

DIGITAL IDENTITY CONSTRUCTION OF LINKEDIN USERS: AN ANALYTICAL STUDY OF DISCURSIVE PRACTICES

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Candidate of **Master of Philosophy** at the National University of Modern Languages do hereby declare that the thesis **Digital Identity Construction of LinkedIn Users: An Analytical Study of Discursive Practices** submitted by me in partial fulfillment of my MPhil degree, is my original work and has not been submitted or published earlier. I also solemnly declare that it shall not, in the future, be submitted by me for obtaining any other degree from this or any other university or institution.

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ABSTRACT

Title: Digital Identity Construction of LinkedIn Users: An Analytical Study of Discursive Practices

In the contemporary digital landscape, LinkedIn stands out as a prominent platform for professional networking and identity construction. This study investigates the elements of identity employed by LinkedIn users in the construction of their digital identities. The research is qualitative, and a non-proportional quota sampling technique was used to prepare a sample of thirty participants, i.e., fifteen teachers and fifteen non-teachers from the Rawalpindi and Islamabad regions. Through a qualitative analytical approach, drawing on Goffman's theory of Dramaturgy and Martinec and Salway's Text-Image Relations, this research examined how users strategically utilize language, symbols, and interactional patterns to shape their online personas. By analyzing textual data such as user profiles, posts, and comments supplemented by interviews with active LinkedIn users, this study uncovered the underlying elements of identity involved in the construction of professional identities on LinkedIn. Furthermore, this research explored the impact of individuals' primary roles on the construction of their digital identities. The findings of this study contribute to a deeper understanding of the complex interplay between digital technologies and identity in the context of professional networking platforms like LinkedIn.

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DEDICATION

I dedicate this thesis to my beloved husband and daughter, whose love, patience, and unwavering support have been my greatest strength throughout this journey. I also dedicate it to my parents, whose encouragement, sacrifices, and constant belief in me made this achievement possible.

CHAPTER 1

INTRODUCTION

1.1. Overview

In the interconnected world, digital communication tools and technology are so prevalent that they are no longer considered remarkable, rare, or different from in-person contacts, as well as print and analog media. These digital technologies are essential for everyday communication and well-suited for our lifestyle.

The fast pace of the digital era has led to substantial changes in communication, information sharing, and information gathering. Individuals interact, exchange information, and streamline their work procedures via the use of social media and smartphones. As technology progresses, our dependence on interconnected systems grows.

Thus, we may preserve our virtual identities and portray ourselves in alignment with our interests and objectives. While constructing profiles, individuals personalize their photographs, details, and the way others see them. By using these services, people may create and preserve online identities. They may also establish social media connections with those who have similar values and ideas. Participants may collaborate and acquire knowledge by forming interest groups and arranging lectures. Users may create a digital portfolio on these websites to display their skills and achievements, with the aim of attracting clients or job opportunities. They have altered the digital marketing strategies and website navigation. Self-perception, which shapes identity, subjectivity, and selfhood. Identity's "coordinates" are determined by language, media, and culture (Donelan, 2016).

These identifications, along with memory and experience, merge to make up the current subject. These coordinates might include the typical connotations of identity categories like gender, race, ethnicity, class demarcations, and sexuality. They might also have nationality, citizenship, schooling background, socioeconomic status, educational experience, and career. All these factors, to varying degrees and in varying contexts, contribute to the personal and individual experience that makes up the figure of the I, the subject, and the self (Cover, 2015). These coordinates are not

set in stone and are changing; instead, they are dynamic and are always progressing. Their presence has an impact on how we perceive ourselves and how we move through the world. They have the potential to influence the opportunities, privileges, and social relationships available to us. The development of empathy, inclusion, and equality in society needs to acknowledge the complexities of these coordinates and have a solid understanding of them.

Subjects are invited to identify both actively and passively with categories and frameworks of identity and selfhood, and today, those categories are given in media and digital media and played out through our practices in relation to communication and digital participation. The individual controls some part of identity, but identity is also created by the world in which the individual functions. The categories that identify the person are broadened into the roles that the person plays, and they have an impact on both our social and personal identities. The physical circumstances and a person's physical physique limit who they are on the outside, and an individual usually has no control over the factors (such as ethnicity, age, and gender) that affect their offline identity. However, in the contemporary world, people can create and exhibit their online persona however they choose. In this instance, a person's virtual online identity may or may not be connected to their offline identity. A person can create an online identity that they wish to express by using a variety of digital tools (Kolbitsch, 2006). To exhibit their best attributes or project a particular image to the public, they could, for instance, meticulously organize their social media profiles. They can explore many facets of their identities that might not be as evident in their offline lives by creating an online persona that is consistent with their values, hobbies, and personal ambitions. It is important to remember that the ability to construct an online identity freely has some risk since it is simple for people to fabricate or manipulate their identity, which can result in miscommunication or even fraud. Consequently, to preserve positive online interactions and communities, even while online identities provide a certain amount of flexibility and creativity, it is essential to approach them with prudence and sincerity.

The term "digital identity" refers to the usernames and digital footprints that individuals choose and leave behind when utilizing the Internet for a variety of purposes, such as shopping or banking (Whitley & Hosein, 2010). However, in

modern times, the Internet enables people to hide portions of who they are while simultaneously presenting personas that are "fantastic, deceptive, exploitative, or criminal." Online identities also allow people to be anyone they want to be, and they may constantly revise them. People can use the internet environment as a forum to express immature and antisocial impulses as well as an opportunity to reproduce aspects of themselves with which they are unhappy. This implies that the internet has removed the old barriers of culture and social expectations.

The digital identity construction of LinkedIn users has emerged as a significant area of study, particularly in the context of how individuals curate and present themselves on social media platforms for professional networking. LinkedIn, as a globally recognized platform, serves not only as a tool for job seekers and recruiters but also as a space where users engage in discursive practices to shape their professional personas. Discursive practices, as conceptualized by scholars like Norman Fairclough and Ruth Wodak, are essential to understanding the intricate relationship between language, society, and power. According to Fairclough (2010), discursive practices involve the processes through which discourse is produced, distributed, and consumed within particular social settings. These practices are not limited to the creation of a text whether spoken or written but extend to the broader, social processes that shape how language is used, understood, and acted upon. For Wodak (2009), discursive practices are not just concerned with the production of texts but also with how these texts are contextualized, interpreted, and legitimized within specific social, historical, and political contexts. He emphasizes that discourse must be understood as a dynamic process that is deeply tied to its socio-political environment, where both the production and interpretation of discourse are shaped by the broader social structure. Wodak (2009) emphasizes that discursive practices are deeply tied to the construction of identities and social roles. Language is not just a means of conveying information but also a tool for constructing and negotiating social identities, whether they are related to nationality, gender, race, or class.

The process of identity construction on LinkedIn involves a complex interplay of self-presentation strategies, language, visual elements, and interactions with others, all of which contribute to the way users are perceived in the digital realm. This analytical study aims to explore the various discursive practices such as self-

presentation, networking and interaction, content sharing, professional identity, and engagement with groups and communities employed by LinkedIn users to construct their digital identities, shedding light on the role of language, social norms, and platform features in shaping online professional personas. By examining these practices, this study seeks to offer insights into the evolving nature of professional identity in the digital age and its implications for career development, personal branding, and social interaction in virtual professional spaces. Users of social media may build and express their professional identities with the aid of conversation. Hogan (2010) says people create digital identities using cultural scripts and personal narratives. Social networks like LinkedIn allow professionals to express themselves. These tools let people create an online presence and tell their stories. A complete online self-portrait combines personal and societal influences. LinkedIn may boost one's online reputation by displaying talents and expertise. Networking with industry experts and joining relevant organizations may help them build their professional identity. LinkedIn lets users connect with companies and consumers, building their professional network. Digital platforms allow employees to be themselves at work.

In the current study, the idea of "digital identity" is investigated, and an attempt is made to identify the characteristics that Goffman's (1959) theories of "impression management," "front stage," and "backstage" have with the digital self. This study aims to determine how people make use of LinkedIn to construct their digital identities, as well as the extent to which identities constructed in the physical world and online are reflective of one another. Interactions that take place online between individuals who have previously shared personal information with friends and followers have the potential to give rise to the establishment of a second layer of identity for a person. These interactions can take place as a result of the internet. This research analyses the extent to which individuals do this purposefully or without deliberation by taking the notions of Goffman's self-presentation and applying them to the concept of digital identity. For the analysis of images used by individuals to construct their identities, Martinec and Salway's (2005) model of image-text relationship has been used. This study is not an examination of how people embrace modern technologies; instead, it focuses on users who are already deeply immersed in the digital world. By exploring Goffman's theory, the researcher seeks to uncover the elements of identity involved in the construction of digital identity. This research is

essential in gaining insights into the complexities of digital identity formation and the implications it may have on individuals' offline lives.

1.2. Background of Study

Despite their similarities, the digital and physical identities of individuals are distinct. When compared to a person's identity, which includes their appearance, age, and gender, a person's digital identity refers to their online presence and digital existence. Both how other people see them and the amount of authority they possess might vary. Changing one's voice and talking style in online forums helps establish a different identity. LinkedIn's dynamic platform lets users establish a digital identity with diverse career and cultural backgrounds. These online communities provide a unique language adaptation possibility due to their diverse viewpoints and talents. Barnett (2019) found that LinkedIn users consciously utilize a range of communication tactics and vocabulary to promote themselves professionally. Language flexibility is needed for digital IDs. This transformation includes using suitable language and terminology and changing tone and style to suit the audience. Self-aggregation and self-extension allow people to recreate themselves in immersive online networks, according to Costa Pinto et al. (2015). Avatars and online games let users construct identities. They may have changed personalities, abilities, or appearances. Self-aggregation and self-extension allow players to explore virtual environments and express themselves. Social networks, especially Facebook, are unique virtual learning settings that boost presence, according to Bozkurt and Tu (2016). Because social networks empower people, they can dominate offline ecosystems. Internet users may market themselves as ideas or realities. Create a digital identity to make online learning more accessible. Online social networks led by individuals may improve communication and self-expression.

For more than a decade, substantial scholarly debate has focused on the complex phenomenon of identity and how it is constructed in the digital world. This ongoing debate serves as a reminder of how increasingly difficult it is for people to understand and project themselves in online settings. The topic of creating a digital identity on social media platforms stands out as an incredibly relevant and complex field of research within this overall conversation. Since these platforms provide users

the freedom to carefully manage and control their digital personas, a vibrant environment for self-representation and interaction has developed (Ahlquist, 2016).

LinkedIn, a well-known and distinctive social networking site that primarily targets professionals and people interested in careers, serves as an excellent example of this phenomenon. LinkedIn provides a unique setting for the manifestation of digital identity formation. In order to fully understand the profound implications this digital identity formation has for individuals, communities, and larger societal constructs in the digital age, it is necessary to delve deeper into the specifics of its development within the distinctive confines of LinkedIn and comparable platforms. LinkedIn allows users to create a professional profile that showcases their work experience, skills, and education. This platform also facilitates networking opportunities by connecting individuals with others in their industry or field of interest. By examining the ways in which individuals shape and present their digital identities on LinkedIn, the researcher can gain insights into the evolving dynamics of professional relationships and career development in the digital era.

1.3. Statement of the Problem

The emergence of digital platforms like LinkedIn has reshaped how individuals present and construct their professional identities, yet there is a lack of comprehensive linguistic analysis on the discursive practices that underpin this process. LinkedIn, as a platform that merges professional networking with personal branding, encourages users to strategically curate their profiles, interactions, and content. However, little research has focused on the specific linguistic strategies employed by users to construct and negotiate their digital identities in such spaces. There is a dire need to examine how language is used by LinkedIn users in various aspects, such as profile descriptions, posts, and professional interactions, to create a desired professional persona. Additionally, there is a pressing need to investigate how these discursive practices are influenced by platform design, social norms, and user demographics, providing insights into how language shapes and reflects modern identity construction in digital professional contexts.

1.4. Rationale for the Study

In recent years, professional networking platforms like LinkedIn have gained widespread popularity, offering individuals the ability to create and present a digital

representation of themselves to a vast and diverse audience. As such, LinkedIn has become an essential part of the professional landscape, with many employers and industry professionals relying on it for hiring, networking, and professional development. Despite the increasing importance of professional networking platforms like LinkedIn, there is a limited understanding of the various factors that influence the construction of digital identities. This lack of understanding can lead to unintended consequences and misrepresentations. Factors such as profile photos, work experience, endorsements, and connections all play a role in shaping one's digital identity on LinkedIn.

Additionally, the language and tone used in the bio section, as well as the content shared, can also significantly impact how others perceive one. As the digital world continues to evolve, it is crucial for individuals to carefully curate their online presence and be mindful of the impression they are making on potential employers and professional connections. Dramaturgical elements and the online audience are two factors that play a role in shaping the construction of digital identity on LinkedIn. However, little research has been conducted to explore the nuances and complexities of how these factors impact the construction of digital identity among professionals in the academic field on LinkedIn.

1.5. Objectives of the Study

1. To explore the dramaturgical elements that help develop an online identity
2. To examine the influence of online audiences on LinkedIn users through their discursive practices
3. To analyze the contribution of users' roles to online identity construction

1.6. Research Questions

- What are the dramaturgical elements that help in developing an online identity?
- How does the online audience on LinkedIn influence the users through their discursive practices?
- How do users' roles contribute to the construction of online identity?

1.7. Significance of Study

This research delves into developing a digital persona on LinkedIn, emphasizing the role of online audiences and dramaturgical elements. This study

dramatically enhances the field of professional digital identity construction by offering in-depth insights into the intricate dynamics of forming digital identities on the LinkedIn platform, particularly in the context of professionals in the academic sector. Usership of LinkedIn is enhanced by research's best practices and pragmatic recommendations about digital self-presentation. Additionally, the study investigates how online users mold their digital personas and explores potential strategic applications for professionals to capitalize on this influence on LinkedIn. The findings of this study could potentially influence prospects for expanding LinkedIn's digital identity.

Additionally, organizations and legislators may be able to utilize the study's results to assist individuals in establishing and maintaining professional digital identities. This research could profoundly influence the development of digital identity. Professionals seeking to familiarize themselves with the platform, scholars investigating the dynamic digital environment, and policymakers advocating accountable and efficient digital identity management may all find LinkedIn valuable.

1.8. Delimitation

This study uses LinkedIn as the sole data source and is focused on researchers and individuals with degree qualifications. Participants are between the ages of 25 and 50, and according to LinkedIn's guidelines, they must have at least 500 connections to ensure active engagement. These specific criteria help structure the investigation into the complex process of creating a digital identity on LinkedIn. The study thoroughly explores how professionals from various fields approach the challenges of establishing a digital identity on the platform. The age range of 25 to 50 was selected to reflect a broad spectrum of professional experiences and perspectives. Participants are required to have a minimum of 500 LinkedIn connections to guarantee a significant level of engagement. These carefully defined parameters aim to examine the strategies and obstacles involved in building a successful online presence, offering a deeper understanding of the process of digital identity creation on LinkedIn.

