those characteristics. The gender differences in the hypotheses were made because men and women use different strategies in order to enhance their physical appearance or status.

Participants were first presented with a printed copy of their online dating profile and were then asked to rate the accuracy of their responses to each section of their profile (e.g. "About Me," activities/interests, hair color, profile photograph). After the participants rated the sections on their profile for accuracy, they were asked to also rate the social acceptability of lying on each of the sections on their profile. There were 15 profile items that were focused on

when calculating the average rate of accuracy and social acceptability. Participants also completed questionnaires which assessed how many people whom the participant knew were personally aware of their online dating profile and could asses their personality characteristics. During the last part of the procedure, the participants' height and weight were measured by the researcher. The participants' age was also recorded using their driver's license. The cross-validation method used in this study only established the accuracy of a profile and not whether any inaccuracies were intentional, since it is challenging to rely on participants to report the truth about their own lies. Results indicated that there was a significant relationship between self-report accuracy scores and observed discrepancies. This showed that participants were aware of their inaccuracies. The data showed that 81.3 percent of participants provided deceptive information  which suggested that the inaccuracies observed in the online dating profiles were intentional and therefore could be seen as deception.

Rui (2012) presented a cross-cultural study in order to examine how cultural identity, gender, and specific audience characteristics affect a range of self-presentation behaviors online. He examined factors that affect how individuals share self-provided text and image-based information in the form of wall posts and photos, and how participants manage other-provided visual and text-based information on their profiles. There were 250 American students from a large northeastern university and 162 students from a university in Singapore who participated in this study. Participants were asked to answer questions that measure online network size, network diversity, promiscuous friending (friending strangers in order to gain more attention), self-provided information (information posted by the individual), unwanted other-provided information (information unwanted on profile posted by others), and protective self-presentation strategy (strategies used in order to maintain positive image). The number of friends was

expected to have a positive relationship with the amount of self-provided information and with engaging in protective self-presentation to manage unwanted other-provided information. The number of friends in one's online network was expected to have a negative relationship with the amount of self-provided information and a positive relationship with protective self-presentation to manage unwanted other-provided information. Promiscuous friending was expected to have a positive relationship with the amount of self-provided information and with engaging in protective self-presentation to manage unwanted other-provided information. Individualistic cultural identity, which refers to a culture where the individual is mainly concerned about him or herself, was hypothesized to have a positive relationship with self-provided information and with managing unwanted, other-provided information using protective self-presentation. Rui also hypothesized that females would share more self-provided information online than males, and were more likely to engage in protective behavior in response to unwanted other-provided information online.

Results indicated there was a positive relationship between number of friends and self-provided information. If participants had more friends, more self-disclosure was needed. Audience diversity was found to show a positive association with engaging in protective self-presentation to manage unwanted other-provided information. Having a culturally diverse audience increased the probability that other-provided information may have different expectations in the many social spheres in their network; therefore more protective self-presentation was needed. It was found that Americans updated wall posts more frequently, which showed that people from an individualistic culture were more likely to engage in self-disclosure. Singaporeans were found to share more photos online than Americans. This suggested that Singaporeans might share more photos with family and friends for relationship maintenance

purposes because collectivistic culture values in-group harmony. Lastly, it was found that females shared more self-provided information, were more likely to react protectively to unwanted photo tagging, and made more efforts to manage visual images. Females may be more vulnerable to criticism about their appearance due to the social norm that emphasizes physical attractiveness of women.

To summarize, research has supported the notion that self-presentation on social networking sites is strategic and deliberate in order to create a favorable impression. It has also been found that there also appears to be a link between certain personality traits, such as conscientiousness and extraversion, and self-presentation strategies in social media use. Extraverted personality types tend to use self-presentational strategies that help them appear more well-liked, whereas conscientious individuals use strategies that will keep their online and offline self consistent. It would be interesting to also know if an individual's attitude toward computers relates to their specific personality type and their self-presentational strategies.

