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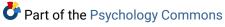
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Social Networking and Users: The Interaction of Personality and Motivation to Post on Facebook

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SOCIAL NETWORKING AND USERS: THE INTERACTION OF
PERSONALITY AND MOTIVATION FOR FACEBOOK POSTING

by

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A thesis submitted in partial fulfillment of the requirements
for Honors in the Major Program in Psychology
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Abstract

Facebook is the reigning king of Social Networking Sites (SNSs). Due to Facebook's impact on current culture, researchers have been focused on how it interacts with its members on a variety of issues including well-being, personal identity, personality type, and motivation. While the topics of personality type and motivation have been investigated separately, their possible relationship has not been examined until now. Participants consisted of 415 students from the University of Central Florida were surveyed with an International Personality Item Pool (IPIP), a Facebook Intensity Survey, and a Facebook Motivation Scale. Results showed that the personality traits of agreeableness, conscientiousness, and emotional stability were positively related to intrinsic and extrinsic motivation to make posts on Facebook, extraversion was found to be related to extrinsic motivation to make posts, and intellect was found to have almost no relationship to motivation. In addition, participants who were higher in the traits of agreeableness, conscientiousness, and emotional stability were more likely to be more intensely involved in Facebook than those who were high in extraversion and intellect. Finally, I found that participants who were more intensely involved in Facebook experienced more motivation to make posts on Facebook.

Dedication

For my husband and my son
who have journeyed with me through
the changes in life's direction
and accepted this new path without doubt.

Acknowledgements

I would like to express my gratitude to Dr. Peter Hancock who was willing to mentor me through this process. Also, I heartily appreciate Dr. James Szalma's guidance on the subject of my thesis. Finally, my warmest thanks go to Tracy Sanders, who has been my guiding light and inspiration in the world of research.

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Introduction

Communication connects people with one another. It enables collaborative activities that influence our way of living. Methods for communication are not stagnant but rather change over the course of time as a function of technology development. People have shifted from exclusively face-to-face communication with individuals in immediate physical proximity to methods of interaction over great distances. For instance, the advent of the telephone, and the Internet, revolutionized interpersonal communication.

The internet itself has evolved from anonymous environments like chat rooms to what some are now calling the *nonymous* environments of Social Networking Sites (SNS) (Zhao, Grasmuck, & Martin, 2008). Zhao and colleagues describe the nonymous sites as those in which users' true identities are known. Nonymous environments can manifest on SNSs, such as Facebook, MySpace, Twitter, and LinekdIn, as well as on dating sites. These SNSs allow users to post information about their lives via photos or statements, to view the posts of other users, and to receive information on popular culture and their friends. SNSs can be used for meeting new people as well as to maintain contact with those they already know. Purposes for SNS use range from romantic to business and are comprised of everything in between (Anderson et. al, 2012).

The largest of the SNSs is Facebook with its boasted 1.11 billion active monthly users (Facebook, 2013), a figure that is approximately 15% of the world population ("World population," 2013). With such a large percentage of the world population utilizing Facebook, it is worth looking into that particular SNS further. Mark Zuckerberg founded Facebook in 2004

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as a networking site exclusively for Harvard University students. Access to the site was subsequently released to users at other New England universities and then to the general public (Ellison, Steinfiled, & Lampe, 2007). Facebook has explicitly stated "Facebook's mission is to give people the power to share and make the world more open and connected. People use Facebook to stay connected with friends and family, to discover what's going on in the world, and to share and express what matters to them (Facebook, 2013)." With over one billion users worldwide and growing, Facebook has provided the opportunity for people to establish and maintain connections with others.

While the Facebook user base is still in a period of expansion, moving from 1.06 billion users at the end of 2012 to its 1.11 billion in March of 2013, its growth rate has slowed annually since 2010 (Facebook, 2013). It has yet to be officially determined what this year's growth will be, however, unofficial accounts place the number of monthly active users in October of 2013 at approximately 1.19 billion (Smith, 2013). If shown to be accurate, this figure demonstrates a continued deceleration in the number of monthly active users.

As a Facebook user myself, I find many aspects of the site intriguing. I often wonder why people post the content, especially problem content, they do on the SNS. Many people make posts with little filter on the information contained in their posts, and some post inappropriate photos or comments. In addition, I contemplate what type of personality is most likely to post what types of content and what drives each of them to make their posts.

With the large numbers of people that Facebook services, the site's effects on and interactions with daily life must be examined. Facebook is a relatively new way of

communicating that is being utilized by millions. It is important to know how people interact

with the SNS as a system, in order to provide a more positive user experience. While many

aspects of the SNS have been studied, the psychological effects of SNSs on motivation to use the

technology have only recently been explored (Yang & Bradford Brown, 2013).

Background

Due to Facebook's status as the dominant online source for social networking, there has been extensive research devoted to it, including work by the company itself (e.g., the Facebook Data Science team; Facebook, 2008). Researchers have investigated the ways in which Facebook affects its users in terms of well-being (Kalpidou, Costin, & Morris, 2011), personal identity (Lee, 2012), narcissism (Buffardi & Campbell, 2008), personality type (Karl, Peluchette, & Schlaegel, 2010), and motivation (Sheldon, Abad, & Hinsch, 2011). In the subsequent section, I will review these topics as well as explain why motivation should be further explored.

Well-Being

Well-being has been defined as a level of comfort, happiness, and health (Oxford Dictionaries). When referring to SNSs, well-being can be evaluated by assessing the quality of experiences someone has on Facebook. For instance, Kalpidou et al. (2011) stated prior studies examined the relationship between Internet use and well-being but did not examine the specific relationship between well-being and SNS use. These researchers examined the well-being of first year and upper-class college students using Rosenberg's Self-Esteem Scale and the Student Adaption to College Questionnaire. They related these measures to Facebook using the Facebook Intensity Scale. Their investigation found that first year college students with a larger number of Facebook friends had a poorer emotional adjustment to college life than those with fewer Facebook friends. However, the upper-level students that had a large number of Facebook friends were more emotionally well-adjusted. The researchers believe that this may be due to the way Facebook allows the creation of new friendships and maintenance of old ones, thus

contributing to well-being over time. Kalpidou and colleagues also postulate younger college students are motivated to use Facebook to ease their adjustment to college life.