1.9. Organization and Structure of the Thesis

Chapter 1: The initial chapter provides an overview of the topic, the objectives of the study, and the research inquiry. It includes the significance, scope, as well as problem statement of the study.

Chapter 2: The details of the literature review relevant to the current inquiry are covered in this chapter.

Chapter 3: This chapter explains the methodology and techniques used in the current study in great detail. It also includes every element of the research's planning and execution. Furthermore, the methods used for acquiring the data and the instruments employed are explained. Furthermore, the methods and procedures applied to the sample are explained.

Chapter 4: This chapter analyzes the gathered data and presents the findings.

Chapter 5: Conclusion and suggestions are included in this chapter.

1.10. Chapter Summary

This chapter, which included a brief introduction to the current study and an explanation of its contextual backdrop, served as inspiration for the investigation. It also establishes the foundation for the research by clarifying the methodology and underlying assumptions. The goals and questions of the research are explained in this chapter. By highlighting the boundaries of the subject matter and restricting its reach, the following chapters are organized. The chapter emphasizes the vital importance of research in bridging knowledge disparities. Preparation for data collection, analysis, and interpretation guarantees the completion of the research undertaking. The chapter provides a concise overview of the study's key findings.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

LinkedIn and other professional networking sites have transformed professional identities in the digital era. LinkedIn is a prominent site for professional networking and job success; therefore, it affects how individuals build and portray their digital identities. This literature review examines LinkedIn's research on digital identity development and the dynamics, techniques, and effects of professional self-presentation. This study examines studies from communication, psychology, as well as sociology to identify patterns, identify key factors influencing digital identity development, and provide light on how professional identities are developing in the digital age.

2.2 Identity and Identity Construction

Buckingham (2008) examines the etymological dilemma of "identity." The Latin term "idem," meaning "the same," has paradoxical implications of likeness and distinction. This misconception comes from "idem," meaning "the same thing" or "the same thing." Although perspectives vary on how much identities change throughout time, these shifts are universally accepted. The complex relationship between likeness and diversity shapes modern identities.

Academic study on identity has grown in recent decades. Early research understood identity as a composite of fundamental or inherent traits, according to Wodak et al. (2010). Sociolinguistic research, notably variation studies, supports essentialism. Language patterns are used to identify people or generalize social features, including gender, chronological age, and socioeconomic status, according to Auer (2005).

Identity has been the subject of much discussion. The pioneering book by Giddens (1991) uses reflexive identity as a theoretical framework. This theory holds that an individual's identity is more founded on their ability to maintain a separate narrative about oneself than on their conduct or others' responses. The present theoretical paradigm states that reflexive identity is more resilient than behavioral

manifestations or others' responses. Eisenberg (2001) states that biological factors, personal narratives, as well as communication shape an individual's identity. This happens throughout life. Many philosophical systems believe culture affects personal identity. Research is underway to examine the complex relationships between identity and social interactions.

Moreover, Tracy and Robles (2013) propose separating personal, master, as well as interactional identities. Master identity based on ethnicity is more stable than other sorts. Interpersonal discursive activities reveal interactional identities or roles taken during interactions. Finally, it should be noted that human identities consist of enduring attributes, connections, and attitudes that may undergo shifts in response to varying contextual factors. It is imperative to acknowledge that the development of identity occurs through the process of negotiation. The phenomenon of communication exerts a considerable influence on individuals' self-perception and their perception of others in their social environment. The interactive nature of identity development is evident in the ability of individuals to accept or reject projected identities. Interlocutors utilize discourse practices as a strategy to advance, challenge, or uphold the identity of their conversational counterparts. The various modes of communication shed light on the significance of interpersonal connections in shaping an individual's identity.

Similarly, Bucholtz and Hall (2005) propose a sociocultural, linguistic framework for understanding identity, emphasizing the significance of interaction and interpersonal relationships. The exploration of identity within encounters is structured around a framework consisting of five primary themes. Initially, these interactions facilitate the formation of identities, elucidating the nascent principle by exemplifying the transition from an individual identity to a collective and cultural identity. Furthermore, identities are complex and encompass various dimensions, including localized cultural expressions at the micro-level, demographic categories at the macro-level, and temporarily situated identities. The concept referred to is commonly recognized as the principle of positionality.

The indexicality principle plays a significant role in shaping identities through various mechanisms, including overt labeling, implicature and presuppositions, posture, language frameworks, and systems. The fourth aspect pertains to the

correlation between an individual's identity and their "others." The deliberate and habitual portions of identity construction involve navigating social interactions, others' perceptions, and wider ideological and material factors that might influence communication. These components show how individuals may be alike and different and help establish identities via communication. For identity formation, sociolinguistic as well as sociocultural processes must interact dynamically, according to the paradigm.

Navigation of social ties, the impact of others' perspectives, and broader ideological and material elements that may change communication are also purposeful and methodical phases in identity construction. Sexist humor generally mocks women's fragility. Second most popular interpretation of the report: masculine social supremacy. Personal liberty includes using profanity and other offensive words. However, politeness or obscenity does not inevitably make statements funnier. Sexist comedy often mocks women's supposed frailty. The second most prevalent interpretation of the study: men's dominance in society. Using profanity and other foul words for personal expression is fine. However, being courteous or dirty does not automatically make statements funnier.

Li et al. (2019) evaluated Bangladeshi English language schools' "English for Today" textbook series for grades six through ten. This research examined how textbooks in Bangladesh and other countries portrayed Bangladeshi and non-Bangladeshi identities, beliefs, and cultures. The study employed qualitative methodologies to describe and evaluate data. Pictures, quotations, and discussions from "English for Today." were used for this research. Language ideology analysis was used to evaluate how educational texts conveyed identities and ideologies. The textbooks showed gender, nationality, race, and professional identification in two groups. One group favored foreign characters, while the other favored Bangladeshi ones. Bangladeshi characters ranged from high to lower class, unlike Western ones who were frequently Caucasian, Anglophone, and middle class. The curriculum prioritized Bangladeshi culture and Bangla language above other cultures. English is often touted as a language that will boost economic possibilities and cross-cultural engagement, with anglophones as the best English speakers. The research found that culturally homogenous groups and white and Anglophone ideology maintain postcolonial hierarchies in Bangladesh.

Dong (2009) studied immigrant identities at a Beijing public school. This study used ethnographic observation and interviews to better understand how language features shape individual and group identities and how these identities affect migrant students' academic performance in China's complex language and population mobility. Ethnographic study used participant observation and interviews. Ethnography allowed researchers to actively engage in the learning environment and analyze the relationships and discourses that shape migrant identities. The research found that even little language differences might indicate an individual's or group's identity, which may hurt migrant children's academic performance. Conversely, metapragmatic discourses have given considerable weight to the differences in identities resulting from differences in accents, linguistic origins, and location of origin. International students often demonstrate a strong sense of connection to their rural upbringing and native Putonghua-speaking identity. Local students and instructors frequently questioned the self-identifications of migrant students, which reinforced homogeneity attitudes in institutional discourses like those found in educational institutions.

The study conducted by Cepeda and Holgun (2019) examined the manner in which the narratives of student-teachers manifested their identities as language learners and their potential roles as future educators within the educational setting. The research design employed in this study was a qualitative narrative approach. The necessary data was obtained through engaging in conversations with student teachers during their initial classroom experiences. The analysis of narratives, in-depth interviews, and journals was conducted by the researchers employing grounded theory. Student-teachers engage in classroom experiences and reflective practices, which enable them to shape and reconstruct their identities as prospective educators and language learners. The importance of recognizing the human element in language instruction and demonstrating concern for students' learning and personal lives was underscored.

Due to their prior language study experiences and interactions with educators, they decided to pursue a career in teaching. The post-method training, which emphasized critical pedagogy as a strategy for facilitating transformative and emancipatory practices, was positively received by student teachers. The individuals in question emulated the profiles of esteemed academics whose work resonated with

them, resulting in a transformation of the envisioned professional identities they anticipated assuming throughout their teaching vocations.

Posada-Ortiz (2022) conducted an investigation into the communities and identities of pre-service teachers in the field of English as a Foreign Language (EFL). This study adopted a decolonial perspective and engaged in an inter epistemic discourse involving narrative inquiry, narrative pedagogy, and Indigenous research paradigms. To collect data, the researcher and the participants assessed their autobiographies. The study's findings indicate that the development of pre-service English as a Foreign Language instructor's identities occurs over some time. Their engagement influences the formation of individuals' identities in either aligning with or distancing themselves from the occupational pursuits of their parents or other family members. The development of an individual, particularly in terms of their character and identity, is greatly influenced by their upbringing, specifically the individuals they are exposed to and engage with. The influence exerted by primary educators refuted the perspectives held by secondary educators. The participation of preservice teachers in transmedia communities yielded positive outcomes in terms of their well-being and personal growth. Based on the findings of the poll, it can be observed that prospective educators possess aspirations to effect positive change in both the broader societal context and the educational development of their students. The complexity of individuals' identities is influenced by their motivations, actions, and affiliations.

2.3 Digital Identity and Digital Identity Construction

In the academic world, a person's digital identity can be broadly defined as their personality represented in a machine-readable and data-fied framework. This complex process goes beyond the idea of a single digital item since it integrates a variety of features. Digital identity, as emphasized by Nyst et al. (2016), includes both methods for identifying people and authentication systems, which control access rights and provide authorization for certain activities or preset uses of services. According to the authors, identity, authentication, and authorization are all three key processes that only take place in the digital world (Nyst et al., 2016). Therefore, under this digital paradigm, there are no offline processes that may provide the functions as mentioned earlier.

Giannopoulou (2023) investigated the evolution of self-sovereign identity infrastructures during the transition from electronic identification to digital identity. The study investigated the core principles, design concepts, and guiding ideologies of self-sovereign identity in order to achieve its objectives of prioritizing the user, enabling personal empowerment, and establishing individual autonomy. The article undertook an analysis of the potential impact of EU self-sovereign identity on power dynamics within identity infrastructure and the empowerment of individuals. The study revealed that self-sovereign identity places significant emphasis on individual empowerment and seeks to address the risks and power imbalances inherent in existing digital identification systems. However, it is important to note that this approach may not completely resolve the longstanding challenges associated with identity and identification processes. According to study, decentralizing digital identity generation may promote responsibility but weaken data owners. An individual's identity should be enhanced by their digital identities. The document also underlined the state's multifarious role in identity development and upkeep and its obligation to defend personal freedom and public trust in the digital identity infrastructure.

In their 2022 research, Duek and Nilsberth examine how digital literacy shapes multilingual students' identities. Qualitative interviews with bilingual Swedish students were conducted using positioning analysis. This strategy let researchers study how multilingual pupils used digital literacy and constructed identities. Multilingual youngsters learn, play, and communicate via digital literacy initiatives. Students traveling between online communities with different languages and cultures found translanguaging simple and beneficial. Multilingual children's diversity of language and culture must be recognized in digital situations, according to the research. The paper suggested employing translanguaging in the classroom to assist students identify and preserve their education.

Pastor (2018) examined college EFL students' digital and learner identification usage. The research examined how students create learner identities by integrating learning across locations and time. The research examined how language learners construct attractive digital identities. Qualitative interviews with English-learning Spanish college students. The research analyzed learners' digital texts of identification (DTI) using theme analysis and Kress and van Leeuwen's picture analysis. Digital

media, such as narrative and conceptual photographs, movies, music, and discursive materials, helped EFL students define themselves as language learners. Children connected learning to family, traditions, schools, and the world. Higher education writing and activity were authoritative. These methods fostered language acquisition via speech invention, interaction, and reception and united identities. Students developed online power and confidence.

Farrukh et al. (2021) explored how Pakistani vloggers created fake internet personas to challenge Muslim stereotypes after 9/11. The study challenged media clichés, examined Pakistani vloggers' complex hybrid identities, and encouraged Pakistani-Western communication. Vloggers' online personalities were examined utilizing the investment model and micro-hegemonies. Email, internet observations, and remote interviews are used in digital ethnography. Vloggers' online personalities were examined using the investment model and micro-hegemonies. The research found Pakistani vloggers build complex hybrid identities to fight unfavorable media portrayals. By mixing Western ideals, regional cultures, religious practices, and Pakistani identity, these vloggers show contemporaneity. Vloggers document daily life and question identity. This research shows how vloggers integrate national as well as international identities and how digital media revives Pakistan-West relations. Vloggers' many identities allow them to question dominant narratives and establish a more nuanced Pakistani identity shaped by digital media.

Moreover, Biró (2019) conducted a study on bilingual university students, specifically focusing on their language choices, code-switching, and hybrid behaviors as observed on their public Facebook profiles. The study investigated the impact of the digital environment on language practices and online identities, as well as the formation of students' linguistic identities through online communication. The digital environment's multimodal affordances facilitated the ability of students to construct and showcase their online identities through the utilization of linguistic and semiotic resources. The proficiency in language does not consistently hold significance, particularly in the context of reposting, employing hashtags, incorporating quotes, and providing descriptions alongside photographs. Online multilingual activities utilize the comprehensive vocabulary of students. There is a growing trend among minority students to engage in multilingual online communication. Bilingual students develop their linguistic identities through the utilization of code-switching and language-

blending within hybrid activities. Individuals construct multilingual or hybrid online personas by utilizing these identities.

The study conducted by Kim and Que (2007) investigated the phenomenon of digital goods purchases within the context of online games and virtual communities (VCs). This research examined the factors that influence customers' purchases of digital products, which have become profitable for internet firms and venture capitalists willing to invest in exciting new projects. The study employed a conceptual framework to examine "digital identity" and customer behavior in digital goods transactions. The research examined the link between digital identity, digital products purchases, creativity, and internet group norms. The research found that people's "digital identity" and tendency to project a favorable picture impact their virtual community digital product purchases. Social conventions, online group membership, and the uniqueness of one's as well as society's digital identities influence presentation.

In 2018, Deh and Gloovi examined how digital space and engagement shape identity and personality. This research examined how new technology, busy lives, and many personas effect digital identities. The research also investigated digital identity risks such weak privacy safeguards, unlawful data exploitation, identity manipulation, as well as the emergence of multiple identities, which put doubt on data accuracy. Adversity's impact on well-being has been investigated. This study examines conceptual frameworks and how the digital world affects identity formation. The research may have examined digital identity and its effects technologically, psychologically, and sociologically. A recent research indicated that digital life strongly influences identity. Self-expression on social media is growing. Success and acceptance in the digital age need networking. However, virtual desirability may trump authenticity.

In their e-learning 2.0 research, Babi et al. (2014) examined online reputation management as well as digital identity. Researchers examined how second-generation web technologies affect students' digital identity formation and maintenance in virtual learning settings. The research studied students' digital identity, online reputation, and Google Drive utilization for online learning in e-learning 2.0. The research assessed students' social media usage, online personalities, and privacy compliance. E-learning 2.0 requires proactive digital identity as well as digital reputation management, which

affects students, institutions, governments, and the world. Second-generation online technologies has exacerbated the identity crisis. It also lets pupils develop individual digital personalities. By reducing their social media postings, students demonstrated online privacy knowledge. People may not realize how much others' views impact their internet profile. Teachers were asked to help pupils take control of their online persona in order to improve their grades.