The present study was designed to further investigate the differences in the way extraverted and conscientious personality types present themselves online. Participants will be approximately 30-40 Facebook users over the age of 18, recruited via Facebook. Participants will be asked to complete several demographic questions, and items about computer and internet usage. In addition, they will be asked to complete the 22-item Attitudes Toward Computer Usage Scale, which measures people's comfort with the use of technology, as well as the 44-item Big Five Inventory in order to measure their personality type. Participants' Facebook profile pages will then be assessed in terms of online activity and aspects of self-presentation by four observers recruited and trained by the researcher. These data will be analyzed in relation to both personality style and attitudes toward computer use. It is expected that more extraverted

personalities would engage in greater use of Facebook for communication purposes than those having a more conscientious personality, and that those who were less comfortable with using computer technology would be a less active users of Facebook. It is also hypothesized that individuals who were more extraverted or conscientious personality types would be less likely to share personal details in their Facebook profiles.

## Method

### Participants

Participants were recruited from the online social networking site Facebook. A recruitment letter was sent to 40 individuals from the researcher's Facebook friend network which requested their voluntary participation in a study focusing on "the relationship between certain personality types and how we use social networking sites." A total of 37 adults agreed to participate in the study. Of these participants, 85% were female, and 15% were male. Ages ranged from 18 to 65 years, with a mean of 28.03 and a standard deviation of 13.5. The majority of the participants had completed high school (27%) or had some college background (43%). In terms of occupational status, 35% of the participants were students, 32% had various occupations including being a case manager, a human resources representative, and a metal shop assistant. Another 18% included those who had an occupation in research, teaching, and serving. About 9% of the participants were unemployed or retired. The majority of the participants (54%) in this study were single, 32% were in a non-marital relationship, and 13.5% were married.

### Materials

A letter of introduction informed the participants that their survey answers would remain confidential in this study by stating "any personal information on your profile page will be kept

confidential and is only being viewed as part of my study." The letter also included a brief

description of the requirements needed in order to participate, which was to complete the entire

survey, that the participant must be over the age of 18 to participate, and that they had to give the

researcher permission to view their Facebook profile page (See Appendix A).

A consent form was also included, since knowing the identity of the participants was

required in order to match each participant's survey with his or her Facebook profile page. The

consent form explained important aspects of participants' rights related to their participation such

as that their participation was completely voluntary and that they were free to withdraw their

participation at any time, and described how they could obtain results of the study once it was

completed (See Appendix B).

The survey contained a total of 78-items, including each of the following:

**Demographics.** Demographic information was measured with a number of questions

regarding participants' gender, age, highest level of education, occupation, and relationship

status. To measure aspects of participants' online behaviors and internet use, a number of

questions about the amount of hours spent online were asked, such as, how often they use the

internet, the type of device(s) that are used to access the internet, asking them to name the three

websites they most often use online, and how often they use the internet for various purposes

such as online shopping, social networking, and sending or reading email. Each of these items

was rated on a on a 5-point Likert scale, with 1 meaning "hardly ever" and 5 indicating "almost

always." (See Appendix C).

**Attitudes Toward Computer Usage Scale.** To evaluate levels of comfort with using

computers and the internet, the Attitudes Toward Computer Usage Scale (ATCUS) (Morris,

2009) was used. The ATCUS was first developed in 1986 by Popovich, Hyde, Zakrajsek, & Blumer, but the scale was updated by Morris in order to enhance its usefulness and practicality, since many changes in technology had occurred since the development of the original scale. The ATCUS v.2.0 is a 22-item measure consisting of 7-point Likert scales (1="strongly disagree" to 7="strongly agree), and examples of items include "I like to keep up with computers and other technological advances" and "I feel comfortable hooking up my computer and installing software." This updated version of the ATCUS was found to have both high internal consistency (alpha=.83) and test-retest reliability (r=.93) (Morris, 2009) (See Appendix D).