A year-long longitudinal SNS study examined 89 young adults from 21 to age 22 (Szwedo, Allen, & Mikami, 2012). These researchers used self-reported measures to look at SNS use and psychological adjustment. The questionnaires utilized here were a modified Adolescent Self-Perception Profile, an Adult Self Report, an Adult Behavior Checklist, and an Alcohol and Drug Questionnaire. All but the first mentioned questionnaires were issued at the beginning and end of the study. These researchers found higher levels of well-being were reported at the close of the study by SNS users who initially felt they were less socially accepted but sustained large friend networks throughout the study. These findings also suggest that users who obtained posts from larger numbers of friends had lower levels of well-being at the close of the study even though they felt higher levels of social acceptance at the onset of the study. The authors suggest that this shows that SNS use causes well-being to vary based on the initial level of social functioning at the beginning of the study. The authors also suggest that SNS use is less intense than face-to-face communication, thus providing an easier entry into social situations for those who feel they are less socially accepted.

Kim, LaRose, and Peng (2009) sought to answer questions of whether psychological well-being was the cause or the effect of different types of obsessive internet activity. They grouped participants based on their favorite online activity. The online activity choices consisted of 11 options ranging from social networking sites, to downloading music or videos, to gaming. The activity selected then guided the participant through their questionnaires. A majority of

study participants, (41.58%), selected SNSs as their favorite activity. They found that participants who had poor face-to-face social skills benefited from social internet activities.

Overall, research into SNSs and well-being has found use can hinder or assist in well-being based on the user's initial level of functioning. Implications for these studies suggest people with inadequate social skills as well as those suffering from lower levels of well-being might be abetted by SNS use, thus motivating them to continue use.

Personal Identity

Personal identity often refers to someone's gender, race, culture, religion, or online persona (Grasmuck, Martin, & Zhao, 2009). The combination of these attributes makes up a person's unique personal identity. When using SNSs, personal identity can come into play with how a person chooses which personal attributes they select to display and emphasize. These particular attributes can vary based on the anonymity or nonymity of the environment and by race ethnicity and gender (Zhao, Grasmuck, & Martin, 2008; Grasmuck, Martin, & Zhao, 2009).

Researchers have examined personal identity in relation with SNSs to determine whether the personal identity represented there is an accurate reflection of the offline world (Zhao, Grasmuck, & Martin, 2008). Multiple studies investigated identity construction on anonymous sites such as chat rooms, and found that personas were often based on fantasy (Grasmuck, Martin, & Zhao, 2009). These authors describe the nonymous environment as one where an individual is "identifiable." SNSs are normally nonymous in nature and most users can be easily identified in the face-to-face world. To get a better view into SNS identity construction, Zhao et al. (2008) interviewed university students about their Facebook use. They focused on the user's

profile, contact information, social networks, and their self-description. They found that "the Facebook selves" are identities that have not necessarily been attained yet but are the selves users wish to be offline. They posit that these ideal identities are motivated by the context of the social arena, (in this case, SNSs), and that they are expressed to assist with the particular environment.

Grasmuck et al. (2009) convey that personal identities constructed on SNSs can be influenced heavily by the user's race, ethnicity, and gender. They investigated the role race plays in self-presentations on SNSs in African Americans, Indian-Americans, Vietnamese-Americans, and Latino-Caribbean Americans. It was their finding that all of these groups with the exception of the Vietnamese-Americans appeared more racially conscious and group oriented in their identity assertions on Facebook. They also discuss that White-Americans and Vietnamese-Americans tend to de-emphasize race in their online personal identities. In an additional study into Facebook use in African American college students, social and cultural identities were found to be of great importance (Lee, 2012). Lee presumes that African American college student SNS users are moved to emphasize their identities in order to relate to other members of their cultural community.

Narcissism

Narcissism is often thought of as excessive self-love or self-centeredness (Oxford University Press). Buffardi and Campbell (2008) investigated whether the trait of narcissism was predictable based on the content of 129 users' SNS profiles. First, participants were asked to complete the Narcissism Personality Inventory 40. Next, the content of their Facebook page

was coded. A second set of participants was asked to view the content of the coded SNS pages. Finally, the second group rated the level of narcissism that they felt the SNS pages represented. The investigators found that these perceptions of narcissism were positively related to site activity, self-promoting information, and main photograph attractiveness while; these perceptions were negatively correlated to entertaining quotes. While the viewing participants correctly rated those higher in narcissism as having more narcissistic profiles, they falsely attributed narcissism to the amount of self-information and type of photos of the participant on the profiles. The authors suggest that the presentation that narcissists give on SNSs is a reflection of their self-presentation in face-to-face communication.

A later study focused on narcissism and self-esteem with regards to Facebook use (Mehdizadeh, 2010). The investigators reviewed the Facebook pages of volunteer participants after they had completed the Rosenberg Self-Esteem Scale, the Narcissism Personality Inventory, some information on their Facebook usage, and demographic information. They found that higher amounts of Facebook usage correlated to higher scores on the Narcissism Personality Inventory-16 (NPI-16). In addition, they found that higher NPI-16 scores were positively correlated to the user's photos, status updates, and notes; all of which are self-promoting behaviors, thus supporting findings from Buffardi and Campbell (2008). Their belief is that narcissists may be encouraged to inflate their attractiveness on Facebook to help maintain their personal beliefs of themselves. The authors also agree with previous findings of Zhao et al., (2008), that Facebook users use the site to display their ideal selves.

Personality Traits

The Big Five personality traits have most often been labeled as extraversion, agreeableness, conscientiousness, neuroticism, and openness/intellect (Funder, 2010). Funder describes extraversion as being outgoing and dominating, agreeable as sympathetic and warm, conscientious as efficient and organized, neurotic as anxious and moody, and finally, openness/intellect as imaginative and curious. Most of the traits are tested under these labels, however, when testing the trait of neuroticism it may be replaced with its opposite, emotional stability and scored in the reverse (Goldberg et al., 2006).

Social Networking Site usage patterns may vary based on personality (Jenkins-Guarnieri, Wright, & Johnson, 2013). Jenkins et al. used web-based surveys to discover participant's Facebook use, attachment style, personality traits, and interpersonal competence. Their conclusions indicate that extroversion is positively correlated to higher levels of interpersonal competency and Facebook use. Ross et al. also examined personality traits and Facebook use (2009) and found that while some Facebook users were high in extroversion, this did not predict the use of Facebook for communication or as an alternate to social activities. The investigators came to the conclusion that these options available on Facebook were merely part of the tools the extravert uses to remain socially active. In this previous mentioned study, Ross et al. found that people low in neuroticism prefer photo features for posting while those high in the trait prefer the wall features, which are general self-promoting behaviors. It was also their finding that conscientiousness was not related to the likelihood someone would use Facebook.