2.4 Factors Influencing Digital Identity Construction on Social Media platforms

In their study, Mahmud and Wong (2021) conducted an investigation into the phenomenon of gender-based online self-representation and identity management through the utilization of social media interfaces. This study investigated the utilization of narrative techniques in the management of online identities, explicitly focusing on the formation of identity blueprints within social media platforms, which serve as influential channels for the dissemination of information. The responses of male and female participants were examined and compared using the Mann-Whitney test in this study. In order to gather information about the phenomenon of self-representation and identity management on social media platforms, the research used surveys and questionnaires. Males typically emphasize self-representation for the same reason that females prioritize personality management and self-presentation as ways to leave a positive impression on others. The study advised employing emoticons and updating bios and profiles to maintain online identity. To understand the intricate relationship between gender, social media, as well as identity development, the research needs incorporate age-specific comparisons and more cultural perspectives.

The 2020 research by Adjei et al. studied how social media sites handle digital identities, focusing on data exchange and privacy. The study examined what influences people's social media sharing. This research employed a mixed-methods approach, integrating qualitative insights from 8 focus group sessions with 86 participants as well as other types of data from 250 respondents. Focus groups were used to understand social media user involvement. Users' privacy concerns as well as willingness to provide personal information were collected via questionnaires. Social media users are unaware of their privacy settings, according to the report. The report also underlined the need of customers verifying social media users. Some social

media users use pseudonyms to mask personal data and to claim anonymity. Users' increased exposure and proficiency lead to more information-sharing, highlighting the need to simplify social media privacy settings.

Khazraee and Novak (2018) examined how social media shapes social movement identities. They focused on "My Stealthy Freedom," a Facebook group advocating Iranian women's rights. This research investigated campaign website content and visuals to see how online campaigns establish narratives and a collective identity. The qualitative study examined social media's ability to foster communal identities. They examined photo biographic campaigns to examine how they shaped narratives and group identities. The research found that Facebook's photobiography campaigns help social movements develop collective identities by fostering discourse and performance. Discourse facilitation helps collaborative action by communicating objections and negotiating a mutual understanding. Sharing personal tales fosters cooperative and progressive campaign story creation. Performance choices use transgressive photo biographies to establish groups, connect, and resist.

The study conducted by Susanti and Hantoro (2022) investigated the attitudes of social media users towards their digital identities. This study investigates the processes by which individuals on digital platforms construct and employ digital identities for self-identification purposes. This research investigates the manner in which individuals utilize social media platforms to divulge personal information, employ multiple accounts, and construct fragmented and socially oriented digital identities. The present study employed a survey-based qualitative approach to gather and analyze data. The study included a diverse sample of 218 participants, encompassing individuals from different age groups and occupations and with varying methods of accessing social media. The data was collected from August to September 2022. The digital identities of most individuals are largely congruent with their real-world identities, encompassing visual indicators such as images. The negotiation and display of a user's identity is evident within the realm of social media.

Most individuals who engage with social media platforms maintain multiple accounts. Instagram provides users with the convenience of managing multiple profiles; however, the presence of counterfeit accounts can give rise to various issues. In addition, it is worth noting that individuals who engage in social media frequently

maintain a consistent identity in their offline interactions. Social media users engage in the act of self-disclosure, wherein they reveal certain aspects of their partial and social identities, primarily influenced by the prevailing spectacle culture.

2.5 Research on Digital Identity Alignment: Offline and Online Identities

The study conducted by Ichsan et al. (2020) examined the management of identity within the context of online and offline interactions among individuals of diverse religious backgrounds in Indonesia. The research demonstrated the challenges associated with identity management within a diverse community, where horizontal conflicts may arise due to factors such as race, language, culture, and religion. The examination of religious issues on social media took place in Wiloso Hamlet, Girikarto Village, Panggang District, Gunungkidul Regency, Yogyakarta. The utilization of identity management theory is evident in qualitative, phenomenological research. A combination of firsthand observation, in-depth interviews, and literary analysis of pertinent works were used to collect the data. Research indicates that social media platforms might exacerbate issues linked to religious identity, especially when used in the context of political discourse. The people who live in Dusun Wiloso have managed to maintain their religious identity online through *tabayyun*, a discipline that is defined by seeking the truth.

The users demonstrated a deliberate attempt to abstain from using hate speech, sending out provocative messages, and spreading false information. This conduct emphasizes how important it is to use critical thinking techniques to lessen the dangers of cybercrime and the propagation of hoaxes. Within a heterogeneous society, the procedures of trial, enmeshment, and renegotiation were largely used to regulate religious identity off-line. Interestingly, these differences in religious identification were seen as beneficial for social relations rather than as something to be avoided.

Emanuel and Fraser (2014) examined teens' online and offline privacy and identity concerns. The study examined how teens use their physical and digital identities to produce socially acceptable identification technologies and adequate teen privacy and identity management education. This study included three teen-focused participatory design workshops. These seminars investigated participants' attitudes, beliefs, and concerns regarding their physical and digital identities and new identifying technologies. Teens continuously perceive and utilize online and offline

identities, producing and sharing personal information across social media to depict themselves subtly differently. They value similar characters online and offline since they have similar friend networks. Mobile devices were better for sharing and building relationships online and offline. When actual data is accidentally allocated to digital personas, integrating digital and physical identities may cause problems.

Concerns about lost control over and easy access to identity information being widely exposed online highlight the need for design features and technology to remedy this issue and relieve tension around connecting physical information to digital identities. Participatory design insights into teenagers' identity and identification technology perceptions and behavior laid the groundwork for including them as co-designers in the creation of socially acceptable identification technology and promoting privacy and identity management best practices.

2.6 LinkedIn as a Platform for Academic Professionals

The study conducted by Barnett (2019) investigated the manner in which entrepreneurs in Aotearoa/New Zealand employed LinkedIn as a platform for the construction of their identities. This study investigated the viability of LinkedIn as a platform for establishing an authentic online persona, as well as the conflicts that may arise in this context. The goal of the study was to find examples of identity tensions and meta-identity conflicts that were unique to the LinkedIn platform. Techniques for qualitative analysis were used in this investigation. Researchers employed a two-dimensional approach to identify and characterize LinkedIn issues related to authentic online identities. The idea was created by utilizing Aotearoa/New Zealand's entrepreneurial professionals' platform usage. Within the Aotearoa/New Zealand setting, professionals who have an entrepreneurial bent use LinkedIn to develop and improve their professional brands. Due to the tensions it creates between platform-specific and organizational identities, LinkedIn has a big influence on people's online identities. As to the paper, university education programs may benefit from developing a thorough comprehension of these difficulties and devising efficient approaches to tackle them. It can also help small business owners create their professional profiles on LinkedIn.

Van Dijck (2013) looked into the dynamics of power struggles on social networking sites like Facebook and LinkedIn between employers, users, and platform

owners vying for control over users' online personas. This study looked into how users' public online identities across two platforms were affected by inconsistent and different identity construction processes. The study looked at how functional enhancements and changes to the user interface affected people's personal and professional branding on both platforms. This study compared and contrasted Facebook's and LinkedIn's user interfaces. The primary objective of the study was to examine the effects of interface features and platform improvements on identity development and self-presentation. Various qualitative methodologies were probably employed to collect data and gain insights into consumer behaviors. Both Facebook and

LinkedIn employ comparable strategies for establishing users' online identities, although they cater to different target audiences. LinkedIn facilitates the practice of professional self-promotion, while Facebook primarily serves as a platform for personal self-presentation. Both platforms allow users to exhibit their abilities in order to enhance their public perception. LinkedIn's People You May Know (PYMK) function fosters the growth of users' professional networks and draws new users to the platform. Social media profiles have the power to validate and offer direction for both professional and personal conduct. They do, however, also raise questions about how users' behavior may be affected and how different interests of those who manage online identities may be served.

Li et al. (2018) investigated self-descriptive words created by LinkedIn members using sophisticated computational methods. Their goal was to anticipate users' age, gender, and education level in addition to their random assignment into the friendship or recruitment categories. The way people show themselves on social media—especially LinkedIn—was the subject of this study, which also looked at the effects of this self-presentation on identity, behavior, and personality. In this study, k-means clustering was used to classify the self-descriptive phrases of LinkedIn members. Latent semantic analysis was utilized in the construction of the Swedish semantic space. Using a random selection technique, the participants selected ten adjectives that, in their opinion, best reflected their qualities when speaking with a friend or potential employer. The research discovered nine groupings that accurately mirrored LinkedIn users' self-descriptions. Interestingly, educational achievement, recruitment status, and social contacts affected semantic similarity. Gender and age

had no statistically significant effects. Some clusters may discriminate between recruitment and friendship, as well as high and low education.

2.7 Gap in the Existing Literature

In the existing literature, numerous studies have explored the various dimensions of digital identity construction across social media platforms, yet several critical areas remain underexplored. Much of the existing literature focuses on the general processes of identity formation, self-presentation strategies, and the influence of audience perception on platforms. However, there is a notable gap in understanding how the unique professional environment of LinkedIn shapes and constrains identity construction, particularly in terms of the tensions between personal and professional identities. Moreover, studies have mostly examined the impact of interface features and functional enhancements on self-presentation. The intersection of digital identity with the compulsory interconnectedness that LinkedIn fosters, where professional identities are not only self-curated but also externally validated and influenced, also requires further exploration. Furthermore, the role of dramaturgical elements in the construction of digital identities on LinkedIn remains a relatively unexplored area. While Goffman's (1959) theory of self-presentation has been widely applied in understanding digital identities, its specific application to LinkedIn, where professional and personal boundaries often blur, is still limited. This research seeks to address these gaps by investigating how the participants of the current study construct their digital identities on LinkedIn.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter elaborates on research methods and describes the preparation of the research sample. Additionally, data analysis and data collection technologies are delineated.

3.1 Research Design

Following problem identification, create a research design to guide the inquiry. Blokie (2019) defines the research design as a continuous list of all possible study options and an explanation of the selection process. The present study is qualitative. Qualitative research examines people's experiences, attitudes, and meanings via writing, interviews, and observations. Qualitative research may help academics understand individuals and organizations via subjective experiences (Nachmias et al., 2015, p. 45). Qualitative methods like interviews may reveal opinions. Through observations and textual analysis, researchers may uncover themes and meanings in social interactions. Qualitative researchers use these strategies to comprehend subjects. This explains complex, hard-to-measure phenomena. The collection and processing of qualitative data may be costly and time-consuming (Cozby & Bates, 2020, p. 145).

The present study is qualitative in nature as it focuses on understanding the discursive practices employed by LinkedIn users to construct their digital identities. Rather than relying on numerical data or statistical analysis, this research uses a qualitative approach to explore the language, patterns, and strategies used in users' profiles, posts, and interactions. Through methods such as content analysis, or thematic analysis, the study seeks to uncover the underlying meanings, social constructs, and identity-building processes that emerge from users' written expressions on the platform. By focusing on the interpretation of textual data and the subjective experiences of LinkedIn users, the study aims to provide an in-depth understanding of how professional identities are shaped in digital spaces. This qualitative approach allows for a nuanced exploration of the complexities and variations in identity construction across different professional fields, industries, and demographic groups.

3.2 Population

The phrase "population" refers to a research study's principal subjects—people, records, etc. The generalizability of study results depends on population size. The population size increases the likelihood that the findings will properly and consistently represent target group diversity. Large-scale population studies are costly and time-consuming.(Lonsky & Loewen, 2017). In the same way, Hulley et al. (2013) define a population as a group with comparable qualities. Population size might vary greatly depending on strategy and research subject. Research on the prevalence of a rare illness may have a smaller sample size than one on a new medication's effectiveness. For their study to be relevant to the target audience, researchers must carefully define the demographic of interest. This survey includes LinkedIn profiles of professionals, as the theoretical framework points out that the primary role of an individual affects their identity because their primary role is said to affect their digital identity.

3.3 Sample

A "sample" is a carefully selected group of objects from a broader population that reflects its features. Samples are often used in research to reflect the population. Samples allow researchers to derive population-wide conclusions. By investigating a smaller fraction of the population, researchers save both time and cash while still getting useful data. To ensure the validity of the findings, the sample must be picked randomly and without bias (Pandey & Pandey, 2015).

The research used non-probability quota sampling. Participants are selected based on criteria or quotas. This ensures that the sample appropriately represents population subgroups by frequency. Quota sampling ensures a diverse sample and promotes research generalizability (Iliyasu & Etikan, 2021). A researcher employing this sampling method must meet subgroup size requirements sampling. Moreover, in this kind of sampling, a researcher has to achieve a minimum size in each subgroup (Bhattacharjee, 2012).

3.3.1. *Participants*

Thirty people with at least 500 connections on LinkedIn and ties to the academic community made up the study sample. The participants were split up into two distinct groups: fifteen people who served as professors and fifteen people who

held non-teaching roles like writers and researchers. In order to understand how identity was created by individuals in roles, two groups were identified and investigated. The literature discussed in Chapter Two illustrates that there were many studies about young people and graduate students. This research looked to extend the understanding of LinkedIn use by deliberately choosing mature candidates who would offer different perspectives. In addition, the study involved a methodical review of at least ten postings from each participant in order to collect the necessary data for analysis. The sample comprised thirty participants because most of the individuals were not willing to participate in the study, as around 40 individuals refused to participate in the study. Moreover, the participants were divided into two groups in order to observe the effect of their primary role (profession) on their digital identity. Additionally, ten posts per participant were observed to maintain the feasibility of data analysis of the collected data.

The teachers were selected for this study through the researcher's social network. They represent 15 individuals from different schools, colleges, and universities of Rawalpindi and Islamabad. All of them had been working as teachers for more than five years. Nine female and six male teachers balanced the gender breakdown for the group. All of them were daily users of LinkedIn.

The researcher's social network was used to choose the group's participants of non-teacher's group. There are fifteen people in this group, including researchers, food and nutrition writers, blog writers, ghostwriters, and content writers. Each has over five years of professional writing experience. The gender group was balanced between eight female and seven male authors. Everyone checks LinkedIn daily.

3.3.2. Instruments

This study relied on data collection through observations of profiles, visiting the participant's profiles, and semi-structured interviews. Researchers may acquire insights for the research by using semi-structured interviews to learn more about participants' ideas, experiences, and opinions. These interviews may reveal hidden narratives and the research site's culture.

3.4. Pilot Testing and Validity & Reliability of the Instruments

Before collecting data, the instruments were thoroughly tested for validity and test for reliability. Details are as follows:

3.4.1. *Observation Sheet*

Creating the observation sheet according to the theoretical framework assured its ability to acquire meaningful data. The observation sheet categories and questions match the key themes and aspects from the previous sections. Researchers may obtain relevant data and generate insightful insights by organizing and thoroughly gathering data. The thorough alignment of the observation sheet against the theoretical framework increased the study's accuracy and validity. Many relevant academics were interviewed to evaluate the observation sheet. According to their insightful advice, the instruments were modified to improve validity.