**The Big Five Inventory.** To measure personality type, the Big Five Inventory (BFI) (John, Naumann, & Soto, 2008) was used. The BFI is a 44-item measure using 5-point Likert scales (1="disagree strongly" to 5="agree strongly"). Respondents rate items such as "I am someone who is talkative" and "I am someone who is relaxed, handles stress well." The BFI was first developed by John, Donahue, & Kentle (1991), but was updated because of fundamental changes in the field of personality psychology over time. The BFI scale results in five personality subscale scores which includes openness, conscientiousness, extraversion, agreeableness, and neuroticism. The BFI was found by John (2008) to have test-retest reliability of .84 (See Appendix E).

**Procedure**

After being recruited via Facebook, participants received a link that redirected them to the consent form and the survey, which was hosted on SurveyMonkey.com. The survey took about 20 minutes to complete, and was separated into three parts: part one was the demographic questions, part two was the ATCUS, and part three was the BFI. Once the participants completed

the survey, to help avoid experimenter bias four observers were recruited and trained by the researcher in order to assess specific aspects of participants' Facebook profile pages. Observers were asked to note online activity and aspects of self-presentation like how often they posted on Facebook, how many pictures they were tagged in, and the content of their most recent profile pictures. The researcher and observers reached a general agreement on the content of the participants' profile pages by first assessing five profile pages as a group, and also by comparing notes with each other throughout the assessment process. Once the researcher and observers were in consensus, the observers each assessed eight profile pages on their own. The researcher became an aid in the process in cases where the observer needed help or had any questions about how best to categorize certain aspects of the profile pages. The 7 factors that were assessed were: how often participants posted a status update, how many posts or pictures they were tagged in, the content of their most recent profile picture in terms of being a group picture or a solo picture, the number of posts made about family, the number of posts made about friends, how active in general is the person on Facebook (1="not active," 2="moderately active," 3="very active"), and the number of times they shared a picture or a link on their profile page. The information noted by the observers could then be compared to the participants' survey results.

## Results

The first hypothesis was that those who scored higher in extraversion would engage in greater use of Facebook for communication purposes. The data that was used for this analysis was participants' results from the BFI, and the information found from their Facebook profile pages. The scores on the BFI were correlated with the various aspects of the participants' Facebook profile pages. The results from the correlation found that none of these correlations were significant.

The second hypothesis was that those who scored lower on the ATCUS would be less active Facebook users. To test this hypothesis, scores on the ATCUS were correlated with the amount of Facebook use. The results to this correlation were also found to show no significance.

The third hypothesis stated that participants who were higher in extraversion and conscientiousness would be less likely to present personal information on their Facebook profiles than those who scored lower on these traits. To test this hypothesis, a correlation was calculated between the personality subscales and how many personal posts individuals made on their profile. The resulting correlation was not significant, and did not confirm the hypothesis.

Although the hypotheses were not confirmed, there were a few interesting patterns regarding other aspects of the survey. There was a significant negative correlation between age and using the Internet to view T.V shows, $r(37) = -.613$, $p < .01$. In other words, the older a person was the less likely they were to use the Internet to view television. There was also a negative correlation between extraverted personality types and using the Internet to view T.V shows, $r(36) = -.473$, $p < .01$, meaning that those who scored higher in extraversion were also less likely to use the Internet to view television. There was a significant positive correlation found between age and using the Internet for email purposes, $r(36) = .383$, $p < .05$. This correlation meant that those who were older were more likely to use the internet for emailing.

**Discussion**

Overall, results showed that there were no significant relationships between various personality traits and individuals' internet use or how they use their Facebook profiles. These findings were inconsistent with previous research done by Hall (2013) whose results showed that different online self-presentational strategies were used by people which were related to

personality types.  In the present study, there were no personality differences in terms of people's

use of Facebook or in terms of how comfortable someone feels in using computer technology.

Several of the participants were not active Facebook users, not allowing to see if there were any

personality differences between those who were more or less active. The participants' inactivity

on Facebook could explain a failure to see significant findings because there was not much

variability in use amongst the sample. Their inactivity on Facebook might result from several

factors. One factor may be that most individuals do not have the time to post on their page since

most of the participants were students.