Personality type may play a part in the likelihood a person will post problematic content on their Facebook page (Karl, Peulchette, & Schlaegel, 2010). Karl et al. used surveys to measure demographics, SNS use, SNS profile content, personality, and internet use. They wanted to determine which personality types were most related to information depicting substance abuse, sexual content, and other problem content on their Facebook pages. Their results indicated that conscientiousness was negatively related to posting of problem content. High levels of agreeableness and emotional stability showed similar results, but extraversion and openness were unrelated to the posting of problem content. Compulsive internet users were most likely to post problem content on their Facebook pages.

In a study of Australian internet users Ryan and Xenos (2011) also used the Big Five Inventory as well as the Narcissistic Personality Inventory, the Revised Cheek and Buss Shyness Scale, the Social and Emotional Loneliness Scale for Adults, and a Facebook questionnaire in order to identity the personality characteristics of Facebook users and nonusers. The investigators found a positive correlation between Facebook users and extraversion and narcissism, as well as family loneliness, while nonusers had a stronger correlation to conscientiousness, shyness, and social loneliness. Extraverts were more likely to be Facebook users than were introverts. The investigators concluded that specific personality types are satisfied with different aspects of their SNS use.

Correa et al., (2010) focused on social media use (SNSs and instant messaging). These investigators found that people high in the traits of extraversion and openness, and those low in the trait of emotional stability were more likely to use social media. In addition, when

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accounting for age, they found that extraversion was the only personality predictor of social media use in those under the age of 29. When the authors reviewed the reasons why those low in emotional stability were more likely to utilize the social media resources, they postulated it was because neurotic individuals were looking for friends and support.

In a more recent study on personality, Facebook use, wall posting, and regret, Moore and McElroy (2012), looked at surveys and the Facebook pages of 143 college students. They found that those high in conscientiousness use less of the wall function than others, and those high in agreeableness like to post wall information on the topic of their self. In addition, the researchers found that those high in the trait of neuroticism spend more time on Facebook. As well, they believe introverts are motivated use the SNS to compensate for lacking in their communication skills. Finally, they found extraversion was not related to time spent on Facebook or number of postings.

Self-Determination Theory and Motivation

Motivation behind SNS use is of particular interest because discovering the desires of users can lead to superior usability and higher levels of user satisfaction. What drives motivation for status updates, new photos, and the content of the information posted? Is motivation tied to personality type? Before I review these questions, I will discuss what researchers have stated concerning motivation and the bigger picture of Self Determination Theory (SDT).

SDT has been described as a person's actions determined by the interpretation of their experiences (Ryan & Deci, 2008); what drives or undercuts motivation (Ryan et al., 2006); large scale motivation for satisfying human needs through the social context (Przybylski et al., 2010); and as being comprised of autonomy, competence and relatedness that impacts motivation, performance, and well-being (Szalma, 2009). Ryan and Deci (2008) refer to autonomy as the feeling of choice and control over the actions one takes. They define competence as the impression of effectiveness one has in their actions, and relatedness as one's sense of connection to their group. They also state that when the balance of these three needs is negatively disturbed, motivation and well-being will decrease.

Sheldon (2011) describes motivation as the urge to pursue or do something. Motivation can be broken into two main parts, intrinsic and extrinsic motivation. Intrinsic motivation is the drive to do something based on the positive feeling that it creates (Deci & Ryan, 2008) and is positively related to autonomy and competence, (Ryan, Rigby, & Przybylski, 2006). While autonomy can be enhanced with rewards and mild direction, it can be undermined or destroyed by removing choice and freedom. Subsequently, when autonomy is supported, intrinsic

motivation rises and when it is reduced, so is intrinsic motivation. Similarly, when one feels competent, they experience an increase in intrinsic motivation. Extrinsic motivation can be described as doing something because it will lead to a benefit or it will help avert a punishment (Deci & Ryan, 2008). The researchers also state that extrinsic motivation can challenge intrinsic motivation because extrinsic motivation may be perceived as regulating one's behavior and choices. Guay et al., (2003) states that the types of intrinsic motivation are intrinsic to know, intrinsic toward accomplishment, and intrinsic for stimulation. Each type of intrinsic motivation is representative of its title. The types of extrinsic motivation are extrinsic identified, extrinsic introjected, and extrinsic regulation. Extrinsic identified represents something an individual chooses to do because it is of value but might not be what they want to do. Extrinsic introjected represents something that an individual chooses to do and wants to do but it may be out of avoidance of guilt that they do it. Finally, extrinsic regulation behaviors are not determined by the individual because they are controlled externally by restrictions or regulations. Amotivation is simply a lack of motivation.

Motivation has been investigated in relationship to blogger intention (Liao, Liu, & Pi, 2011). Liao et al. found that bloggers enjoyed more intrinsic rewards than extrinsic rewards. They said that the categories of "pouring out my feelings on my blog and regularly connecting with people I know" (p. 260), were what bloggers valued most. While blogging may be motivated by staying connected, motivation behind video game play was found to be related to competence and autonomy during play (Ryan, Rigby, & Przybylski, 2006). Ryan and colleagues also believe gaming is intrinsically satiating because it fills the need for entertainment.

Are the motives to use SNSs similar to the intrinsic motivations discussed by Liao and colleagues and Ryan and colleagues? Sheldon, Abad, and Hinsch (2011) argued that motivation to use SNSs comes from feelings of disconnectedness and use satisfies positive relatedness needs. However, they also report that feelings of disconnectedness are only temporarily relieved when using SNSs. To explore the potential role of narcissism in motivating SNS use, Kapidzic (2013) investigated whether an individual's level of narcissism was related to the desire to select profile pictures that that emphasized attractiveness, social ties, or personality. Kapidzic also investigated whether gender was a factor. They reported that narcissism predicted motivation to use attractive images that also display personality. The author points out that the topic of personality in conjunction with SNSs needs further investigation because their findings suggest it may influence other behaviors and usage of the SNS.

Another study suggests that *fear of missing out (FoMO)* might be an explanation for SNS use (Przyblylski et al., 2013). Przyblylski and colleagues define FoMO as the need to remain connected to what other people are doing. The researchers were interested in whether the FoMO motivated SNS use. They found that FoMO was a strong explanation for SNS use, and that those low in psychological needs satisfaction were more likely to experience fear of missing out.

Yang and Brown (2013) investigated how motives to use SNSs were related to social adaption of college students. The researchers measured motives for using Facebook with an adapted questionnaire, Facebook activities questions, as well as the Social Adjustment Subscale of the Student Adaptation to College Questionnaire and the UCLA Loneliness Scale. Their findings suggest that there are two main motives behind Facebook use in college student, seeking

new relationships and maintaining current ones. They also discovered that high motivation to pursue new relationships was negatively related to social adaption and positively related to loneliness. Yang and Brown posit that this may be due to poor in person social skills, thus these students utilize the internet for the start of new relationships rather than relying on face-to-face contact.

