



# Online self-presentation for male and female adolescents: A study on university students

Selly Ayu Candra<sup>1\*</sup>, Lukman Hakim<sup>2</sup>, Hilda Halida<sup>3</sup>, Ainindita Agniacakti<sup>4</sup>

<sup>1,3,4</sup> Department of Psychology, Faculty Psychology, Universitas Islam Negeri Maulana Malik Ibrahim, Malang, Jawa Timur, Indonesia

<sup>2</sup> Department of Psychology, Faculty Psychology, Universitas Merdeka, Malang, Jawa Timur, Indonesia

\*sellycandra@psi.uin-malang.ac.id

**Abstract.** Online activities are now a fun space for users, both from children teenagers and adults. One of the online activities is communication, which is a tool to exchange information. From the survey results it turns out that teenagers are the most online users. It is very clear that teenagers prefer online activities to communicate and spend their time. Examples of online spaces such as Facebook, Instagram, WhatsApp, and so on make it easy to exchange information quickly and easily. However, many are now abusing these forms of communication for negative things, such as making bad comments, writing offensive things, gossiping, and bullying. Of course, this is not natural and should not be done. The purpose of this study is to see the differences between men and women in online self-presentation. The data analysis method used Independent Samples T-Test. The subjects in this study were 39 adolescent boys & 44 adolescent girls. The measuring instrument in this study used the Online Self-Presentation Scale of 21 items. The results showed that there were differences in ideal self aspects between male and female adolescents.

**Keywords:** Online Self-Presentation, Adolescent boys and girls, Adolescent boys and girls.

## 1. Introduction

Online activities are now a new space for technology users, from teenagers to adults, all enjoy online activities. Online activities make it easier for users to interact, communicate, shop, learn etc. One of the most frequently done is by communication, a person can directly provide questions, comments or rebuttals, for example, using social media Facebook, Twitter, Instagram, and WhatsApp, etc. Social media is an easy and economical communication space. However, the reality in the field of communication has good and bad impacts. Social media users can easily upload words, pictures, videos and also photos of other people and photos of themselves. One of the characteristics of communication through social media is online disinhibition, which means the reduction

or even disappearance of feelings of anxiety and embarrassment when communicating through social media [1].

Online disinhibition makes social media users not hesitate to express their opinions, even opinions that are expressed harshly and can harass others. [2], in his teroia, states that cyberspace will make a person change according to what the person expects. He believes that what he is doing is the right action and that it can make him happy and happy. Based on the results of interviews from several subjects that they do a lot of photo manipulation on Instagram with many accounts owned, have a feeling of pride that he is able to show himself differently on each account. And some accounts are used to find information, flirt with the opposite sex, threaten, bully, and so on. Some of these behaviors will certainly harm other users.

Research and theoretical studies regarding social media often make social media a "scapegoat" for a variety of online behaviors. Social media can cause a decrease in self-confidence, empathy, morals etc [3] [4]. Social media can make individuals become addicted to it, and can interfere with their daily lives. They prefer the virtual world over the real world [5], [6]. Social media can worsen relationships, as the anecdote is often heard, social media brings the distant closer but keeps the near away [7], [8].

Social media can be used to show photos that can be edited by users. This is related to an individual's body image. Body image is an individual's perception and attitude towards their own body, especially their physical appearance [9]. [10]. Social media makes it easy for a person to display an attractive self-image or physical image that they want to display online, individuals can choose, select, and edit physical images in advance. Individuals can display whatever self-presentation they want. This convenience is of course the many choices of filters to make it easier to edit images to make them look attractive. The amount of image manipulation makes it easy for someone to find new friends in cyberspace. This behavior is an effort made with the aim of wanting to create an impression by displaying what the person wants is a self-presentation according to [11]. The impression that a person displays towards others goes through a selection stage or preparation stage first. [11] likens self-presentation to a drama stage or stage play that has a front stage and back stage.