3.4.2. *Interview Guide*

A detailed study guide was created to conduct semi-structured interviews. After extensive examination, this study guide was created to ease semi-structured interviews. In accordance with research goals, this guide was created to gather data from eligible participants.

3.5. Levels of Data Collection and Analysis

Primary data collection was difficult and time-consuming. Online interviews made data collecting difficult due to connection concerns. The researchers sequentially called people to gather data. The first step in gathering data was to observe each participant's profile, paying particular attention to the elements listed in the section on the theoretical framework. These observations aided in the collection of important qualitative information about the interactions, behaviors, and attitudes of the participants within the study's framework. Additionally, an outreach effort was made to get in touch with the participants. There were several obstacles in the interviewing process. However, each interview was only concluded after obtaining the required approval.

3.5.1. *Procedure of Data Collection*

By looking at the participant profiles, the first round of data collection was completed. A well-designed structured observation sheet was utilized to facilitate the

observations. The structured observation sheet has distinct categories based on the study's objectives. The technique of gathering data then included conducting semi-structured interviews with the individuals. The research technique also included a pilot study, which allowed for the proper and efficient revision of the interview questions and observation sheet in light of the preliminary results. The multi-method strategy offered a thorough and trustworthy dataset for the study analysis. The first step in gathering data was to observe each participant's profile, paying particular attention to the elements listed in the section on the theoretical framework. These observations aided in the collection of important qualitative information about the interactions, behaviors, and attitudes of the participants within the study's framework. Additionally, an outreach effort was made to get in touch with the participants. There were several obstacles in the interviewing process. All interviews, however, were concluded only after obtaining the required permission from the subjects. Developing a strong rapport with the participants was essential to the success of using these insights.

3.5.2. Visiting Participants' Profiles

Prior to contacting the participants, permission to view their accounts was gained through the use of the web platform LinkedIn. The participants' consent was obtained, and the researchers proceeded to collect the necessary data by methodically reviewing their profiles for one and a half months. After that, the participant's activity inside the chosen time frame was examined, and the researcher chose ten posts at random. The participants were made aware in advance that any month between April and September would be used to observe their behavior. In order to prevent participant bias, this time frame was chosen. The posts and profiles of thirty participants were examined.

3.5.3. Interviews

After the initial stage of the data observation, the participants were informed about the interview procedure, and after that, individual online interviews were performed utilizing the Zoom platform. The interview procedure placed significant importance on guaranteeing a reliable internet connection and optimal audibility. A total of 30 participants were interviewed based on their availability.

3.6. Data Analysis

The gathered data underwent analysis following the analytical framework. The sequence in which the data were acquired during the collecting phase corresponded to the methodical and sequential way in which this analysis procedure was carried out. Moreover, as the research is qualitative in nature, content analysis of the collected data was conducted by making categories and analyzing discourse in the participant's profile. Additionally, data from the semi-structured interviews is analyzed using thematic analysis.

3.6.1. *Structured Observation Sheet*

A structured observation sheet was used to collect data from educational settings methodically. These data were gathered from the participants' LinkedIn accounts by looking at the information they had submitted and concentrating on how well the participant matched their physical identity. Eleven different questions or statements made up the structured observation sheet, with an equitable distribution among the many factors taken into account. On the observation sheet, respondent input was recorded using binary indications that could only be either "yes" or "no." In certain cases, individual components could not be easily identified or seen due to a variety of circumstances. Such events were properly noted and then analyzed at the appropriate stage of the analytical procedure. The structured observation sheet was created with factors in mind. The retrieved data from the observation sheets underwent systematic review and analysis using the prescribed analytical methodology.

3.6.2. *Semi-Structured Interviews*

Online, one-on-one conversations with specific individuals were used to gather data for the study. The interviews sought to contextualize the knowledge gained regarding the regular use of LinkedIn. The main purpose of the interviews was to survey participants about their digital identity projections. Audience, role, self, as well as symbol theories were discussed in the interviews. Bad experiences, group context, technology issues, cultural problems, and other concepts were also presented to responders. After recording the interviews, the transcriptions were thoroughly evaluated, and parts of the elements being explored supported further study. Next, the transcriptions' designated parts were coded according to the objectives of the study. This coding method revealed themes and patterns in participant replies. Overall, this

comprehensive approach ensured a thorough consideration of the research questions and provided valuable insights into the phenomena under study. The qualitative material from the interviews was analyzed using the planned analytical framework after being properly reviewed and arranged.

3.7. Theoretical Framework

According to Kivunja (2018), a theoretical framework includes experts' conceptions from the researcher's area. This framework serves as a theoretical coat-hanger for the researcher's data analysis and interpretation of the findings. To put it another way, a theoretical framework is a structure that condenses ideas and hypotheses that the researcher develops based on evidence that has already been tested and published and that the researcher then synthesizes to give a theoretical background or foundation for data analysis and interpretation of the meaning in research data. Similarly, Swanson (2013) is of the view that research holds or supports the hypothesis of the research.

The theoretical framework for the current study is conceptualized from the concept of Dramaturgy by Goffman (1959) given in his study "The Presentation of Self in Everyday Life" and Martinec and Salway's (2005) classification system of word-image relationships based on reworking the grammatical concept of logico semantic relations, originally introduced for verbal language by Halliday (1985). These concepts provide a comprehensive understanding of how individuals perform and present themselves in everyday life, as well as how communication is mediated through various modes and media. By drawing on Goffman's (1959) Dramaturgy and Martinec and Salway's (2005) system of word-image relationship, this study aims to explore the concept of self-presentation on the LinkedIn platform. This theoretical framework served as a foundation for analyzing the role of different modes and media in shaping individuals' identities and interactions.

3.7.1. *Goffman's Concept of Dramaturgy*

According to Goffman (1959), we are thrown into the stage of everyday life when we are born, and we socialize by learning how to play the roles that have been assigned to us by other people. When we are with other people, we play our parts while they play their parts in conversation with us. He thought that everything we do

serves some purpose in life. Goffman (1959) adds additional metaphors to the dramaturgical model, such as front stage, backstage, and presentation of self.

3.7.1.1. Impression Management

This theory examines how individual players create, preserve, and defend their social identities in a play metaphor, drawing on Goffman's (1959) identity structures. By means of presumptions, settings, props, and scripts, people improve their image. Impression management is an endeavor to positively sway the opinions of others by explaining the intentions behind intricate human interactions and performances. According to the impression management idea, people purposefully portray themselves in particular ways to influence how other people see them. This may entail them withholding certain information, managing their nonverbal clues, and changing their behavior to conform to social norms. People actively control the impressions they project in an effort to attain their goals, keep good connections, and win over others. At the core of Impression Management is the self and interaction. These are presented through an acting metaphor that shows the different spaces an identity is created – in front of the audience and behind the scenes.

Goffman (1956) proposed that interaction was a 'performance.' This performance was shaped by impressions that the individuals wanted to get across to the audience and was shaped by the environment and the expectations of those watching and participating. Dramaturgical theory suggests that a person's identity is not a stable and independent psychological entity, but rather, it is constantly remade as the person interacts with others. This idea aligns with the concept of social constructionism, which argues that identities are socially constructed through interactions and are not fixed or inherent. In other words, our identity is not something we possess but rather something we actively create and negotiate in relation to others. This perspective challenges the notion of a singular, authentic self and emphasizes the role of social context in shaping who we are. It also highlights the performative aspect of everyday life, where individuals strategically present themselves in order to manage impressions and maintain social roles.

3.7.1.2. Front Stage and Back Stage

According to Goffman's theory, distinct persons (actors) always play on a stage with two main areas: the front (front stage) and the rear (backstage). The actual

performance occurs in the front section. Here, the performer attempts to elicit a particular reaction from the audience by playing a specific role (defined by appearance, the stage, and the way of performance). The area behind the person is where they can act naturally and frequently move to less formal speech and conduct, sometimes even going against the skillfully produced presentation from only minutes earlier. One of the most interesting times to observe impression management is the moment “when a performer leaves the back region and enters the place where the audience is to be found, or when he returns from there, for at these moments, we can detect a wonderful putting on and taking off of character.

These transitions often reveal the true nature of the individual as they let their guard down and show their authentic self. It is fascinating to witness the contrast between the carefully crafted performance and the genuine reactions that occur in the back region. These moments of switching between roles provide valuable insights into the performer's ability to adapt and manipulate their image, ultimately enhancing our understanding of impression management.

3.7.1.3. Self-Enhancement and Ingratiation

Individuals frequently engage in self-enhancement behaviors to improve their public image, employing various tactics to achieve this goal. This is usually done through various means, such as an attempt to inflate the credentials, statuses, etc. This is the act of lying or exaggerating one's credentials, accomplishments, or social standing in an effort to win favor from others or change the course of events—in other words, any attempt to manipulate people by flattery. Flattery—praising someone—is a typical way to manipulate others. They agree with others beyond their beliefs. This involves falsely presenting oneself as positive and agreeing with others to get their acceptance or avoid disagreement, even if one does not believe what they say.

3.7.1.4. Self-awareness and Self-Monitoring

The mental activity of focusing on oneself is what "self-awareness" means. Self-reflection may occur in the public or private self when one's activities and attitudes are apparent to others. Knowledge and personal growth need self-awareness. Self-reflection helps us comprehend our thoughts, emotions, and actions, improving our lives. Our self-awareness allows us to make thoughtful judgments and align our actions with our values, whether we do it quietly or publicly. Each person's self-

awareness affects their behaviors, and life results differently. Some individuals are self-aware and ponder how their activities influence others and themselves. These folks often make better selections to avoid traps and conflicts. Conversely, those with limited self-awareness may struggle to understand their reasons and repeat their errors without comprehending the consequences.

3.7.1.5. Elements of Identity

From the above discussion it is clear that there are around four key elements involved in the construction of online identity such as the **self** which is the way that an individual sees themselves and choose to share with others. It comes from within and presents the self that the individual wants to project to the rest of the world. Some of the personal identity markers such as gender, race, culture, sexual orientation influences the way that an individual thinks about themselves, but it is also about managing impressions through what is shared. By self-monitoring, individuals can control what self A looks like.

Role is central to how an individual presents themselves to others as it sets the context for meaning. We expect people with specific roles to behave in a specific way. The more salient the role the more central it is to self.

Audience is where the self becomes realized with feedback and validation coming from others to reinforce (or challenge) the presentation of self. This interaction gives meaning in a group context.

Symbols are the way in which the self and audience can create meaning from what is shared and the interactions that occur between the two. Language is just words unless the parties involved understand and give meaning to what is said. But symbols are more than just language – they also include pictures, photographs and multimedia.

These four elements represent the way that individuals create an offline identity. This study will investigate if these elements are common to the way that individuals create an online identity.

3.7.2. Theory of Social Semiotics

Martinec and Salway (2005) sought to construct a universal word-picture correlation categorization system. An improved version of Halliday's (2004) verbal

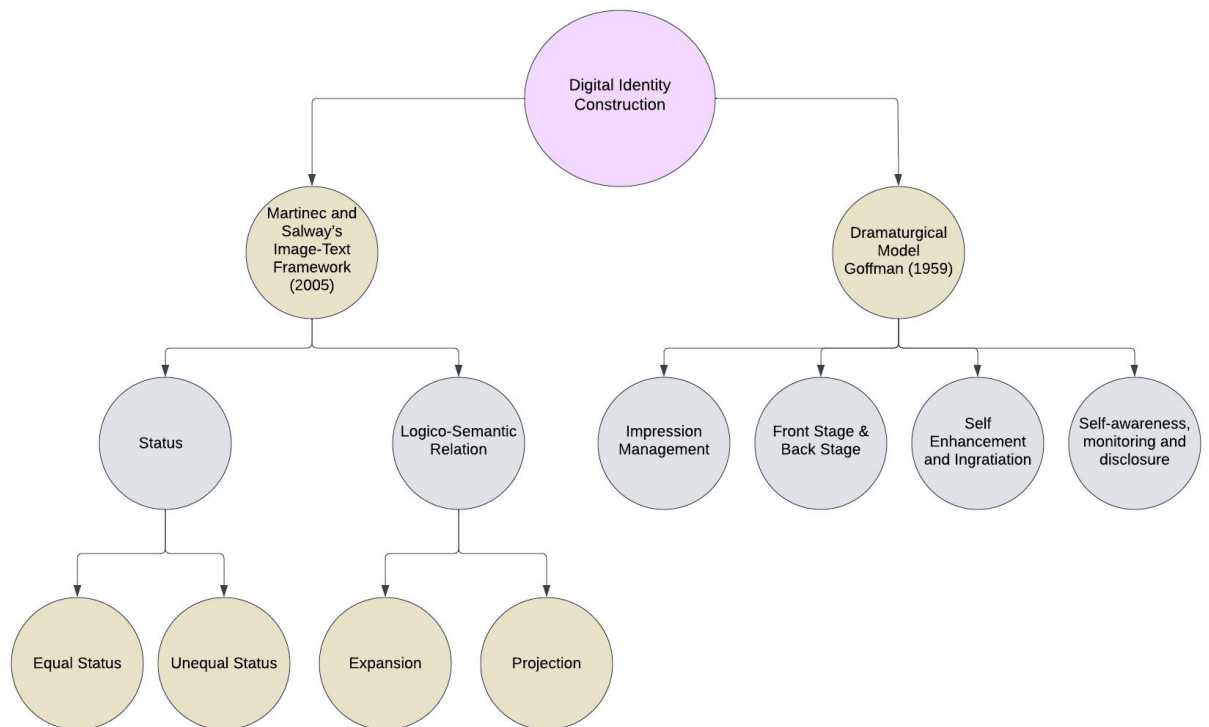
language logico-semantic relations idea underpins this method. Martinec and Salway (2005) use word-image link generalized classification. Status is another level of word-image links, according to Martinec and Salway (2005). Words and pictures may be equal or unequal. Modeling word-image correlations after spoken language logico-semantic links helps appraise them. This describes both the first state, which they define as a situation when a whole picture is linked to a whole text, and the second status, which they characterize as a situation where one mode changes the other. In the first state, where a whole picture is associated with an entire text, words and images hold equal status. This type of word-image relationship can be seen in children's picture books, where the illustrations directly depict the events described in the text. On the other hand, in the second status, where one mode alters the other, words and pictures may have an unequal status. This can be observed in political cartoons, where the image serves to enhance or critique the message conveyed through the words.

The idea that clauses (and, by extension, words and pictures) might be imagined to combine into more complicated entities is what is meant by the term "logico-semantic relations. It identifies two primary categories of clause-combining relationships: the category of projection, which refers to the relationship between the act of talking and what is being said (in the context of word-image interaction, such a relationship could be found in speech bubbles in cartoons), and the category of expansion, which posits information about the subject of the clause. In the context of logico-semantic relations, the category of projection refers to how the act of speaking or writing is connected to the actual content being expressed. For example, in a cartoon, speech bubbles visually represent the projection of what is being said by the characters. On the other hand, the category of expansion involves providing additional information about the subject of a clause. To improve the sentence's overall meaning, this could involve going into more detail about the traits, deeds, or qualities of the subject.