As this body of research has shown, investigators have looked into many of the facets that Facebook interacts with in its users. In reviewing well-being, I found that Facebook may contribute to well-being over time and users with poor face-to-face skills may be motivated to use SNSs in order to ease into social situations. Also, it was shown than SNS use may be motivated by its assistance with adapting to college life. Next, the review of personal identity displayed on SNSs shows that users pick and choose which features they want others to see, driven by the desire to display their ideal self. Finally, the information found surrounding personality traits demonstrates that personality might be a predictor in what motivates a user to perform specific behaviors on Facebook. Some of the studies reviewed showed links between extroversion, narcissism and Facebook use, differing levels of neuroticism and photo sharing versus wall posting, and conscientiousness and problematic posting. They demonstrated that different personalities are gratified differently by SNS use, thus uncovering differences in motivation between them. While limited studies have examined motives concerning Facebook use, this body of work is the first to inspect the connections between personality and motivation in relation to posting on Facebook.

Hypotheses

The purpose for the present study is to investigate the motivational and personality factors that influence posting behavior on social media.

Hypothesis 1: Individual personality traits will be related to scores from the Facebook Motivation Scale.

Hypothesis 2: Intellect and emotional stability will be positively related to postings based on intrinsic motivation.

Hypothesis 3: Conscientiousness and agreeableness will be positively related to postings based on extrinsic motivation.

Hypothesis 4: Extraversion will be positively related to postings based on both intrinsic and extrinsic motivation.

Hypothesis 5: Participants who utilize Facebook more intensely will have more intrinsic and extrinsic motivation for posting than those who utilize Facebook less intensely.

Study Design and Procedure

Participants

Participants were recruited through the University of Central Florida Sona system ($N =$ 120). The sample size was selected using a correlation of $r = .30$ with $\alpha = .01$, power of .85 (Cohen, 1988). Participants were be screened in Sona to ensure they had a Facebook account prior to their participation in the study. The Sona system is a human participant management engine used by universities and is available online.

Materials

Facebook Intensity Scale. The Facebook Intensity Scale Ellison, Steinfield, & Lampe (2007) includes six items ranked on a five point rating scale to measure how emotionally connected a participant is to Facebook and how intertwined Facebook is in their daily activities. The scale also includes two other questions to assess the number of Facebook friends they have as well as amount of time per day spent on Facebook. Previous research has established that the internal consistency of the scale is (Cronbach's alpha) $\alpha = .83$ (Ellison, Steinfield, Lampe, 2007). The Facebook Intensity Scale can be found in Appendix A.

International Personality Item Pool. The International Personality Item Pool (IPIP) will be used to assess personality type. The IPIP is a 50-item questionnaire to assess five personality factors. Participants will rank how well a statement describes them on a five point scale. Previous research has established that the IPIP scale reliabilities and validities are comparable to those of the NEO-PI-R (Goldberg, et al., 2006). The IPIP scale for the purpose of this study is in Appendix B.

Facebook Motivation Scale. The motivation scale that will be used will be adapted from a 28-item Global Motivation Scale from Guay, Mageau, and Vallerand (2003). The original scale is used to measure motivation for seven constructs of behavior in one's overall life based on intrinsic and extrinsic factors. The new scale will be based on a seven-point scale as in the original. The new scale is needed to examine intrinsic and extrinsic motivation specifically related to posting on Facebook. Guay et al. (2003) stated that the internal consistency values were adequate (Cronbach's alpha) ranging from $\alpha = .75$ to $.91$. The adapted Facebook motivation scale is provided in Appendix C and the original Global Motivation Scale is provided in Appendix D.

Procedure

Participants were directed to a consent form through Sona in order to complete the study. Once informed consent was given, participants were be given three questionnaires. The first questionnaire given was the Facebook Intensity Scale, and it assed individual attitudes towards Facebook and their usage levels. Next, participants were asked to complete the IPIP to determine their personality type from the categories of openness, conscientiousness, agreeableness, extraversion, and neuroticism. Finally, participants were asked to complete the Facebook adapted motivation scale to assess their motivation for posting to their Facebook page. Upon completion, participants were presented with purpose of the study.

Results

For the purpose of this study, multiple analyses were conducted in SPSS to see if there were significant correlations between personality types and motivational type to make posts on Facebook, Facebook involvement and level of motivation to post and Facebook involvement and personality type. In addition, the adapted Facebook Motivation scale was tested for reliability.

454 participants signed up for the study; however, 39 did not complete the entire study. In addition, an analysis was performed to test the reliability of the adapted Facebook Motivation Scale. For the purposes of analyses, the data from the participants who left any portion incomplete were removed leaving the total number analyzed at 415, of these 244 were female and 171 were male. The average age of the participants was ($M = 20.23$).

Personality and Motivation

Table 1: Personality and Motivation

	Extraversion	Agreeableness	Conscientiousness	Emotional Stability	Intellect
Intrinsic Stimulation	.048	.112*	.197**	.206**	.017
Intrinsic to Know	.091	.126*	.123*	.058	.109*
Intrinsic Accomplished	.094	.062	.141**	.202**	.091
Intrinsic Total	.092	.119*	.179**	.178**	.086
Extrinsic Regulation	.107*	.130**	.133**	.188**	.035
Extrinsic Identified	.120*	.183**	.177**	.208**	.102*
Extrinsic Introjected	.162**	.042	.102*	.198**	.038
Extrinsic Total	.152**	.150**	.169**	.238**	.072
Amotivation	.224**	.120*	.071	.130**	.072

** Correlation is significant at the 0.01 level (2 tailed)

* Correlation is significant at the 0.05 level (2 tailed)

Results showed that the individual personality trait of agreeableness ($M = 31.81$, $SD = 3.09$) was positively related $r = .119$ to intrinsic motivation ($M = 36.3$, $SD = 15.48$) to post on Facebook. Conscientiousness ($M = 32.13$, $SD = 3.57$), $r = .179$, and emotional stability ($M = 29.58$, $SD = 5.77$), $r = .178$, were also both positively related to intrinsic motivation to post on Facebook. Extraversion ($M = 31.06$, $SD = 3.16$), $r = .152$, $p = .002$, agreeableness $r = .150$, conscientiousness $r = .169$, and emotional stability $r = .238$, were all positively related to extrinsic motivation ($M = 32.5$, $SD = 13.12$) to post on Facebook. Additionally, extraversion $r = .224$, agreeableness $r = .120$, and emotional stability $r = .130$, were positively related to amotivation. Intellect ($M = 32.78$, $SD = 3.26$) was not found to be significantly related to intrinsic $r = .086$, extrinsic $r = .072$, or amotivation $r = .072$. Extraversion $r = .092$ was not significantly related to intrinsic motivation, and conscientiousness $r = .071$ was not significantly related to amotivation in this analysis.