The behavior that currently occurs is often carried out on social media, so researchers want to see by conducting research on online self-presentation it is still relatively new. Online self-presentation is behavior in the online world, so this research explains the influencing factors. Developed by [12] in this scale includes four online self-presentation factors: Multiple Selves, Ideal Self, Consistent Self, and Online Presentation Preferences. The Multiple Selves factor captures the presentation of different personas. This can be expressed by portraying different personas across different online platforms or even creating entirely new online identities. The Ideal Self factor, similar to Multiple Selves in its presentation of different versions of the self, encompasses the essential element of presenting one's desired self - an idealized version of oneself. The Consistent Self factor can be broadly defined as the presentation of an authentic self. It lies in opposition to the Dual Self and Ideal Self as it expresses the position that one's online character is no different from one's offline character. Finally,

the Online Presentation Preference Factor captures the degree to which one prefers to present oneself online over presenting oneself offline.

Based on a survey conducted online self-presentation, most users are teenagers. Teenagers show an increased potential to interact anonymously, the virtual environment is more comfortable and easier, users are more careful when uploading appropriate photos, editing messages/content, giving freedom to wear masks and see their feelings so that they feel satisfied when uploading what they want to show online and get the desired impression.

## 2. Method

Presentation of online self scale (poss) [12] a 21-item scale divided into four factors: items 1-9: ideal self (is), items 10-14: multiple selves (ms), items 15-18: consistent self (cs), and items 19-21: online presentation preference (opp). Each factor is rated on a 5-point Likert scale from "strongly disagree" to "strongly agree." Higher scores indicate higher presentation of each factor. For example, higher scores indicate that one presents more of an idealized self online when compared to offline self-presentation. Higher ms scores indicate higher online self-presentation, whereas higher cs scores indicate higher consistency between offline and online self-presentation. Finally, higher opp scores indicate a stronger preference for online self-presentation than offline self-presentation.

The subjects in this study were 83, 39 males and 44 females. The data analysis technique used Independent Samples T-Test. The researcher used the help of the JASP program to help simplify the analysis.

## 3. Result

The assessment of the POSS Scale has a minimum and maximum Alpha Cronbach's limit of Ideal Self (.862), Multiple Self (.847), Consistent Self (.621), Online Presentation Preference (.715).

The following are the Cronbach's Alpha scores of each aspect:

1. Cronbach's alpha ideal self of:

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.787	9

The results of the reliability test on the ideal self aspect obtained an alpha value of 0.787 which is greater than 0.6 so that the aspects of the results of this study can be declared reliable.

## 2. Cronbach's alpha Multiple Selves of :

**Reliability Statistics**

Cronbach's Alpha	N of Items
.837	5

The results of the reliability test on the dual self aspect obtained an alpha value of 0.837 which is greater than 0.6 so that the aspects of the results of this study can be declared reliable..

## 3. Cronbach's alpha Consistent Self of :

**Reliability Statistics**

Cronbach's Alpha	N of Items
.573	4

The results of the reliability test on the self-consistent aspect obtained an alpha value of 0.57 which is smaller than 0.6 so that this aspect of the research results can be declared unreliable.

## 4. Cronbach's alpha Online Presentation Preference of :

**Reliability Statistics**

Cronbach's Alpha	N of Items
.659	3

The results of the reliability test on the online presentation preference aspect obtained an alpha value of 0.659 which is greater than 0.6 so that the aspects of the results of this study can be declared reliable.

The Shapiro-Wilk test showed that both groups had normally distributed data. The independent t-test shows that there is a difference and no difference seen from several factors below.