Another factor may be that some participants may have had privacy settings on their

Facebook page that do not allow everyone to see everything they post; therefore this may have

prevented the researcher from obtaining a complete picture of the person's Facebook page by

filtering out information they do not want to share with certain people which relates to previous

studies done on inconsistencies and deceptiveness with online behavior. There were some

difficulties accessing some pages even though the participant accepted the friend request on

Facebook. Five of the participants appeared to have privacy settings on their profile which only

allowed a few posts to be visible on the profile page. In future studies, deceptiveness and honesty

should be taken into consideration in order to have a more complete picture of their participants.

There was also no evidence that showed that high extroverts and highly conscientious

personalities are any different from each other or other personality types when looking at the

information shared on Facebook, and whether it was personal information or not. In previous

research it was found that conscientious individuals were more likely to post personal

information on their Facebook profile page because they tend to be more honest individuals.

Extraverted personalities in previous research were not found to be as honest because those

individuals were more concerned with being well-liked by others, suggesting that they were more likely to be deceptive. For the present study, it was hypothesized that along with extraverted individuals conscientious individuals would also be less likely to post personal information online because they are more aware and careful about what they say to others.

The information that was noted by the observers on the Facebook pages may not have been the right information to be looking at in order to assess whether the individual shared personal information on their page. Information such as photo albums and posts made on other profile pages should have been taken into consideration instead of just the things posted by the participant. The results may have been more similar to those of Rui (2012) was followed since he asked several questions that measured several aspects of the participants' Facebook page like their network size and diversity, if they friended strangers on Facebook, and how the participants managed information that was posted on their page.

Other factors that may have contributed to not confirming the hypotheses include the relatively small sample size and measures used. The sample size was not only small, but it consisted only of Facebook users. More individuals could have been recruited from other social networking sites so they could compare their usage of Facebook and the other sites. Doing this could have shown a clearer view of participants' comfort levels with computer technology.

The measures used were another factor that may have contributed to the failure to confirm the hypotheses. The BFI personality measure used might have not been the most reliable method to score personality traits. There is a longer version of the BFI, but it was not used because it would have taken up too much of the participants' time. If the longer version of the BFI was used, individuals' personality types may have been more accurate.

Another suggestion might be that since Facebook, and the internet in general, have become such an indispensable component in the lives of many people, personality might not play as big of a role in online self-presentation as it did before. Perhaps individuals with different personality types use the internet the same amount of time because there is a greater access to the Internet. Most people nowadays have cell phones and other mobile devices that can easily access the Internet. People also might not be aware of the amount of time they spend online. It is very easy to click on an application on a Smartphone without realizing that you are using the internet. Also, the popularity of other social networking sites like Twitter, Pintrest, and Instagram might be another suggestion as to why there was no significance found with personality and Facebook use.

Some suggestions for further research would be to study samples of Facebook users from different countries in addition to users in the U.S. There were few participants from the present study who were not from the United States, and what they posted on Facebook seemed to be different from what participants from the U.S. posted. Those individuals seemed to post more pictures than those individuals who were from the U.S., so it would be interesting to see if there are any cultural differences in online self-presentation. Another suggestion for future research would be to determine whether there is a significant difference between males and females and how they use social networking sites and the internet in general. In the present study there was a slight pattern found which showed that female participants were more likely to use the internet for using social networking sites than male participants. If the sample size was larger and more diverse, there could be a significant finding in gender differences and Internet use.

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**Appendix A**

My name is Lesley Jimenez and I am an undergraduate Psychology major at Dominican University of California. I am completing a senior research project under the supervision of Professor Matt Davis in the Psychology Department. This research is focused on the relationship between certain personality types and how we use social networking sites. I am asking for your participation in my research project. Participation in this research entails filling out a survey which consists of some demographic questions, questions on your attitude toward computer usage, and a personality test that should take approximately 20 minutes of your time. I am also asking for your permission to view your own Facebook profile page. Any personal information on your profile page will be kept confidential and is only being viewed as part of my study. If you are interested in participating in this study please continue to the survey. I would really appreciate it if you would please forward this message to your Facebook friends, it would really help out my research!


Thank you for your help in advance.