Results for the specific types of intrinsic and extrinsic motivation showed that agreeableness $r = .112$, conscientiousness $r = .197$, and emotional stability $r = .206$, were all positively related to intrinsic motivation for stimulation ($M = 31.06$, $SD = 3.16$). Also, agreeableness $r = .126$, conscientiousness $r = .123$, and intellect $r = .109$, were all positively related to intrinsic motivation to know ($M = 14.33$, $SD = 6.54$). Conscientiousness $r = .141$, and emotional stability $r = .200$, were both positively related to intrinsic motivation toward accomplishment ($M = 10.3$, $SD = 5.73$). Extraversion $r = .162$, conscientiousness, $r = .102$, and emotional stability $r = .198$, were positively related to extrinsic motivation introjected ($M = 6.74$, $SD = 4.30$). All five personality types of extraversion $r = .126$, agreeableness $r = .183$, conscientiousness $r = .177$, emotional stability $r = .208$, and intellect $r = .102$, were all positively

related to extrinsic motivation identified ($M = 13.87$, $SD = 5.76$). Finally, extraversion $r = .107$,

agreeableness $r = .130$, conscientiousness $r = .133$, and emotional stability $r = .188$, were all

positively related to extrinsic motivation for regulation ($M = 11.88$, $SD = 5.67$). Non-significant

results showed extraversion $r = .048$, and intellect $r = .017$ were not found significantly related to

intrinsic motivation for stimulation. Extraversion $r = .091$, and emotional stability $r = .058$ were

not found significantly related to intrinsic motivation to know. Extraversion $r = .094$,

agreeableness $r = .062$, and intellect $r = .091$, were all not significantly related to intrinsic

motivation towards accomplishment. In addition, intellect $r = .035$, was not significantly related

to extrinsic motivation for regulation. Finally, agreeableness $r = .042$, and intellect $r = .038$,

were not significantly related to extrinsic motivation introjected.

Facebook Involvement and Motivation

Table 2: Personality and Motivation

	Facebook Involvement
Intrinsic Stimulation	.386**
Intrinsic to Know	.238**
Intrinsic Accomplished	.369**
Intrinsic Total	.385**
Extrinsic Regulation	.403**
Extrinsic Identified	.422**
Extrinsic Introjected	.201**
Extrinsic Total	.426**
Amotivation	.121*

** Correlation is significant at the 0.01 level (2 tailed)

* Correlation is significant at the 0.05 level (2 tailed)

Higher Facebook involvement ($M = 30.13$, $SD = 9.37$) was positively related to intrinsic motivation for stimulation, $r = .386$, intrinsic motivation to know, $r = .238$, intrinsic motivation toward accomplishment, $r = .369$, and total intrinsic motivation, $r = .385$, to make posts. Higher Facebook involvement was also positively related to extrinsic motivation for regulation, $r = .403$, extrinsic motivation identified, $r = .422$, extrinsic motivation introjected, $r = .201$, and total extrinsic motivation, $r = .426$. Finally, Facebook involvement was positively related to amotivation, $r = .121$.

Facebook Involvement and Personality Traits

Table 3: Personality and Motivation

	Facebook Involvement
Extraversion	.056
Agreeableness	.181**
Conscientiousness	.135**
Emotional Stability	.162**
Intellect	.023

* Correlation is significant at the 0.05 level (2 tailed)

Agreeableness ($M = 31.81$, $SD = 3.09$), $r = .181$, conscientiousness ($M = 32.13$, $SD = 3.57$), $r = .135$, and emotional stability ($M = 29.58$, $SD = 5.77$) $r = .162$, were positively related to higher Facebook involvement. Extraversion ($M = 31.06$, $SD = 3.16$) and intellect ($M = 32.78$, $SD = 3.26$ were not significantly related to higher Facebook involvement.

Facebook Motivation Scale

Table 4: Personality and Motivation

	Cronbach's Alpha
Intrinsic Stimulation	.866
Intrinsic to Know	.898
Intrinsic Accomplished	.856
Extrinsic Regulation	.800
Extrinsic Identified	.766
Extrinsic Introjected	.869
Amotivation	.740

Cronbach's alphas were obtained for each of the scales in the Facebook Motivation Scale. Each was found to be above .60, which is considered a good measure of reliability (Aron, Coups & Aron, 2013).The intrinsic motivation for stimulation scale (4 items, α = .866), intrinsic motivation to know scale (4 items, α = .898), intrinsic motivation toward accomplishment scale (4 items, α = .856), and extrinsic motivation introjected scale (4 items, α = .869) were found to be highly reliable. The extrinsic regulation motivation scale (4 items, α = .800), extrinsic identified motivation scale (4 items, α = .766), and amotivation scale (4 items, α = .740) were found to have good reliability.

Discussion

It was postulated that individual personality traits would be related to scores on the Facebook Motivation Scale (*H1*), intellect and emotional stability would be positively related to postings based on intrinsic motivation (*H2*), conscientiousness and agreeableness would be positively related to postings based on extrinsic motivation (*H3*), and extraversion would be positively related to postings based on both intrinsic and extrinsic motivation (*H4*). Additionally, the final hypothesis stated participants who utilized Facebook with more intensity would have more intrinsic and extrinsic motivation to post (*H5*).

Hypothesis 1 was supported with positive correlations between multiple traits and motivational types. These findings showed small to moderate strength between personality traits and types of motivation the participants experience to post on Facebook.

Addressing hypothesis 2, the personality trait of intellect was only positively related to intrinsic motivation to know and extrinsic motivation identified. The relationships are small and do not wholly represent intrinsic or extrinsic motivation; therefore, the hypothesis that they would be related is not supported. The trait of intellect is often referred to as openness and represents those open or curious about new experiences (Funder, 2010). Posting on Facebook is not a new concept to the age group which makes up the majority of participants as the SNS was available to them since their early teenage years. This may be an explanation for why those high in the trait do not experience motivation to make postings.

In addition, supporting the second hypothesis, participants who scored high in the trait of emotional stability showed intrinsic motivation to post on Facebook, but they also showed

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extrinsic motivation to post, as well as amotivation to post. These participants experienced the

highest levels of motivation of to make posts compared to all of the other personality types. This

finding supports Ross et al., (2009), who found people low in neuroticism preferred posting

photos versus their counterparts who enjoyed the viewing their walls. The relationship between

emotional stability and intrinsic motivation to know was the only one in which no significance

was found.