## Descriptives

### Group Descriptives

	Group	N	Mean	SD	SE	Coefficient of variation
Ideal Self	I	39	27.103	6.056	0.970	0.223
	p	44	30.614	6.285	0.947	0.205
Multiple Selves	I	39	14.641	3.970	0.636	0.271
	p	44	16.159	4.983	0.751	0.308
Consistens Self	I	39	11.846	3.175	0.508	0.268
	p	44	11.614	2.814	0.424	0.242
Online Presentation Preference	I	39	6.974	2.518	0.403	0.361
	p	44	8.114	2.755	0.415	0.340

Ideal Self: At this stage, it contributes significantly to the difference between men and women at  $p$  0.012 and  $p$  0.011. Mean: 3.511, SD: 229.

Multiple Selves, Self Consistency & Online Presentation Preference: At this stage, there is no significant contribution, which means there is no difference between men and women.

## 4. Discussion

The results of this study show that adolescents' online-self presentation on the ideal self factor shows a difference between males and females. However, the effect size was very small. [13], and insights into how culture may influence notions of the ideal self will make a major future contribution to online self-presentation. Finally, self-presentation occurs on various social networking platforms and the mode (writing, photos, videos, etc.) of self-presentation also varies according to the specific culture of the platform. Therefore, the use of this scale across different platforms should be assessed.

Social media gives control to its users. There are differences in the ideal self factor between men and women, women want to be seen as they want to be, want to show different charms to others, compared to men. Factoring multiple selves has no difference between men and women having the same activities, interests, and social relationships. The consistent self factor has no difference between men and women being firm and in accordance with their respective principles. The online presentation preference factor has no difference between men and women where individual behavior considers the extent to which individual behavior prefers to present themselves in an online context.

This study has some limitations. Many studies have found that factors such as personality [14], self-esteem [15]; [16] [17] and self-concept [18] influence online self-presentation in adolescents. In filling out the online self-presentation, the make-up that is displayed online and offline is much different. Culture can also play a huge role. There is a tendency for people to present differently because culture does not support

ideal self-presentation and many online demands are more fun than offline. Many teenagers have fake accounts when showing themselves online.

## 5. Conclusion

The conclusion of the study is that adolescents' online-self presentation on the ideal self factor shows a difference between males and females. However, the effect size was very small. The literature suggests creating an alternative to the POSS for use with adolescent samples. A version that has taken into account the evolution of the "Ideal Self" of adolescence. And has presented a valid instrument to measure adolescents' online self-presentation by capturing elements of authenticity, non-conformity, and comfort with online self-presentation.

Overall, online self-presentation often shows different things and acts in ways that are liked or disliked, at an age when adolescents want to explore a diverse self. The practical implications of these findings help create a foundation of understanding for online behavior.

## 6. Statement And Declarations

**Funding Details.** Researchers do not receive external funding, this research purely uses independent funding.

**Disclosure Statement.** The Authors declared no potential conflicts of interest with respect to the research, authorship, and publication of the article.

**Acknowledgments.** Thank all the participants of this study for their time and willingness to share their experiences. Their contributions were invaluable in helping us understand this topic and draw meaningful conclusions.

## References

- [1] J. Suler, "The online disinhibition effect," *Cyberpsychology Behavior.*, vol. 7, no. 3, pp. 321–326, 2004, doi: 10.1089/1094931041291295.
- [2] R. Bryant, "What kind of space is cyberspace?," *Minerva - An Internet J. Philos.*, vol. 5, pp. 138–155, 2001.
- [3] S. Sharma and D. Sahu, "Effect of social networking sites on academic," *Asian J. Soc. Sci. Humanit.*, vol. 2, no. 3, pp. 401–406, 2013.
- [4] S. A. Candra and L. Hakim, "Involvement of fathers in parenting for toddlers," in *Conference of Psychology and Flourishing Humanity (PFH 2022, 2023)*, pp. 187–194. doi: 10.2991/978-2-38476-032-9\_19.
- [5] A. Abdulahi, B. Jalil, K. Lumpur, M. B. Samadi, and B. Gharleghi, "A study on the negative effects of social networking sites such as facebook among asia pacific university scholars in Malaysia," *Int. J. Bus. Soc. Sci.*, vol. 5, no. 10, pp. 133–145, 2014.