Martinec and Salway (2005) used the following types of expansion in their analysis of word-image relationships: elaboration, which is when one mode adds information to the other to make the meaning more specific; extension, which is when one mode adds new, related information to the other; the combination goes beyond what is expressed in either mode alone; and enhancement, which is when one mode adds qualifying information to the other regarding time, place, manner, purpose, and

so forth. These expansions improve word-image connection understanding. Elaboration clarifies and enhances knowledge. The elongation unites the modes and conveys a message neither could alone. Enhancement adds context and information like time, location, manner, and purpose to word-image interactions. Adding minute details to the sand as well as waves in a painting of a tranquil beach scene may make it more realistic. Beach chairs, as well as seashells, bring tranquility. Adding a sunset, a tranquil ambiance, and a twilight location might help enhance the image.

3.7.3. *The Tailored Framework*



3.8. Ethical Considerations

Every ethical problem was examined throughout the investigation. Using participant data solely for study, informed consent, and safe storage and anonymization were essential for privacy and confidentiality. Participants received debriefing and help to decrease risk. The study followed ethical and professional organization criteria to maintain its credibility.

3.8.1. Voluntary Informed Consent

Informed consent is needed for data gathering. The research protocols and data gathering techniques were explained to participants. No moral pressure affected those who refused permission. Instead, study volunteers were respected if they refused. Their privacy as well as choice were maintained throughout the research. Data was anonymized for participants. Because the research project followed moral guidelines to protect participants' identity and integrity, the findings were more accurate and credible.

3.8.2. Developing rapport

Knight (2009) defines rapport as an ability to create and maintain trust and understanding. You should also respect people's feelings and ideas. The researcher built trust and taught data collection via skillful communication. Listening to their issues and responding immediately and gently developed rapport. For safe communication, the researcher acknowledged participants' feelings and perspectives. Respect and trust fostered collaboration and accomplishment.

3.8.3. Explanation of the Process to the Participants

Instruction on technique and equipment was provided in great detail to each and every participant. The remarks and interviews were broadcast to the general audience. They saw that their contributions had an effect on the final result. The participants were able to feel less vulnerable and more trustworthy as a result of this strategy, which was both straightforward and informative. This allowed them to actively engage in the data collection process.

3.8.4. Right of Withdrawal

All parties who have consented may withdraw at any moment. Nevertheless, withdrawal was within the law. It was made clear to the participants that their removal

would not have any impact on their research connection. Offering participants the opportunity to withdraw from the study was beneficial to both ethical investigation as well as participant autonomy. The collection of data via the use of voluntary permission increased the level of study participation for everyone.

3.8.5. *Privacy*

The research requires confidentiality and anonymity of the data collected. We shall maintain the confidentiality and security of the information. The views, identities, and private information of the participants were protected. The researchers emphasized the need of secrecy in order to encourage individuals to share their thoughts and experiences. Both the ethics of study and the comfort of participants with their data were enhanced by privacy.

3.8.6. *Authorship*

The writers are given credit in the references. In this way, attribution is guaranteed, and plagiarism is avoided. Accurate citations enable readers to locate sources as well as verify the information included in the report. The revelation of authorship contributes to improvements in academic honesty, accountability, as well as ethical standards.

3.8.7. *Anonymity*

The screenshots from the participant's profiles were taken for analysis after getting approvals. Within the screenshots, the names and profiles pictures of the participants had been blurred as per the directions of the participants.

3.9. Summary

This chapter discusses study methods. The study design and methods are supported by relevant sources. The basics of study instruments, data collection, and analysis were presented. This chapter includes tough interview guide creation procedures including validation, reliability assessment, pilot testing, and more. Validated interview guides analyze predicted results. Experts examine a little pilot sample. Reliability assessment assures interview guide consistency and results. Pilot testing helps researchers fix interview guide difficulties before the study. This chapter ends with the exact method utilized to produce a credible interview guide for this stud

CHAPTER 4

DATA ANALYSIS

4.1. Introduction

In the preceding chapter, a comprehensive discussion on methodology was conducted, wherein the framework and systematic procedures guiding this research were thoroughly explicated. In this chapter, the researcher embarks on a meticulous and inclusive examination of the data collected rooted in the theoretical framework discussed in the previous chapter, aligning with the designated methodology. The researcher analyzed and discussed the collected data using qualitative methods.

4.2. Structure of Data Analysis

The data from semi-structured interviews and a structured observation sheet are presented in this chapter. Content analysis of the statements from the observation sheet was carried out in the first stage. Moreover, a multimodality analysis of the pictures containing symbols is also conducted in order to examine the image text relationship. During this stage, the data gathered from the profiles was examined by the researcher using the method mentioned above. One month was spent monitoring each participant's LinkedIn profiles in order to confirm the information they claimed to have published online. Additionally, a qualitative thematic analysis of the semi-structured interviews was part of the second phase. To understand how professional digital identity was created by individuals having different primary roles, two groups were selected for this study. Furthermore, the elements involved in digital identity construction (first research question) is analyzed on the basis of data collected from participant's profiles as well as interviews. Secondly, the role of audience in the construction of digital identity (second research question) is analyzed on the basis of interviews only. Lastly, the third research question related to the "role" is analyzed on the basis of data collected from the participants' profiles as well as interviews.

4.2.1. Observations

This section deals with the analysis and discussion of data gathered from the participant's profiles over the period of one month.

4.2.2.1. Elements of Dramaturgy

This section corresponds to the first research question. A set of five statements was formulated that had been thoroughly examined in the same sequence as in the observation sheet.

Statement 1: The participants share personal and professional information on LinkedIn.

Analysis

A close examination of the data showed that almost all the participants of the teacher's group used LinkedIn for professional purposes. Moreover, among the teacher's group, nine participants shared detailed information about themselves, including profile pictures, addresses, contact numbers, emails, networks, educational backgrounds, and employment histories on their profiles and this is highlighted by Goffman (1959) that people share and express information about themselves for creating a specific persona of themselves. They logged in multiple times a day, and some of them even stayed online for the whole day through their mobiles. Their feeds were littered with photographs and posts of their professional trips, meetings, experiences, and other news that relate to their work.

The participants of the non-teacher group were divided into two groups. The first group shared only their professional information and so used the account only to link with work-related people. The other group used it for both personal and professional purposes, so their feeds contained photographs of them and their friends, and also work-related posts.

Discussion

The fact that all of the participants had built up a conscious image of themselves by sharing the chosen content on their LinkedIn accounts affirm the idea of Goffman (1959) that in different social situations, we present a particular image of ourselves to achieve a specific goal. Self, according to Goffman (1959), is not a fixed independent entity; instead, it is a social product, "selves are outcomes not antecedents of human interaction" (Brissett & Edgley, 1975). Moreover, teachers' profiles showed that most of the male participants had added a detailed bio on their profiles, including both personal and professional, which is the demand of their

audience and this affirms that the information presented on the profiles matches with the physical self. On the other hand, most of the female teachers had shared details of their professional information but not their personal information, including contact numbers and email (Vieira et al., 2024). All of the participants embraced the medium and similar notion was expressed by one of the interview participants who said that it had facilitated them a lot in their working journeys.

Moreover, interview data showed that except for one, all others used LinkedIn only for professional purposes and not to connect with family and friends which shows that the current finding is in line with the interview data. Only one of the participants said that he shared personal pictures on his account and connected to friends from there. All of them were very cautious about what they shared as they were very well aware of their audience. As Goffman (1956) said, “When an individual appears in the presence of others, there will usually be some reason for him to mobilize his activity so that it will convey an impression to others which it is in his interests to convey”. They consciously thought about their digital identities and so create a certain reputation by sharing specified content.



Figure 1. Teacher's profile



Figure 2. Teacher's profile



Figure 3. Teacher's profile



Figure 4. Teacher's profile

The figures above were taken from the posts of the teacher's group. It can be clearly seen in the first two figures that the participants had shared their detailed information including number, Gmail besides their educational and professional information. The third and fourth figures showed that some of the female participants had not shared their detailed personal information including their profile picture, contact number, and Gmail. The participants used impression management techniques given by Goffman (1959) to present themselves desirably by adding the information they considered best for their professional self. It was observed that the information contained in the posts is what is the requirement of the professional digital identity such as, primary role, name of institution from where the person got his/her education.

LinkedIn also has a feature of giving stars to the users based on strength of their account as 1st, 2nd and 3rd. It gives the users suggestions as add profile photo to make your account strong, add your contact number so that people can connect with you, add your Gmail so that you get to know about all the updates, etc. Every user has it's own set of pre-defined rules for sharing under the influence of factors such as cultural influence, conserve nature, negative feedback, and the requirement of their account.

Goffman (1959), used the terms 'frontstage' and 'backstage' to refer to the access audience has to the individual, users of LinkedIn also employed this by giving the audience access to their limited professional self, and hide the other part of self on

the backstage which can be seen in the figures provided above. Specifically on LinkedIn, their ‘frontstage’ included the positive professional sides such as achievements, education, work experience (Oslund, 2012) of them as none of them shared something negative about themselves which mostly includes bad experiences (Meade et al., 2023). Not only on their profiles, had the participants also employed impression management in their posts by sharing the content that showcased a positive and professional image of them on their audience. For example, “Overwhelmed by all the love and grateful beyond words for each child that I get to know and teach” (P 11), and “Receiving a letter of Appreciation from Respected Principal, Roots International College for my commitment and dedication towards the job. Thanks for the encouragement and appreciation. I will keep working harder and harder in the future” (P 9).

Almost half of the participants in the non-teacher group also created a specific version of themselves by presenting only their professional side which includes their work place experience and job-related information. Similar to the female participants of the teacher’s group, the female participants of the non-teacher’s group also did not share their detailed personal information. They had drawn clear lines between their online and offline self by sharing only a part of themselves which is their digital identity requirement. They acted according to the needs of their performance and target audience. Their ‘frontstage’ also included only the professional side of their selves. This shows that the non-professional female participants presented their self according to the audience and performance on the LinkedIn platform. For example,



Figure 5. Non-teacher's profile



Figure 6. Non-teacher's profile



Figure 7. Non-teacher's profile

The figures above were taken from the profiles of the non-teachers group. It is evident from the pictures that male participants had shared their detailed personal information such as email, mobile number, profile photo etc.. However, all of the females had not including their contact number and gmail. Their 'frontstage' included all their services and expertise relevant to their primary role as participants, had mentioned in figures four, five and six with a slash. Their activities involved sharing their new achievements, some of their creativity, quotations, work experience at an organization, posts about their expertise, and inspirational posts. For example, "I have been actively engaging on LinkedIn to expand my reach while offering writing services. I appreciate professional messages and connections" (P 17), "I am happy to share that I am a part of -' Team as Content Writer!" (P 21), and "You may be interested in learning how LinkedIn helps you find a job, so here is an article I have compiled to help you" (P 25). This exhibits that the profiles of the non-teachers group present a digital identity that is different from the teachers' profiles.

Statement 2: The participants consciously share information to build a specific persona.

Analysis

Twelve out of fifteen teachers and fourteen out of fifteen non-teachers had built a special persona for themselves in front of their online audience by sharing the targeted information, as presented in the figures below.

Discussion

It had been observed that most of the teachers' profiles were littered with the type of information that is required for their professional accounts, including their skills, licenses, and certifications. They shared their detailed educational background and also detailed information about their work experiences, including the name of the institution, their role, any recognition they have achieved there, and the duration of the job. The participants confirmed that they had created these special profiles because it is the requirement of the platform. Goffman (1959) said that individuals are metaphorical performers who manage their impressions to convey a desired image to their audience. While observing participants' activities on their accounts, the researcher observed that more than half of the participants strictly adhered to their rule of not sharing anything unprofessional as they do on their other social media accounts. For example,



Figure 8. Teacher's profile


Fatima Jinnah Women University Rawalpindi
 Master's degree, English Literature and Linguistics
 2019 - 2021
 3rd position



University of the Punjab
 Bachelor of Arts - BA, English Literature
 2017 - 2019
 Grade: B


Licenses & certifications


Certified Trainer of Oxford English Language Level Test (ELLT)
 Oxford International Education Group
 Issued Aug 2023


Cultivating a Culture of Care in Language Education- WEBINAR
 PeopleCert
 Issued Feb 2023

Figure 9. Teacher's profile


Content writer
 Legend Technologies, Lahore
 2021 - Present · 3 yrs 2 mos
 Remote
 The company takes international and local projects and covers their website content, social media campaigning etc. My job requires me to write content for their social media accounts, campaigns and website acco ...see more


Content Writer
 Top Study World · Freelance
 Apr 2019 - Present · 4 yrs 11 mos
 Pakistan
 I have written dozens of academic and educational blogs for this portal. Additionally, as a major project, I composed an e-book to be used as a guide, containing all the tips and tools used by high achievers in ...see more




Head Of Content
 Step Ahead Welfare Society · Part-time
 Jan 2018 - Feb 2020 · 2 yrs 2 mos
 Rawalpindi, Punjab, Pakistan
 I used to create all the written content for the society's social media accounts and its official proceedings. my work included composing captions for social media posts, preparing annual reports and writing offici ...see more


Figure 10. Non-teacher's profile

Education



University of the Punjab
Bachelor of Arts - BA, English Language and Literature/Letters
Nov 2017 - Jul 2021
Grade: 3.86 CGPA
Gold medalist

♥ Research Skills




International Islamic University, Islamabad
Master of Philosophy - MPhil, English Language and Literature, General
Sep 2022

♥ Research Skills


Figure 11. Non-teacher's profile

Volunteering



Teacher
Step Ahead Welfare Society
Jan 2018 - Present · 6 yrs 2 mos
Education

I teach children hailing from underprivileged backgrounds, unable to get enrolled in public or private schools in Rawalpindi. Apart from teaching them at Liaquat Bagh, Rawalpindi, I help the team in preparing them ...see more



Fundraiser
Soch Punjab University
Apr 2019 - Present · 4 yrs 11 mos
Education

I help in collecting donations for the deserving students already enrolled in schools, who're unable to bear the expense of their education.

Publications

My Mother's Handwriting
Aster Lit Magazine · Jul 15, 2021

Show publication ↗

This magazine is run by University of Iowa, USA and getting featured in its summer edition was an absolute honour. The poem got selected out of hundreds of submissions for its summer issue.

Hanging with a Baby Serpent
Ink Sweats and Tears · Oct 22, 2020

Show publication ↗

My poem, written in an ecstatic moment, was published in a UK magazine, Ink Sweats and Tears.