Sincerely,

Lesley Jimenez

**Appendix B**

1.  I understand that I am being asked to participate in a research study which focuses on how certain personality traits may relate to the way people present themselves online. This research is part of the senior thesis research project of Lesley Jimenez, a Psychology student at Dominican University of California in San Rafael, California.  This project is being supervised by Matthew S. Davis, Ph.D., Associate Professor of Psychology, Dominican University of California.

2.  I understand that participation in this research will involve filling out a survey online that should not take more than 20 minutes of my time.

3.  I understand that my participation in this study is completely voluntary and I am free to withdraw my participation at any time.

4. I understand that my participation also entails giving my consent for Lesley Jimenez and her research assistants to view my Facebook profile page only for data collection purposes.

5.  I am aware that any personal information on my profile will be kept confidential. The researcher and her four observers will be the only people who have access to my personal information.

6.  I understand that if I would like to participate in the survey, I will answer the questions to the best of my ability and as honestly as possible.

7. I understand that if I have any further questions about the study, I may contact Ms. Jimenez at **lesley.jimenez@students.dominican.edu**  or her research supervisor, Matthew S. Davis, Ph.D., Associate Professor of Psychology, Dominican University of California at 415-257-0198 or at **davis@dominican.edu**. If I have further questions or comments about participation in this study, I may contact the Dominican University of California Institutional Review Board for the Protection of Human Subjects (IRBPHS), which is concerned with the protection of volunteers in research projects. I may reach the IRBPHS Office by calling (415) 482-3547 and leaving a voicemail message, by FAX at (415) 257-0165 or by writing to the IRBPHS, Office of the Associate Vice President for Academic Affairs, Dominican University of California, 50 Acacia Avenue, San Rafael, CA 94901.

9.  All procedures related to this research project have been satisfactorily explained to me prior to my voluntary election to participate.

**I HAVE READ AND UNDERSTAND ALL OF THE ABOVE EXPLANATIONS REGARDING THIS STUDY.  BY CONTINUING TO THE SURVEY I UNDERSTAND I WILL BE GIVING MY VOLUNTARY CONSENT TO HAVE MY FACEBOOK PROFILE VIEWED.**

**Appendix C**

**1. What is the exact name you use for your Facebook Page? (This information is required so that the researcher is able to view your page)**


**2. Please provide the link to your Facebook profile page:**


**3. What is your age?**


**4. What is your gender?**

__ Female

__ Male

**5. What is the highest level of education you have completed?**

__ High School

__ Some college

__ College graduate (B.A. /B.S.)

__ Graduate degree (M.A. /Ph.D., etc.)

**6. What is your occupation?**


**7. Which of the following best describes your current relationship status?**

__ Single

__ Married

__ In a non-marital relationship

__ Divorced

__ Widowed

__ Other (please specify) :

**8. In general, how often do you use the internet?**

__ Multiple times per day

__ At least once or twice a day

__ A couple times a week

__ Once a week

__ Monthly


**9. On a typical day, how many hours do you estimate that you spend online?**


**10. What type of device(s) do you usually use to access the internet? (Check all that apply)**

__ Cellphone

__ IPod/IPad

__ Laptop

__ Desktop

**11. What three websites would you say you most often use online?**

1.

2.

3.

**12. How often do you use the internet for:**

| | Hardly Ever | Occasionally | Sometimes | Frequently | Almost Always |
|---|---|---|---|---|---|
| **Online shopping** | | | | | |
| **Social networking (Faceboook, Twitter, Instagram, Tumblr, etc.)** | | | | | |
| **Viewing T.V. shows or movies** | | | | | |
| **Visiting online dating sites** | | | | | |
| **Sending or reading emails** | | | | | |
| **Using a search engine to find information or do research** | | | | | |

**Appendix D**

**Attitudes Toward Computer Usage Scale**

———1————————2————————3————————4————————5————————6————————7———
STRONGLY   DISAGREE   SLIGHTLY   NEUTRAL   SLIGHTLY   AGREE   STRONGLY
DISAGREE_____DISAGREE_____AGREE_____AGREE

1.  ___I enjoy using the computer to pass time and/or for fun.