- [6] A. nurul Kawakip, M. I. Mukmin, S. C. Ayu, and A. Q. Muslim, "Pengelolaan sekolah inklusi: Studi multi situs pada sekolah islam Di Jawa Timur," *Eval. J. Manaj. Pendidik. Islam*, vol. 7, no. 1, p. 103, 2023, doi: 10.32478/evaluasi.v7i1.1237.
- [7] C. Akbiyik, "Effects of social networks on social life of undergraduate students," *Middle East. African J. Educ. Res.*, vol. 4, no. 6, pp. 4–10, 2013.
- [8] S. Candra Ayu and M. Arif Furqon, "Analysis of differences in student learning satisfaction levels against online and offline learning faculty of psychology UIN Maliki Malang," *KESANS Int. J. Heal. Sci.*, vol. 1, no. 3, pp. 316–324, 2021, doi: 10.54543/kesans.v1i3.29.
- [9] T. F. Cash, E. C. Fleming, J. Alindogan, L. Steadman, and A. Whitehead, "Beyond body image as a trait: The development and validation of the body image states scale," *Eat. Disord.*, vol. 10, no. 2, pp. 103–113, 2002, doi: 10.1080/10640260290081678.
- [10] R. S. Amalia, "Pengembangan alat ukur kualitas layanan pembimbingan tugas akhir mahasiswa Fakultas Psikologi UIN Maulana Malik Ibrahim," *Fenomena*, vol. 31, no. 1, pp. 23–34, 2022, doi: 10.30996/fn.v31i1.6688.
- [11] E. Goffman, *The presentation of self in everyday life*. Edinburgh: University of Edinburgh, Social Sciences Research Centre, 2016. doi: 10.4324/9781315775357.
- [12] C. Fullwood, B. M. James, and C. H. J. Chen-Wilson, "Self-concept clarity and online self-presentation in adolescents," *Cyberpsychology, Behav. Soc. Netw.*, vol. 19, no. 12, pp. 716–720, 2016, doi: 10.1089/cyber.2015.0623.
- [13] H. R. Markus and S. Kitayama, "Culture and the self: Implications for cognition, emotion, and motivation," *Coll. Student Dev. Acad. Life Psychol. Intellectual, Soc. Moral Issues*, vol. 98, no. 2, p. 264, 1991, doi: 10.1037//0033-295x.98.2.224.
- [14] E. Lee, J. Ahn, and Y. J. Kim, "Personality traits and self-presentation at Facebook," *Pers. Individ. Dif.*, vol. 69, pp. 162–167, 2014, doi: 10.1016/j.paid.2014.05.020.
- [15] E. Djafarova and O. Trofimenko, "Exploring the relationships between self-presentation and self-esteem of mothers in social media in Russia," *Comput. Human Behav.*, vol. 73, pp. 20–27, 2017, doi: 10.1016/j.chb.2017.03.021.
- [16] H. G. M. Vossen, M. Koutamanis, and J. B. Walther, "An experimental test of the effects of online and face-to-face feedback on self-esteem," *Cyberpsychology*, vol. 11, no. 4, 2017, doi: 10.5817/CP2017-4-1.
- [17] M. Michikyan, K. Subrahmanyam, and J. Dennis, "Can you tell who i am? Neuroticism, extraversion, and online self-presentation among young adults," *Comput. Human Behav.*, vol. 33, pp. 179–183, 2014, doi: 10.1016/j.chb.2014.01.010.
- [18] N. Strimbu and M. O'Connell, "The Relationship between self-concept and

online self-presentation in adults,” *Cyberpsychology, Behav. Soc. Netw.*, vol. 22, no. 12, pp. 804–807, 2019, doi: 10.1089/cyber.2019.0328.

**Open Access** This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