Show all 6 publications →

Figure 12. Teacher's profile

In the figures above, the participants shared pieces of detailed information about their expertise and experiences. According to Nicholson et al. (2021), there is usually a need to present their profiles, and this is a similar situation in this case as well. In the figures, we can see that participants shared their grades, GPAs, positions, certificates, and skills. With the help of this information, they created a strong professional identity that would influence their audience, and this is in line with the view of Heidari et al. (2020), who claim that people share such information in order to establish a strong professional online presence. Goffman (1956) said, "The individual has 'effectively' projected a given definition of the situation and 'effectively' fostered

the understanding that a given state of affairs obtains.” In Figure 10, the participant mentioned his/her grade in the bachelor’s degree but not in the master’s degree, employing the technique of impression management. Similarly, in Figure 9, the participant mentioned details about how he/she had benefited the organizations he/she had previously worked with. LinkedIn is used for professional purposes, and people get hired by different companies, so their expertise would create a good impression on the hiring agencies.

The participants also employed a similar technique in their posts, for example, “Say goodbye to a failure caused by poor writing skills, and hello to success! Transform your exam results with our writing skills course ” (P 5), and “Delighted to share glimpses from my recent session at Lincoln Corner Karachi, where we delved deep into refining English essay writing skills for IELTS” (P 9). They have drawn lines between their front stage and backstage as they did not share photographs of their family, food diaries, wedding updates, trips, etc. They had made a clear distinction between their offline and online self by sharing only their professional side. The remaining part of the group somehow blurred the lines between their online and offline self by sharing photos and updates of their daily activities. For example, one of the participants, a History teacher, was also an adventurer. He went to different places with his biker friends and kept posting pictures of his trips. Another participant was an English teacher, and she loves art too. So, she kept on posting about her artistic pieces. “Art speaks louder than words; working on my current portrait, will share the magic with you soon” (P 12). This shows that the participants present a specific persona of themselves on their LinkedIn platforms to establish themselves in a manner that is required for professional purposes.

The participants of the non-teacher group curated their performance on LinkedIn to build a desired image for their audience, and this is similar to the other group of participants. To get the desired image, they shared only the required information. “The individual will act in a thoroughly calculating manner, expressing himself in a given way solely in order to give the kind of impression to others that is likely to evoke from them a specific response he is concerned to obtain” (Goffman, 1956). For example, “A writer who is madly in love with words to help online businesses win more sales by increasing visitor retention and converting them into potential customers” (P 22), “Success is not a chapter you write in a day or two but a

whole book you keep writing every day” (P 18), and “Copywriting Vibes Be Like Sitting straight for 6 hours to write a "Fitness Ad" (P 17). To make an impression as a highly talented and professional self on his/her audience, the participant used words like ‘madly in love with words’ in her post.

Statement 3: The participants restrict who sees their data.

Analysis

Based on the data collected by visiting the profiles of the participants, almost all of the participants in both the teacher's and non-teacher groups had applied privacy to their accounts for various reasons; only a small portion of their profile was public, but their detailed selves were visible only to a targeted audience.

Discussion

It is a common belief that human beings behave in different ways in front of different people. The participants of both the teacher's and non-teacher groups strictly adhered to the idea of Goffman (1959) by making themselves visible only to a limited audience, which, according to Goffman (1959), is practiced to establish their controlled presence. They also employed the technique of ‘frontstage’ and ‘backstage’ by bringing a part of themselves to the front and hiding the other part from their audience. This is achieved on LinkedIn due to the sharing policies of the platform, as a person cannot access the full profile or posts of a person until he/she accepts the following request. The first category includes the type of person whose profile is public, but the audience cannot see the person's connections, followers, and posts.

The second category involves profiles that are not public for some people, but the audience can send them the message that they want to connect with them. Then there is this third level of privacy in which neither profile is visible, nor they can message them. When someone tries to connect with such people, a dialogue box opens, and they are supposed to tell why they want to message the respective person. If the person considers their reason valid and allows them to connect, they can only send them a message.

The participants of both groups applied different levels of privacy, as mentioned. They also told in the interviews that they applied for privacy for multiple reasons, including negative experiences, cultural influence, conserved nature, and the

nature of the job. For most of them, the visible part of the profile was what they wanted to show to their audience. This part included their expertise, skills, and experiences. “When one’s activity occurs in the presence of other persons, some aspects of the activity are expressively accentuated and other aspects, which might discredit the fostered impression, suppressed” (Goffman, 1959). In light of the discussion, it can be argued that, unlike physical identity, people, while performing their digital identities, adopt various behaviors, and this is in line with the view of Papangelis et al. (2020), who claim that there is a diversity in the behaviors of people when they perform their digital identity. Moreover, certain people are confident and open about performing their digital identity publicly, while others are hesitant to perform their digital identity publicly (Haimson, 2017). It can also be inferred from the interviews that females mostly adopted hesitant behaviors. However, the examination of the performance of digital identity on the basis of gender is out of the scope of the current research.

It can be observed in Figures 1 to eleven that all of the participants had followed Goffman’s idea of impression management by consciously sharing the positive side of their professional self only. It can be clearly seen that none of the profiles contained any negative aspect of the individual or any unprofessional post that ‘might discredit the fostered impression’ (Goffman, 1959). They kept posting content about themselves that made them prominent among others and monitored their activities to build a special persona of themselves in their audience. The level of privacy they employed made their account visible only to their targeted audience.

Statement 4: Their culture influences their presentation of self.

Analysis

All of the participants in teacher and non-teacher groups build their digital identities under the influence of their culture.

Discussion

During the observation of the participant’s activity, the researcher observed that no participant in the teacher group had posted anything against their culture. The majority of their posts were linked to their role as teachers. The language used in the posts was sober, the content was valid and acceptable, there were no inappropriate

comments or unacceptable photographs, and none contained any sensitive content. Whatever they post is per their cultural norms. All of them displayed a sense of professionalism by interacting with colleagues politely and respectably. Individuals present an edited version of themselves under their primary role and cultural influence. This is consistent with Goffman's point (1959): "he will intentionally and consciously express himself in a particular way, but chiefly because the tradition of his group or social status requires this kind of expression." Teachers are considered as role models in our society. They are expected to behave professionally. There are some set standards for teachers, including the language he/she speaks or write, which must be free from grammatical mistakes and formal and academic vocabulary. While observing teacher's profiles, the researcher observed that none of the participants broke these norms. All of them strictly adhered to the cultural norms and expectations.

Some of their posts are, "With profound glee, I am pleased to announce the inauguration of our Literary Magazine, "The Fatimaian," at Fatima Jinnah Women's University! What fills me with even greater pride is the knowledge that this endeavor results from the unerring dedication of women, encompassing every facet, from the content itself to the immense effort invested" (P 3), and "This is worth praise and needs to be talked about. Most private schools in big cities, charging a fortune, have one common thing to brag about to claim fame: following a "UK-based curriculum"! Moreover, parents (in their naive colonial hangover) feel so proud that in the garb of foreign education, their kids get quality education as per international standards" (P 11). The observation of posts showed that the language used is highly academic and professional as per the norms.

The non-teacher group participants also said that they construct their digital identity under the influence of their culture. Observation of their accounts showed that they also used very formal language and fancy words. In our society, a writer is expected to use good and standard vocabulary and correct grammar; otherwise, it leaves a bad impression on the audience. The participants, under the influence of culture, followed the same principle. For example, "A Little Gift from Me to Me on my birthday as one of my prose pieces, "Resilience: The Cost of Comfort," was published in the literary magazine "The Fatimaian." I am so proud of my former university, 0, and especially the English department, for launching this magazine and providing a warm space for its aspiring writers" (P 19), "Finding your passion is an

exhilarating journey that allows you to discover what truly ignites your enthusiasm and brings you fulfillment” (P 27). The language used in the posts clearly depicts the participant’s adherence to the norms as writers.

Participants also said that they employ a conservative approach under the influence of their culture. One of the participants who belonged to the Swat region said during the interview, “I have people from my village in my friends list, so I am very conscious about what I post” (P 25). All the females give the same reasons. For example, “Females are expected to behave in a certain way, and I do not want to disappoint my audience, (P 17), and “I do not post anything which I cannot share with my family” (P 21), I cannot share my profile or contact number because I am not allowed to do that” (P 26). Some examples of female profiles adopting a conservative approach are:

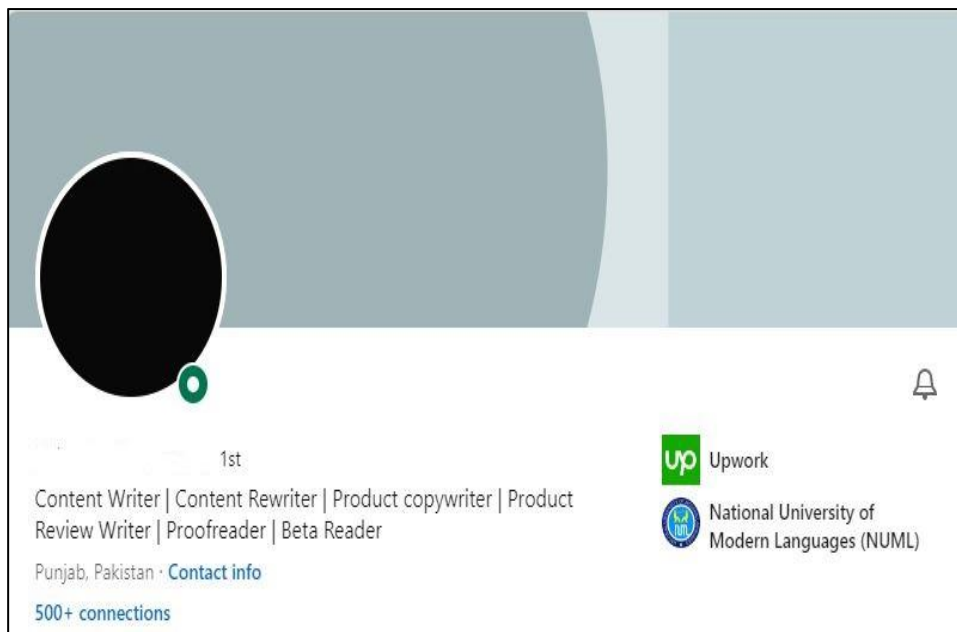


Figure 13. Non-Teacher’s profile



Figure 14. Non-teacher's profile

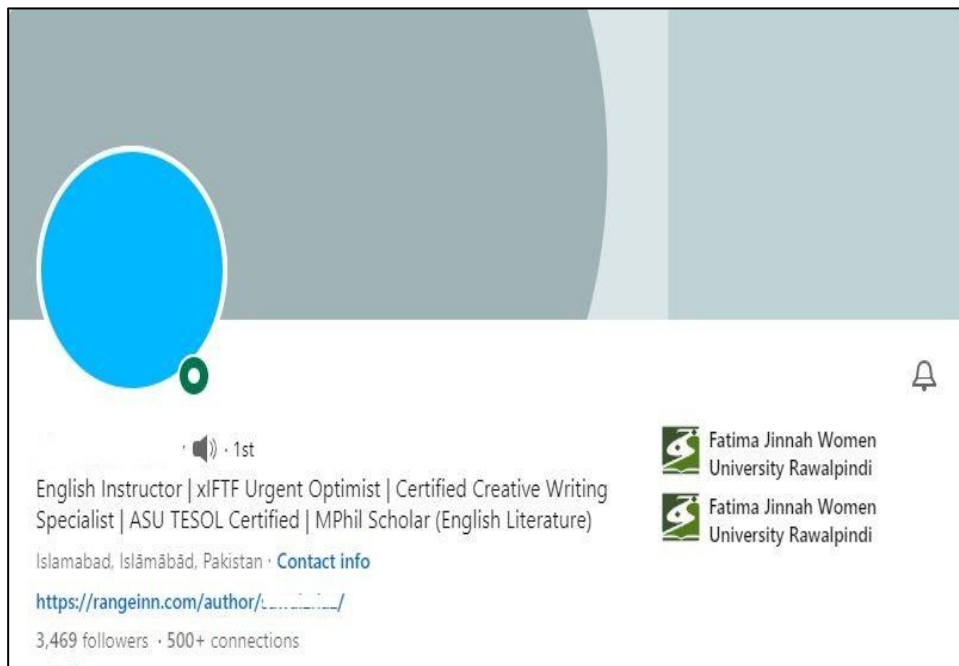


Figure 15. Teacher's profile

The figures showed the conservative approach employed by the participants under the influence of their culture. It can be seen that the participants had hidden a part of themselves from their audience. The hidden information included their contact number, profile picture, and Gmail.

Statement 5: The participants use symbols to present themselves.

Analysis

Almost all of the participants of both groups used symbols to create a presentation of themselves. Most of the teachers used only language as symbols. However, the participants of the non-teacher group used both language and pictures as symbols to share their information and present themselves.

Discussion

Individuals presented themselves by the use of symbols in the online world. Among the teacher group, thirteen out of fifteen participants used language as a symbol to build their identity. Fronts are used to “define the situation” for actors and audiences and are conveyed through a person’s clothing, gestures, speech, etc. This “expressive equipment” may be either “intentionally or unwittingly employed” (Goffman, 1959). In the case of digital identity, the self is presented by language, pictures, and photographs. While observing the activity of the participants, the researcher observed that the teachers used only language to express themselves. The construction of identity can involve a range of linguistic and communicative strategies, including using narratives, metaphors, symbols, and social categories, among others (Jørgensen & Phillips, 2002).

The participants also confirmed this idea in the interviews. They also used LinkedIn to share their creative pursuits with their audience. They said that LinkedIn is a platform that allows and appreciates people to share their creativity. Some of the examples of their posts are, “This part of my life is called ‘Happiness.’ Teachers being recognized and awarded for participating in growth journeys” (P 5) and “Reflecting on the roller-coaster of 2023—a year of profound personal transformation, navigating highs and lows. From embracing risks to rejecting manipulation, I learned to find solace in life's uncertainties and trusting in Allah's plans that unfolded....” (P 11). In these posts, it can be observed that the participants used only language to express themselves.

Another one quoted, “Being a research writer, I am always looking for informative content, and during this time, I am never ignoring my health because “Health is Wealth.” In my hectic routine, I always manage my diet to stay healthy and fit. Therefore, I have created my Pinterest page on health and fitness” (P 29). This post was taken from one of the participants' profiles, who is a nutrition writer. She

used language as a symbol to express herself. She first highlighted the importance of staying fit, and then she shared the link to her page to attract an audience to it.

Among the participants of the non-teacher's group, the self was created by the use of symbols, including language, emojis, and pictures. Besides using language, the participants also shared pictures and used emojis in their posts to express themselves. Some of the examples of the posts in which language and emojis were used are, "I am happy to share that I have obtained a new certification: Content Marketing from HubSpot Academy!" (P 16) and "The nervousness and anxiety before starting a new job is real. How do you guys deal with it 😊?" (P 24). In the first post, the participant shared her happiness in being hired by a new company. The participants of both groups also told in the interviews that they wanted to be perceived positively by their audience. By sharing such achievement and success posts, they want to build a positive image of themselves in front of their targeted audience. On the digital front, the symbols employed to construct identities are different from the ones employed in the offline world (Ditchfield, 2020).