2.  ___I would prefer to purchase products at a computerized self-checkout than wait for
        a store clerk.

3.  ___I like to keep up with computers and other technological advances.

4.  ___I know that I will understand how to use computers.

5.  ___Using a computer is too time consuming.

6.  ___I feel that having a computer at work would help me with my job.

7.  ___I prefer to use a PDA (Palm Pilot, Blackberry, etc.) rather than writing my daily tasks
        in a traditional day planner.

8.  ___I like to play video games.

9.  ___I feel that the use of computers in schools will interfere with learning mathematics.

10.  ___I prefer to use an automated-teller machine (ATM) rather than go into the bank.

11.  ___I have had more bad than good experiences with computers.

12.  ___I feel that the use of computers in schools will negatively affect people's
        reading and writing abilities.

13.  ___I feel I have control over what I do when I use a computer.

14.  ___I think that computers and other technological advances have helped to improve our
        lives.

15. ___I have problems programming computerized items such as cell phones, VCR's and mp3 players.

16. ___When learning a new task, I would rather follow an interactive computer program than learn from someone in person.

17. ___When searching for research information, I would rather read books, magazines, and newspapers than browse the Internet.

18. ___I would like to have more computerized features in my car such as GPS, CD player, etc.

19. ___I enjoy using Power Point or other computerized visual aids to accompany my presentations.

20. ___I feel that computers limit my creativity.

21. ___I would rather shop online than in a physical store.

22. ___I feel comfortable hooking up my computer and installing software.

# Appendix E

Here are a number of characteristics that may or may not apply to you.  For example, do you agree that you are someone who *likes to spend time with others*?  Please write a number next to each statement to indicate the extent to which you agree or disagree with that statement.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Disagree Strongly | Disagree a little | Neither agree nor disagree | Agree a little | Agree strongly |

1. \_\_\_\_\_ Is talkative

2. \_\_\_\_\_ Tends to find fault with others

3. \_\_\_\_\_ Does a thorough job

4. \_\_\_\_\_ Is depressed, blue

5. \_\_\_\_\_ Is original, comes up with new ideas

6. \_\_\_\_\_ Is reserved

7. \_\_\_\_\_ Is helpful and unselfish with others

8. \_\_\_\_\_ Can be somewhat careless

9. \_\_\_\_\_ Is relaxed, handles stress well.

10. \_\_\_\_\_ Is curious about many different things

11. \_\_\_\_\_ Is full of energy

12. \_\_\_\_\_ Starts quarrels with others

13. \_\_\_\_\_ Is a reliable worker

14. \_\_\_\_\_ Can be tense

15. \_\_\_\_\_ Is ingenious, a deep thinker

16. \_\_\_\_\_ Generates a lot of enthusiasm

17. \_\_\_\_\_ Has a forgiving nature

18. \_\_\_\_\_ Tends to be disorganized

19. \_\_\_\_\_ Worries a lot

20. \_\_\_\_\_ Has an active imagination

21. \_\_\_\_\_ Tends to be quiet

22. \_\_\_\_\_ Is generally trusting

23. \_\_\_\_\_ Tends to be lazy

24. _____ Is emotionally stable, not easily upset

25. _____ Is inventive

26. _____ Has an assertive personality

27. _____ Can be cold and aloof

28. _____ Perseveres until the task is finished

29. _____ Can be moody

30. _____ Values artistic, aesthetic experiences

31. _____ Is sometimes shy, inhibited

32. _____ Is considerate and kind to almost everyone

33. _____ Does things efficiently

34. _____ Remains calm in tense situations

35. _____ Prefers work that is routine

36. _____ Is outgoing, sociable

37. _____ Is sometimes rude to others

38. _____ Makes plans and follows through with them

39. _____ Gets nervous easily

40. _____ Likes to reflect, play with ideas

41. _____ Has few artistic interests

42. ____ Likes to cooperate with others

43. ____ Is easily distracted

44. ____ Is sophisticated in art, music, or literature