In hypothesis 3, I stated that the trait of conscientiousness would be positively related to

extrinsic motivation; this was supported with all of its sub-categories, but it was also found to be

related to all types of intrinsic motivation, and not to amotivation. The trait of conscientiousness

is demonstrated in someone who is organized (Funder, 2010). This simple definition supports

the finding that those high in the trait do not experience amotivation to post. They do not post

impulsively without consideration.

Also in reference to hypothesis 3, I expected that those high in agreeableness would

experience extrinsic motivation and they did; however, it was surprising to find that their

motivation to post was related to two types of intrinsic motivation as well. The personality trait

of agreeableness was positively related to total intrinsic motivation and to the sub-categories of

intrinsic motivation for stimulation and intrinsic motivation to know. Agreeableness was also

positively related to extrinsic motivation as a whole and the sub-categories of extrinsic

motivation identified as well as extrinsic motivation for regulation. It was not related to intrinsic

motivation for accomplishment or extrinsic motivation introjected. Again, as with those high in

extraversion, participants high in agreeableness showed a lack of motivation to make posts,

however, those participants who were high in the trait of agreeableness experienced a wider variety of motivations types than did those high in extraversion. People high in the trait of agreeableness tend to be sympathetic and warm (Funder, 2010). This explains their posting motivation; they post in order to show support.

I found that extraversion and its counter, introversion, were not related to intrinsic motivation in total or in any of the sub-categories of intrinsic motivation for stimulation, intrinsic motivation to know, or intrinsic motivation towards accomplishment. This finding does not support Hypothesis 4, which stated extraversion would be positively related to intrinsic motivation to make posts, but it does support the hypothesis that extraversion would be found to be related to extrinsic motivation as a whole. This suggests that the extraverts are not filling competence and autonomy needs by posting on Facebook. Extraversion is also positively related to extrinsic motivation for regulation, extrinsic motivation identified, and extrinsic motivation introjected. Perhaps extraverts post on Facebook as a means to experience the rewards of remaining connected and averting missing out on what is going on in their social circle as described by Przyblylski and colleagues (2013). Extraverts do not appear to be posting on the SNS because it makes them feel good to do so. However, the strongest correlation found with extraversion was with amotivation, demonstrating that more than experiencing intrinsic or extrinsic motivation, extraverts surveyed here were going through the motions of posting without motivation. These findings support the conclusions made by Ross et al. (2009), that extraverts use Facebook as a tool in their attempts to stay social, but that the SNS is not a substitute for other activities.

Facebook involvement and motivation to make postings were also examined to determine which types of motivation to post were experienced by those who use Facebook more intensely. I stated in Hypothesis 5 that participants who utilize Facebook with more intensity would have more motivation for posting. This was confirmed with the finding that high Facebook involvement was positively related to both intrinsic and extrinsic motivation to post, as well as mildly related to amotivaion. High Facebook involvement could be described by the participant who has higher numbers of Facebook friends, logs onto the site more often, updates their status more often than others, and feels more of a connection to Facebook. As to be expected, the more intensely someone is involved in the site, the more they feel motivated to use its posting feature.

Personality traits and Facebook involvement were also viewed to see which personality types were more likely to utilize Facebook more intensely. I found that those participants high in the traits of agreeableness, conscientiousness, and emotional stability were most likely to utilize Facebook with intensity. Additionally, I found that neither extraversion nor intellect was related to high Facebook involvement. This supports similar findings from Moore and McElroy, (2012) which states that extraverts use Facebook less than introverts for keeping up with others, and that intellect is not related to Facebook usage. While some investigators found extraverts more likely to use Facebook, they did not investigate the particular features of posting (Correa et al., 2010; Jenkins-Guarnieri et al., 2013, Ryan & Xenos, 2011). Possibly, those high in these traits are using other options for socializing; therefore, they are not in need of intense use of an additional social tool.

Limitations of Present Work

This study had some limitations to its data collection. First, due to the nature of dissemination, the study was restricted to college students. In addition, the college students who participated in the study were an average of 20 years old, limiting us from generalizing the findings to the greater population of SNS users. Finally, because the study was distributed online, there was no control in what location and at what time each of the participants completed the study.

Direction for Future Work

There are multiple opportunities for further research in the area of posting on Facebook. Instead of generic motivation to make posts, motivation to post *selfies* (self-portraits), and other types of photos, as well as motivation to post supportive content, complaining content, and aggressive content should be investigated. Also, I suggest that researchers look into which psychological needs Facebook users are experiencing. This could assist in determining what needs the user is attempting to satiate by posting on the SNS.

Implications

This was the first study that explored personality type and motivation with respect to postings on Facebook. It contributes to the current body of work on motivation by various researchers, as well as to the assortment of work done in the arena of personality (Ross et al., 2009; Yang, & Brown, 2013; Kapidzic, 2013; Moore and McElroy, 2012; and Correa et al., 2010).

Appendix A: Facebook Intensity Scale

Facebook Intensity Scale (FBI)

Please select the number that corresponds to your level of agreement with each statement.

1. Facebook is part of my everyday activity

(Strongly Disagree)……1....…..2...…...3…...…4....….5...…(Strongly Agree)

2. I am proud to tell people I'm on Facebook

(Strongly Disagree)……1....…..2...…...3…...…4....….5...…(Strongly Agree)

3. Facebook has become part of my daily routine

(Strongly Disagree)……1....…..2...…...3…...…4....….5...…(Strongly Agree)

4. I feel out of touch when I haven't logged onto Facebook for a while

(Strongly Disagree)……1....…..2...…...3…...…4....….5...…(Strongly Agree)

5. I feel I am part of the Facebook community

(Strongly Disagree)……1....…..2...…...3…...…4....….5...…(Strongly Agree)

6. I would be sorry if Facebook shut down

(Strongly Disagree)……1....…..2...…...3…...…4....….5...…(Strongly Agree)

7. Approximately how many TOTAL Facebook friends do you have?

10 or less…..11–50…..51–100…..101–150…..151–200…..201–250…..251–300

301–400…..more than 400

8. In the past week, on average, approximately how much time PER DAY have you spent actively using Facebook?

0-14 minutes…..15-29 minutes…..30-44 minutes…..45-59 minutes…..60+minutes

Appendix B: International Personality Item Pool

IPIP

Describe yourself as you generally are now, not as you wish to be in the future. Indicate for each statement whether it is 1. Very Inaccurate, 2. Moderately Inaccurate, 3. Neither Accurate Nor Inaccurate, 4. Moderately Accurate, or 5. Very Accurate as a description of you.