The second post had been taken from the participant's profile, who was sharing his/her nervousness and anxiety. The participant used language and emoji as symbols to express herself/himself. The emoji at the end is a smiling face attached to welcome people to comment and engage on the post. On LinkedIn, people connect with others by having relatable experiences, issues, expertise, and primary roles. As nervousness and anxiety on the first day of any job are common among everyone (Horwitz & Horwitz, 1986), the participant used language to express herself/himself. Participants of the non-teacher group also used pictures as symbols to build their identity or to share their feelings with others. Some of the examples of such posts are, "Do not underestimate your value; you just have to find the right fit" (P 27)

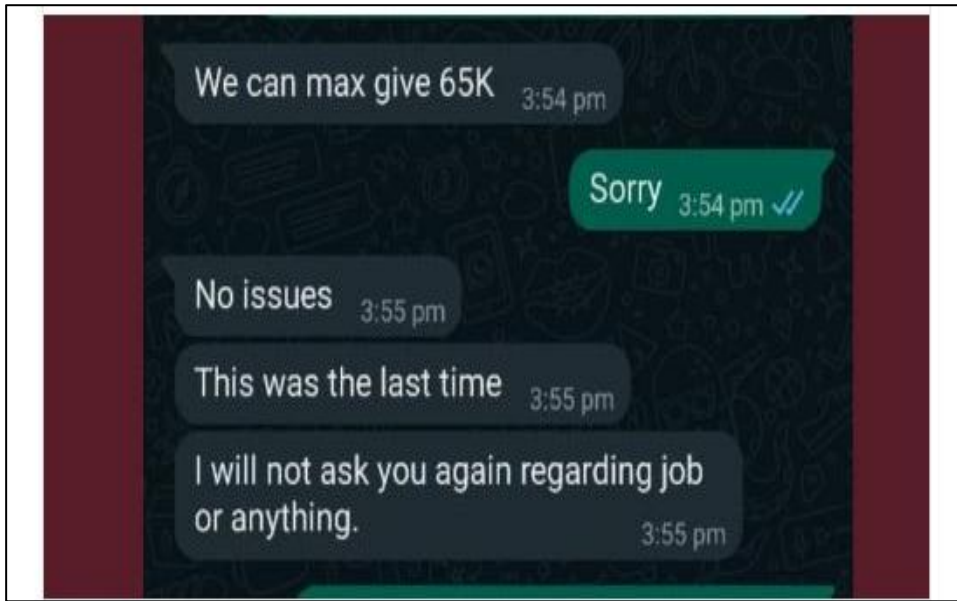


Figure 16. Use of language as a symbol

Figure 15 is shared by one of the participants of the non-teachers group. She is a writer and got caught in a negative experience. She had expressed herself with the help of words; in other words, she used language as a symbol to express her disappointment. With that, she also attached a picture, which is a screenshot of the conversation she had with her client. The addition of the picture added intensity to the issue being shared by the participants. This also supports the idea of Hogan (2010) that users use narratives and stories to construct a coherent and meaningful sense of their digital identity, drawing on personal experiences and cultural scripts. The participants built their digital identity by sharing their personal experiences.

Another example of a post in which a picture was used as a symbol is “Wondering 🤔 (emoji for wondering) why supplements matter? Dive into our latest blog post, “Why Do You Need to Take Supplements?” for all the answers you need” (P 19).



Figure 17. Image-Text Analysis following Martinec & Salway (2005): A system for image-text relations in new (and old) media. *Visual Communication*

The above figure is another example of the participants of the non-teacher group using symbols to express themselves. This picture was taken from the profile of one of the participants, who was a food and nutrition writer; he added a picture with his post to give a visual view of what he wanted to convey to his audience. If we analyze the above picture with the help of Martinec and Salway's (2005) word-image relationship, the image is modifying the words. One kind of logico-semantic image-text relation is extension. The extension can be defined as a relationship between an image and a text in which “one mode extends or adds new information to the other mode because it goes beyond what is represented in the image, and beyond its participants, processes, and circumstances” (Martinec & Salway, 2005). In Figure 17, the image added more information to the text. The picture contained things that can be used as supplements or the things from which supplements can be made. It also indicated that the supplements are basically made from organic food, including honey and mint, which are essential for a healthy body. So, the participant added a picture to highlight the importance of taking supplements. In other words, he wanted to influence people to read his article.

Another one posted, “It has been a while since I started my role at Upwork as a Research Writer, but I wanted to share this update with everyone. You are stronger than you think. Never give up.” (P 18)

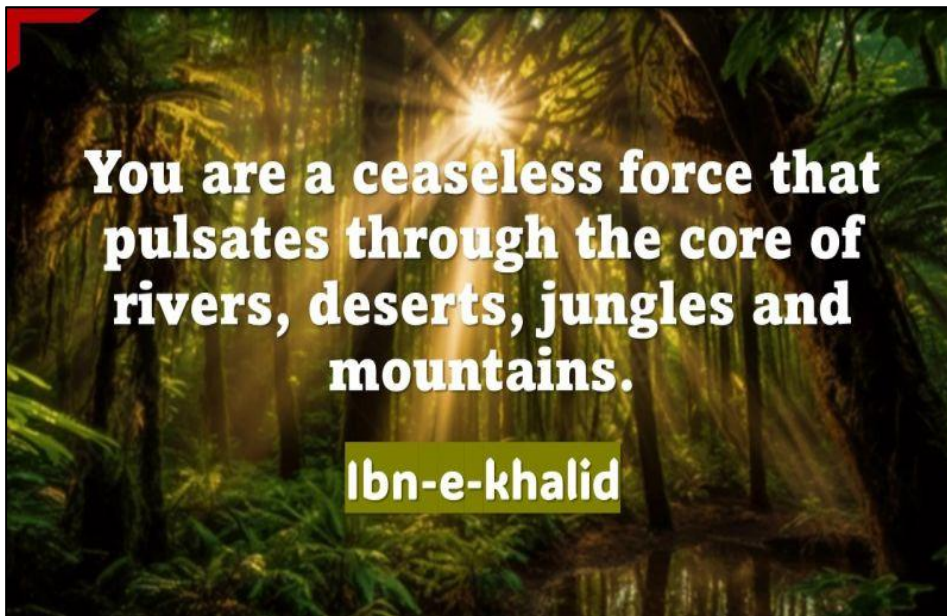


Figure 18. Image-Text Analysis following Martinec & Salway (2005): A system for image-text relations in new (and old) media. *Visual Communication*

The above figures were taken from one of the participant's profiles, who is a research writer. In the caption, he talks about the importance of struggle and the reward that people get as a result of it. According to Pavlov (2023), social media users share quotes and motivational materials from various sources in order to convey the ideas of consistency and struggle. A similar instance can be seen in Fig 18, in which the participant wanted to convey the idea of struggling to his/her audience. It was an encouraging post for the audience members who were struggling hard to reach a goal. By quoting his/her struggle, the participant encouraged the audience members to be patient and keep struggling as they will soon reach their goal. In order to emphasize his/her post, the participant shared a picture of the quotation with the post. The quotation supports the idea of the participant by giving the same message through the use of different vocabulary.

The analysis of the above picture through the lens of Martinec and Salway's (2005) framework showed that it is an example of elaboration. According to Martinec and Salway's (2005) framework, logico-semantic image-text relations consist of projection and expansion. The first kind of expansion in logico-semantic image-text relations is elaboration. In elaborating image-text relations, "some part of the main text, caption, or label may expand an aspect of an image or vice versa by restating or

representing the same thing in a different semiotic resource, specifying an aspect in greater detail, refining it or making something more specific” (Zhao, 2011). The part of the caption “you are stronger than you think is elaborating the aspect of the image. The quotation written in the picture also talks about the strength of humans. So, the text in the caption elaborates on the message shared in the picture. If we look at the background of the image, it contains a heavy forest that is also linked to the idea of the strength of humans with which they can conquer anything.

Another example of the use of symbols was taken from one of the non-teacher participants' accounts. The caption of the image was as follows:

Forget about Being Clever; just be clear.

P.S. Being clever might impress your peers. Being clear turns your readers into paying customers.



Figure 19. Image-Text Analysis following Martinec & Salway (2005): A system for image-text relations in new (and old) media. *Visual Communication*

In Figure 19, with the help of Martinec and Salway's (2005) word-image relationship, both the image and text are equal and independent of each other. The whole image relates to the text equally. According to Martinec & Salway (2005), “image and text independent” is an inter-semiotic relation between an image and a text in which the whole image relates with the whole text in an equal and independent

manner. In Figure 19, the image relates to the whole text. The clear picture of the joker signals the clarity of your content and thoughts. Similarly, the cleverness in the joker's eyes points towards the cleverness of the text. Combining visual images and verbal texts, co-deploys allow the readers to understand abstract principles easily. With the help of the picture, the participant highlighted the long-term effect or usage of being clear. LinkedIn is used to hire people, so the participant pointed out the clarity of the writing in the context of LinkedIn. Writers who add clarity to their writings attract paying customers. The clever thoughts in the posts might influence people for a short period, but it is not something that could benefit a writer for a long period.

4.2.1.2. Primary Role

This section corresponds to the third research question and examines and discusses the participant's role regarding identity construction based on data collected from participants' profiles.

Statement 6: The participant's primary role is central to their presentation.

All of the participants in both teacher and non-teacher groups strongly agreed that their primary roles are central to how they present their digital selves.

Analysis

The observation of participants' profiles showed that their primary role is central to their identity construction. The participants of both groups identified themselves with their primary roles and constructed their online identities in a manner similar to their offline identities. The first question asked to someone whenever we meet is, "What do you do for a living"? The answer to this question is where the particular person fits in society. Before interacting with anyone, we must first find out about the other person and ourselves (Blumer, 1962). All of the participants may have multiple roles in their lives, but they were questioned in the context of their primary role in this study. For example, while a participant may have varied roles as a father, brother, cricketer, and student, his role as a teacher makes the study's base. Individuals can have multiple roles depending on the context (Burke & Stets, 2009). The strength of an individual's relation to their primary role depends on the amount of information they share on their account.

Discussion

The participants of both groups were intricately linked to their professional roles. The data they shared on their profiles was highly influenced by their role as teachers, writers, or researchers. In the context of Goffman's (1959) dramaturgical approach, the participant's primary role is crucial to their self-presentation and identity. The theorist conceptualizes social interactions as theatrical performances where individuals present themselves in ways that align with the roles they occupy. The primary role that a participant assumes becomes the focal point around which their entire identity is constructed and presented to others (Goffman, 1959). All thirty teachers and non-teachers believed they presented their role as principal identity on their LinkedIn account. The first thing mentioned after the name of the participants was not their age, contact number, education, Gmail, or family members, but their primary role.

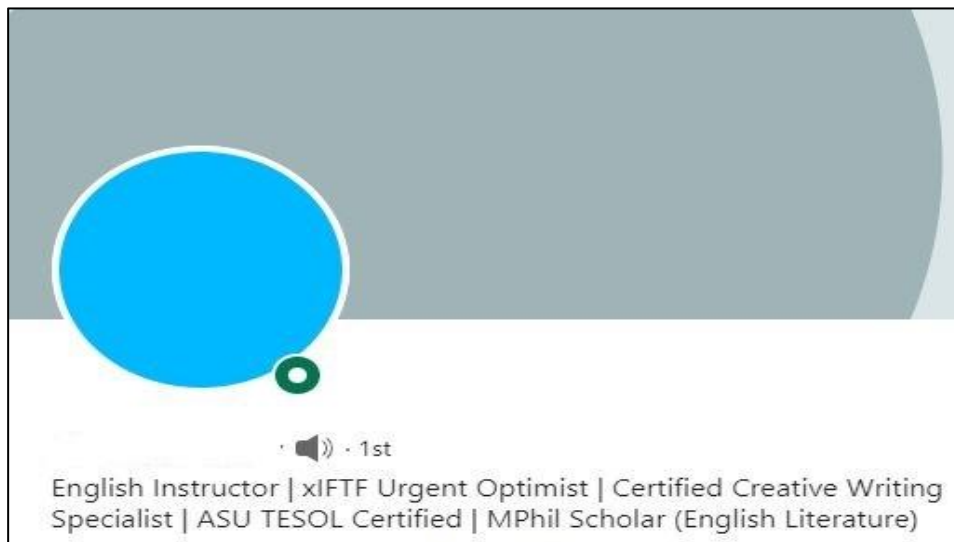


Figure 20. Teacher's profile



Figure 21. Teacher's profile



Figure 22. Non-Teacher's profile

In the context of digital identity, where individuals often curate their identities more deliberately, the primary role continues to shape the narratives and interactions that define the participant's digital presence. Furthermore, the primary role serves as the foundation upon which digital identity is built, guiding how individuals present themselves and connect with others who share similar roles (Soh et al., 2024). In the context of the current study, in the “About” section of LinkedIn, where a person has to write in detail about her/himself, all participants mentioned the details linked to their primary roles. For example, “Enthusiastic learner, eager to contribute to team success through hard work, attention to detail, and excellent communication skills. With a clear understanding of coordination, planning for and running events, training in researching ideas for specific activities, responding to project queries, writing articles and reports, and moderating/hosting events, I am motivated to learn, grow and excel in whatever I do. Nowadays, I am in the process of completing my MPhil thesis and

am working full-time as an English Teacher” (P 1), “Experienced and MIEEE-certified Teacher with a demonstrated history of working in the education management industry. Skilled in Microsoft Office, English, Article Writing, and Management.

Strong education professional with a Bachelor of Science - BS focused in Mass Communication/Media Studies from the Virtual University of Pakistan” (P 7), and “Writer and Poet from Rawalpindi, Pakistan. Freelancer at UpWork with a multitude of experience in well-researched content writing. My studies have provided me with broad proficiency in the use of language to produce and deliver top-notch quality content. As such, I am confident that I can make an instant impact in writer roles.” (P 24). In the details mentioned above taken from the About section of the participants, it can be observed that all of the details mentioned are relevant to their primary roles. The participants mentioned details on how to build their professional digital identities. No unnecessary details or irrelevant content are mentioned.

Not only this, but their posts were also under the influence of their primary role. Whatever they post is linked to their role as a teacher, writer or researcher in one way or another. For example, “Education teaches you how to play, but Experience teaches you when to take those right strokes... who is with me?” (P 5), “I have noticed a trend among academics who often portray technological advancement as the worst thing that can happen in the world. They claim students would cheat, ethics would diminish,...”(P 8), “Honored to be part of a delegation sponsored by @USAID, visiting Trade Tech College Louisiana with colleagues from FJWU” (P12). All these three posts were taken from the teacher’s accounts; the posts that they made on their accounts come under the umbrella of academics. The content of the posts contained their experiences as teachers, inspirational quotes for teachers, and articles about teaching methodologies, and some of them even shared their articles that would help teachers improve their teaching styles.

Statement 7: The connections of participants include people from similar roles.

All of the participants of both teacher and non-teacher groups connections showed people from the same fields.