1.	Am the life of the party	1…..2…..3…..4…..5
2.	Feel little concern for others	1…..2…..3…..4…..5
3.	Am always prepared	1…..2…..3…..4…..5
4.	Get stressed out easily	1…..2…..3…..4…..5
5.	Have a rich vocabulary	1…..2…..3…..4…..5
6.	Don't talk a lot	1…..2…..3…..4…..5
7.	Am interested in people	1…..2…..3…..4…..5
8.	Leave my belongings around	1…..2…..3…..4…..5
9.	Am relaxed most of the time	1…..2…..3…..4…..5
10.	Have difficulty understand abstract ideas	1…..2…..3…..4…..5
11.	Feel comfortable around people	1…..2…..3…..4…..5
12.	Insult people	1…..2…..3…..4…..5
13.	Pay attention to details	1…..2…..3…..4…..5
14.	Worry about things	1…..2…..3…..4…..5
15.	Have a vivid imagination	1…..2…..3…..4…..5
16.	Keep in the background	1…..2…..3…..4…..5
17.	Sympathize with others' feelings	1…..2…..3…..4…..5
18.	Make a mess of things	1…..2…..3…..4…..5
19.	Seldom feel blue	1…..2…..3…..4…..5
20.	Am not interested in abstract ideas	1…..2…..3…..4…..5
21.	Start conversations	1…..2…..3…..4…..5
22.	Am not interested in other people's problems	1…..2…..3…..4…..5

23.	Get chores done right away	1…..2…..3…..4…..5
24.	Am easily disturbed	1…..2…..3…..4…..5
25.	Have excellent ideas	1…..2…..3…..4…..5
26.	Have little to say	1…..2…..3…..4…..5
27.	Have a soft heart	1…..2…..3…..4…..5
28.	Often forget to put things back in their proper place	1…..2…..3…..4…..5
29.	Get upset easily	1…..2…..3…..4…..5
30.	Do not have a good imagination	1…..2…..3…..4…..5
31.	Talk to a lot of different people at parties	1…..2…..3…..4…..5
32.	Am not really interested in others	1…..2…..3…..4…..5
33.	Like order	1…..2…..3…..4…..5
34.	Change my mood a lot	1…..2…..3…..4…..5
35.	Am quick to understand things	1…..2…..3…..4…..5
36.	Don't like to draw attention to myself	1…..2…..3…..4…..5
37.	Take time out for others	1…..2…..3…..4…..5
38.	Shirk my duties	1…..2…..3…..4…..5
39.	Have frequent mood swings	1…..2…..3…..4…..5
40.	Use difficult words	1…..2…..3…..4…..5
41.	Don't mind being the center of attention	1…..2…..3…..4…..5
42.	Feel others' emotions	1…..2…..3…..4…..5
43.	Follow a schedule	1…..2…..3…..4…..5
44.	Get irritated easily	1…..2…..3…..4…..5
45.	Spend time reflecting on things	1…..2…..3…..4…..5
46.	Am quiet around strangers	1…..2…..3…..4…..5
47.	Make people feel at ease	1…..2…..3…..4…..5
48.	Am exacting in my work	1…..2…..3…..4…..5

49.   Often feel blue   1.….2.….3.….4.….5

50.   Am full of ideas   1.….2.….3.….4.….5

Appendix C: Facebook Motivation Scale

Facebook Motivation Scale

Indicate to what extent each of the following statements corresponds generally to the reason why you post on Facebook.

1 represents Not at all like me, 7 represents Very much like me

In general, I post on Facebook:

1. in order to feel pleasant emotions   1…..2…..3…..4…..5…..6…..7

2. because I do not want to disappoint certain people   1…..2…..3…..4…..5…..6…..7

3. to show others the person I aim to be   1…..2…..3…..4…..5…..6…..7

4. because I like making interesting discoveries and finding out what others think on the same topic   1…..2…..3…..4…..5…..6…..7

5. because I would beat myself up if I did not post on Facebook
                                                               1…..2…..3…..4…..5…..6…..7

6. because of the pleasure I feel as the content of my posts gets better
                                                               1…..2…..3…..4…..5…..6…..7

7. although I do not see the benefit in what I am doing   1…..2…..3…..4…..5…..6…..7

8. because of the sense of well-being I feel while I am posting on Facebook
                                                               1…..2…..3…..4…..5…..6…..7

9. because I want to be viewed more positively by certain people
                                                               1…..2…..3…..4…..5…..6…..7

10. because I chose posting as a means to obtain my objectives
                                                               1…..2…..3…..4…..5…..6…..7

11. for the pleasure of learning new things on the topic I post about
                                                               1…..2…..3…..4…..5…..6…..7

12. because otherwise I would feel guilty for not posting   1…..2…..3…..4…..5…..6…..7

13. for the pleasure I feel mastering the content of my posts 1…..2…..3…..4…..5…..6…..7

14. although it does not make a difference whether I post or not
                                                               1…..2…..3…..4…..5…..6…..7

15. for the pleasant sensations I feel while I am posting   1…..2…..3…..4…..5…..6…..7

16. in order to show others what I am capable of   1…..2…..3…..4…..5…..6…..7

17. because I chose to post in order to attain a desired goal   1…..2…..3…..4…..5…..6…..7

18. for the pleasure of learning new things about the subject of my post from friends who
respond   1…..2…..3…..4…..5…..6…..7

19. because I force myself to post   1…..2…..3…..4…..5…..6…..7

20. because of the satisfaction I feel in trying to make the best posts

1…..2…..3…..4…..5…..6…..7

21. even though I do not have a good reason for posting   1…..2…..3…..4…..5…..6…..7

22. for the enjoyable feelings I experience   1…..2…..3…..4…..5…..6…..7

23. in order to attain prestige   1…..2…..3…..4…..5…..6…..7

24. because I choose to use my time posting about what is important to me

1…..2…..3…..4…..5…..6…..7

25. for the pleasure of learning different interesting facts on the subject of my post from
responses   1…..2…..3…..4…..5…..6…..7

26. because I would feel bad if I did not post   1…..2…..3…..4…..5…..6…..7

27. because of the pleasure I feel outdoing myself   1…..2…..3…..4…..5…..6…..7

28. even though I believe posting is not worth the trouble   1…..2…..3…..4…..5…..6…..7

Appendix D: Global Motivation Scale

Global Motivation Scale

In general, I do things….

1. in order to feel pleasant emotions.   1   2   3   4   5   6   7

2. because I do not want to disappoint certain people.   1   2   3   4   5   6   7

3. in order to help myself become the person I aim to be.   1   2   3   4   5   6   7

4. because I like making interesting discoveries.   1   2   3   4   5   6   7

5. because I would beat myself up for not doing them.   1   2   3   4   5   6   7

6. because of the pleasure I feel as I become more and more skilled.1   2   3   4   5 6 7

7. although I do not see the benefit in what I am doing.   1   2   3   4   5   6   7

8. because of the sense of well-being I feel while I am doing them. 1   2   3   4   5   6   7

9. because I want to be viewed more positively by certain people. 1   2   3   4   5   6   7

10. because I chose them as means to attain my objectives. 1   2   3   4   5   6   7

11. for the pleasure of acquiring new knowledge.   1   2   3   4   5   6   7

12. because otherwise I would feel guilty for not doing them. 1   2   3   4   5   6   7

13. for the pleasure I feel mastering what I am doing.   1   2   3   4   5   6   7

14. although it does not make a difference whether I do them or not. 1   2   3   4   5   6   7

15. for the pleasant sensations I feel while I am doing them. 1   2   3   4   5   6   7

16. in order to show others what I am capable of.   1   2   3   4   5   6   7

17. because I chose them in order to attain what I desire.   1   2   3   4   5   6   7

18. for the pleasure of learning new, interesting things.   1   2   3   4   5   6   7

19. because I force myself to do them.   1   2   3   4   5   6   7

20. because of the satisfaction I feel in trying to excel in what I do. 1   2   3   4   5   6   7

21. even though I do not have a good reason for doing them.   1   2   3   4   5   6   7

22. for the enjoyable feelings I experience. 1   2   3   4   5   6   7

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23. in order to attain prestige.　　1　2　3　4　5　6　7

24. because I choose to invest myself in what is important to me.　1　2　3　4　5　6　7

25. for the pleasure of learning different interesting facts.　1　2　3　4　5　6　7

26. because I would feel bad if I do not do them.　1　2　3　4　5　6　7

27. because of the pleasure I feel outdoing myself.　1　2　3　4　5　6　7

28. even though I believe they are not worth the trouble.　1　2　3　4　5　6　7

Appendix E: Informed Consent

University of Central Florida

Personality and Motivation in Facebook Posting

Informed Consent

Principal Investigator(s):   P. A. Hancock, PhD

Co-Investigator: Theresa T. Kessler

Sub-Investigator(s):   Not Applicable

Faculty Supervisor: Not Applicable

Investigational Site(s):   Sona systems

Introduction: Researchers at the University of Central Florida (UCF) study many topics. To do this we need the help of people who agree to take part in a research study. You are being invited to take part in a research study which will include about 120 people from the University of Central Florida.. You have been asked to take part in this research study because you are a student in a psychology class. You must be 18 years of age or older to be included in the research study.

The person doing this research is Peter Hancock, PhD, of University of Central Florida - College of Sciences, Psychology Department. UCF students learning about research are helping to do this study as part of the research team. Their names are: Theresa T. Kessler.

What you should know about a research study:

- Someone will explain this research study to you.
- A research study is something you volunteer for.
- Whether or not you take part is up to you.
- You should take part in this study only because you want to.
- You can choose not to take part in the research study.
- You can agree to take part now and later change your mind.
- Whatever you decide it will not be held against you.
- Feel free to ask all the questions you want before you decide.

Purpose of the research study: The purpose for the present study is to investigate the motivational and personality factors that influence posting behavior on social media.

What you will be asked to do in the study: First, you will be asked to complete a demographics questionnaires followed by a Facebook Usage Questionnaire, an International

Personality Item Pool, and a Facebook Motivation Scale. You will also be asked to complete a General Causality Orientations Scale, an Aspirations Index, and a Basic Psychological Needs Scale. You do not have to answer every question or complete every task. You will not lose any benefits if you skip questions or tasks. However, if you skip questions, your data may not be included in the study.

Location: Sona systems

Time required: We expect that you will be in this research study for 60 minutes.

Risks: There are no reasonably foreseeable risks or discomforts involved in taking part in this study.

Benefits:

There are no expected benefits to you for taking part in this study.

Compensation or payment: There is no direct compensation for taking part in this study. It is possible, however, that extra credit may be offered for your participation, but this benefit is at the discretion of your instructor. If you choose not to participate, you may notify your instructor and ask for an alternative assignment of equal effort for equal credit. There will be no penalty.

Confidentiality: We will limit your personal data collected in this study to people who have a need to review this information. We cannot promise complete secrecy.

Anonymous research: This study is anonymous. That means that no one, not even members of the research team, will know that the information you gave came from you.

Study contact for questions about the study or to report a problem: If you have questions, concerns, or complaints, or think the research has hurt you, email*:* Theresa T. Kessler, undergraduate student at theresakessler@knights.ucf.edu

IRB contact about your rights in the study or to report a complaint: Research at the University of Central Florida involving human participants is carried out under the oversight of the Institutional Review Board (UCF IRB). This research has been reviewed and approved by the IRB. For information about the rights of people who take part in research, please contact: Institutional Review Board, University of Central Florida, Office of Research & Commercialization, 12201 Research Parkway, Suite 501, Orlando, FL 32826-3246 or by telephone at (407) 823-2901. You may also talk to them for any of the following:

- Your questions, concerns, or complaints are not being answered by the research team.
- You cannot reach the research team.
- You want to talk to someone besides the research team.
- You want to get information or provide input about this research.

Withdrawing from the study: If you decide to leave the research, you may not receive full credit course credit for your participation. The person in charge of the research study or the sponsor can remove you from the research study without your approval. Possible reasons for removal include failure to complete all questions on the questionnaires. The sponsor can also end the research study early. We will tell you about any new information that may affect your health, welfare or choice to stay in the research.

By clicking "AGREE" below, you indicate your consent to take part in this research.
(AGREE)

Appendix F: Approval of Human Research

Approval of Exempt Human Research

From: **UCF Institutional Review Board #1**
FWA00000351, IRB00001138

To: **Peter A. Hancock** and **Co-PI: Theresa T. Kessler**

Date: **September 27, 2013**

Dear Researcher:

On 9/27/2013, the IRB approved the following activity as human participant research that is exempt from regulation:

Type of Review:	Exempt Determination
Project Title:	Personality and Motivation in Facebook Posting
Investigator:	Peter A Hancock
IRB Number:	SBE-13-09612
Funding Agency:	
Grant Title:	
Research ID:	N/A

This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about whether these changes affect the exempt status of the human research, please contact the IRB. When you have completed your research, please submit a Study Closure request in iRIS so that IRB records will be accurate.

In the conduct of this research, you are responsible to follow the requirements of the Investigator Manual.

On behalf of Sophia Dziegielewski, Ph.D., L.C.S.W., UCF IRB Chair, this letter is signed by:

Signature applied by Joanne Muratori on 09/27/2013 01:08:46 PM EDT

IRB Coordinator

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