Analysis

LinkedIn, like other social media platforms, has a mechanism for establishing digital social circles. In LinkedIn, the mechanism is usually referred to as a connection. While observing participants' profiles, the researcher observed that the majority of the connections of all the participants of both groups were people belonging to the same professional area. Moreover, they were strongly linked to the primary role of the individual. For example, the connections of a teacher include teachers, researchers, and instructors. Similarly, the connections of the writers include writers of different types of people belonging to academics. For example:



Figure 23. Non-Teacher's profile



Figure 24. Non-Teacher's profile

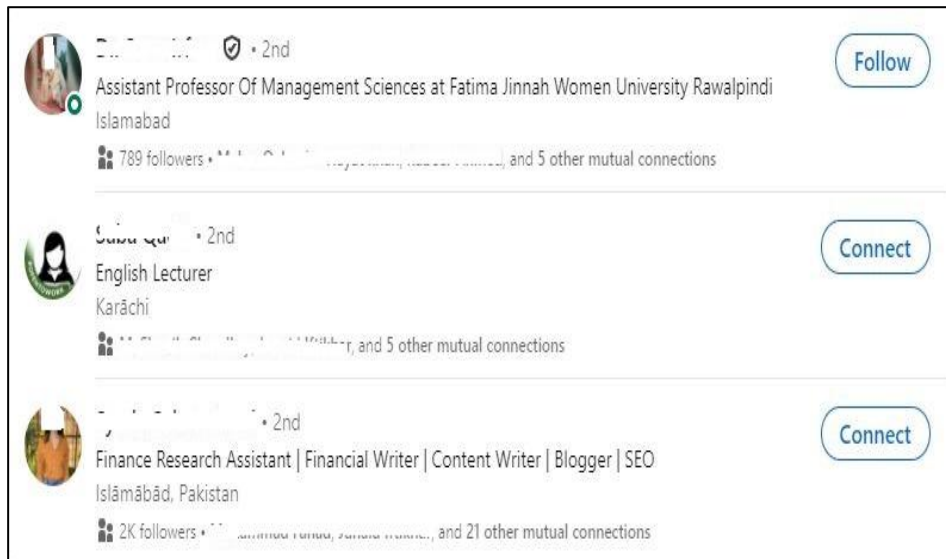


Figure 25. Teacher's profile

Figure 22 and Figure 23 were taken from the connections of writers; it can be observed that the connections of writers include writers of different kinds. Similarly, figure 24 was taken from the connections of a teacher, and it can be observed that the connections belong to the same role. According to Goffman (1959), the circle of people around the individual—those who share similar roles—can be understood as a group of role allies, and these allies are individuals who recognize, validate, and reinforce the individual's identity. Furthermore, this circle is essential for the maintenance and stabilization of the identity, as it provides social feedback and support, allowing the individual to sustain their role. According to Rosana and Irfan Fauzi (2024), digital identity is similarly constructed through online interactions, where individuals perform roles in virtual spaces. As these digital identities become established, they naturally attract and connect with others who share similar roles or identities. The establishment of this digital circle is crucial for the validation and reinforcement of the digital identity; just as in Goffman's (1959) theory, the physical circle of role allies is vital for maintaining one's social identity. In the context of the current study, the participants employed Goffman's (1959) impression management technique to construct their digital selves as professional beings by showcasing those aspects of their digital identity that allowed and facilitated them to establish connections with people having similar roles.

4.2.2. Interviews

This section corresponds to the third research question and examines and discusses the participant's role regarding identity construction based on data collected through interviews.

4.2.2.1. Role

All the participants of the teacher's group also confirmed the influence of their primary role on their digital identities in the interviews. They said that their roles are central to how they present themselves online. As in the offline world, there are some associations with each role. For example, writers are very conscious about their use of language, teachers are naïve and polite, and artists are creative. Similarly, in the online world, people of different roles construct their identities under the influence of their roles (Seifullina et al., 2024). During the interviews, they responded, "I avoid posting any discriminatory remarks or any other content that would affect my image as a teacher in front of my students because many of my students are following me there" (P 3). Another responded, "Whatever I post is per my role as a teacher, as I do not want to disappoint my students" (P 7). When asked about the influence of her role as a teacher on digital identity, a female history teacher responded, "Teachers are expected to be naïve and polite, so I think a lot before posting anything as to how it would impact my fellows and students" (P 9).

It is believed that role is a significant aspect of identity construction not only in the physical world but in the digital world as well. Kraynov (2024) claims that, in the digital world, the digital identity construction of users is greatly influenced by their role. In the context of the current study, the non-teacher group participants responded similarly to the teacher group and said that role is central to their identity construction. They responded, "I am cautious about the content of my posts; it must be aligned with my role as a writer, (P 20)" "Writers are considered as the masters of language in our society; people think that we cannot make any grammatical error, we must have a vast vocabulary otherwise people taunt us. I feel the huge pressure under this role" (P 26). The observations of the posts and the responses of the participants both confirmed Goffman's idea that the primary role of the individual is central to the identity construction of individuals. In order to fulfill the expectations attached to the primary roles of the individuals, they employed some strategies to shape their digital identity.

4.2.2.1.1. Conservative Approach

Most of the participants used a conservative approach toward their digital identities. They told in interviews that this was influenced by their primary role as a teacher or writer. Khazraee and Novak (2018) and Goffman (1959) observed that individuals package information to help audiences draw the correct conclusion and the two groups packaged their presentation of self to enforce their real-world identities and roles. Some of the teacher's group participants said, "I do not comment and share a lot because of my training as a teacher; I was taught to be cautious about my reputation as anything can be used against me in the future" (P 11), and "I only post the content that is in best interest of my students in any way, either it is relevant to my subject or a quotation, I refrain from any post or comment that would pose negativity" (P 1). Teachers related strongly to their primary role as the online version of themselves. They rely on their reputations to build their career, and to this end, they are very conservative with the information they share.

The participants of the non-teacher's group similarly responded to this. There were no photographs of family trips or inappropriate comments. All the participants of the non-teacher group in this study had set themselves very specific guidelines about what they would share online and what their personas should look like. Some of them said, "I am pretty careful about what I post, as I do not want to ruin my reputation" (P 17). Another one said, "I do not put anything unprofessional there because once it is out, it would greatly impact your identity" (P 23). The responses of the participants and the observations of the posts have shown that participants employ a conservative approach to either construct or save their identities (Soh et al., 2024).

4.2.2.1.2. Self-Awareness and Self-Monitoring

To portray a desired image to their audience, individuals pay close attention to themselves and constantly monitor their performance on their digital accounts. The research participants strongly agreed with the idea of self-checking their digital identities. They said that they rigorously thought before posting any content and kept a vital check on their online activities regarding their adherence to their primary roles. Doring (1999) also highlighted the importance of self-monitoring, and participants looked at how they presented themselves and altered their personas based on the feedback received from their audience. By being able to monitor their self the participants were able to see how their known audiences interacted with them. During

interviews, the participants of the teacher's group responded, "It has happened several times that I wished I had not posted that particular thing, I had also deleted some posts after posting them" (P 7). Another one responded, "I try a lot not to post anything out there that is negative; I am also very cautious about the kind of language I use in my posts" (P 3).

Most participants admitted that, to varying degrees, they created a deliberate persona online, not that it was inauthentic, but rather it was an edited version of themselves. The participants of the non-teachers group also responded similarly to this question as one of them said, "I have set some rules for myself, and I constantly check whether I am following those rules or not, ranging from what I post, my feed, comments, choice of word, everything" (P 30). Our self-awareness allows us to make thoughtful judgments and align our actions with our values, whether we do it quietly or publicly. The participants of the non-teacher group also employed this technique of self-monitoring to represent themselves in a desirable way to their targeted audience.

4.2.2.1.3. Self-Enhancement and Ingratiation

The participants of the research also agreed with Goffman's idea of impression management through the use of self-enhancement and ingratiation techniques. When asked how conscious they are of their online image and how they maintain it, they all responded that they attempt to control how others perceive them. Teachers are expected to behave formally in the offline world. They must interact with their fellows and students in a formal language. They adopted a similar technique in the online world to present a desired image to their audience (Khater and Yousef 2021). The 'front' of the online world contains participant's profiles, their comments, and their posts. The participants posted only information that showcased their talents and left a positive image of them in their audience. The content they post must be professional and as per the requirements of their role and culture.

While responding to this part, the participants of the teacher's groups said, "I am cautious about what I post and the language used in my posts. Being a language teacher, I avoid using casual and conversational language on my account. By the use of standard grammar, punctuation, and spelling, I encourage my students to do the same" (P 5), "I deliberately use fancy words in my posts to impress my followers" (P 7). In academic and professional contexts, complex vocabulary is often used to align

with the conventions of formal writing and communication. It can signify a high level of education and adherence to disciplinary standards. The participants of the teacher's group take help from fancy words to create a certain impression of themselves.

Similar expectations are attached to the writers or researchers as they also come under the umbrella of academics. Goffman (1959) said that individuals exhibit certain aspects of themselves during front-stage interactions while simultaneously concealing others and hiding certain parts of their faces. The participants of the non-teacher groups also said, "I search a lot about what to write in the caption before posting anything, as whatever I post leaves an impact on my clients about my language expertise" (P 22), and "I consciously post content that would create a positive impact about me on my audience as a writer, I believe that correct language and positive posts would help me get hired by a good institute" (P 19). Using sophisticated language can convey a sense of expertise and authority on a subject. It can suggest that the speaker or writer is well-versed and knowledgeable, which might lend credibility to their arguments or opinions. Writers also employed similar techniques to create certain impressions of themselves.

4.2.2. Role of Audience

This section corresponds to the second research question and examines and discusses the role of the audience in constructing an identity based on the data collected through interviews.

4.2.2.1. Difference between online and offline audience

Interaction is fundamental to social media, where individuals create an image of themselves by interacting with their online audience. The audience, in return, validates those ideas and experiences through interaction. As Goffman (1956) said, "The others, in their turn, may be suitably impressed by the individual's efforts to convey something". The audience of the online world is very different from the offline world. In the digital world, people have less control over their audience. Many uninvited audiences have access to your account; they can see your activity and comment on your posts (Zhao 2019). Different participants of the two groups have different approaches toward their audience. There were four types of groups: the first group involved participants from both groups who were greatly influenced by both the positive and negative responses of their audience, the second group involved

participants who were influenced only by the positive ones, the third group contained participants influenced by the negative comments only and finally comes the last group who does not care about what people think of them after looking at their posts.

4.2.2.2. *Influence by both Positive & Negative Feedback*

Goffman (1956) said that while performing, an actor makes sure that his performance is approved and granted by his targeted audience. LinkedIn is used for professional purposes, so the audience mainly involves work colleagues, people from the same profession, and people from different hiring companies. The research participants strictly confirm Goffman's idea by saying that they create a particular impression of themselves for their target LinkedIn audience. To get hired by good companies and to get appreciation from friends and colleagues, people desirably present themselves. As Browning (2010) said, "Individuals must work to adapt their behavior in such a way as to give off the correct impression to a particular audience." During interviews, four out of fifteen participants of the teacher's group said that both kinds of feedback influenced them. One of them said, "I rarely post on my account, and whenever I post, I am cautious about the language that I choose for my posts" (P 3). Another one responded, "I intentionally use difficult vocabulary and fancy words in my captions to build my image as a strong writer" (P 2). Receiving positive feedback can boost a user's motivation to engage more actively on LinkedIn. The participants intentionally post something to get an appraisal from their audience and avoid posting content that would pose a negative image of them to their audience.

Positive feedback, such as endorsements and recommendations, can significantly enhance a user's professional reputation. It validates their skills and experiences, potentially leading to more job opportunities and professional connections (Krishna and Mohan 2016). Similarly, Negative feedback or criticism can negatively impact a user's self-esteem and motivation. It might discourage them from engaging with the platform or reduce their activity levels (Nesi and Prinstein 2015). Both kinds of feedback also influenced four participants of the non-teacher's group. Some of them said, "I strictly avoid any kind of grammatical errors because I do not want any toxic or negative comments" (P 17) and "I share my creative stuff on my feed to get appreciation from the people" (P 30). The responses of the participants showed that both kinds of feedback influenced them. At the same time, they post

content to get appreciation and also delete some content from their profiles in response to negative feedback.

4.2.2.3. *Influence by Positive Feedback*

Goffman (1956) said, “The others, however passive their role may seem to be, will themselves effectively project a definition of the situation by virtue of their response to the individual.” The participants confirmed the idea that their interaction with the audience helped them build an idea of self by comparing themselves with others. A part of them wanted to be liked and appreciated by others through their response. The positive responses highly influenced seven participants in the teachers’ group, and because of that, they worked on themselves to improve their identities as teachers or writers. For example, they responded, “I check my post multiple times after posting it to see who has liked and commented on it” (P 9), “I always consider carefully how people will perceive it before posting anything” (P 11), “I have edited my posts multiple times even after posting it to get more likes on it” (P 1), and “Positive comments on my posts encourage me to do more work and post more of my creative stuff on my account” (P 15). Positive feedback can strengthen existing professional relationships and encourage users to expand their networks. Positive interactions often lead to more connections and collaborative opportunities. The participants of the teacher’s group also feel confident about their digital identities after getting positive feedback from their audience.

Positive feedback on LinkedIn can have a profound impact on users, influencing various aspects of their professional lives. This is in line with the view of Bonsignore and Hargadon (2011), who claim that positive feedback facilitates network expansion by fostering stronger connections and encouraging users to build and maintain professional relationships. Seven participants of the non-teacher’s group were also influenced greatly by positive feedback. Some of them responded, “I am concerned more about what my family and friends would think of me after seeing my post” (P 27). When asked further about what influence the ‘likes’ on their posts have on the participant's identity, she responded, “Most of the time I share my creative stuff on LinkedIn, acknowledgment from the audience gives me hope and courage to make more effort” (P 22). Another one said, “Positive comments have always been a source of happiness for me; after consistently sitting for hours when the audience approves

your work, what is better than that” (P 25). Positive feedback and approval from the audience leave a positive impact on the digital identity of the participants.

4.2.2.4. *Influence by Negative Feedback*

Some of the participants said that negative comments instead of positive ones significantly influenced them. This group contained more female participants. They removed something from their feed due to an unfavorable comment, untagged themselves from a post due to an unpleasant encounter, or deleted photographs due to a negative response. They cared a lot about what their family or friends would think about their status updates and what impact their bio would have on the audience. This is in line with Zhang and Warkentin (2017) idea that users who receive negative feedback may become more concerned about their privacy and the visibility of their content. This can lead to changes in how they manage their LinkedIn profiles and interactions. Four female participants of the teacher’s group were influenced only by the negative feedback from their audience. Some of them said, “I have deleted my posts many times because people gave negative comments on that” (P 7), “I deleted a post from my feed because people started bullying me on that” (P 4), and “I had multiple bad experiences not only on my posts but even people started DMS me negative things” (P 8). Receiving negative feedback can lower a user's self-esteem and motivation. It can lead to self-doubt and reluctance to engage with the platform, affecting their overall activity and presence. The participants of the teacher’s group created an edited version of their identities after receiving negative feedback from the audience.

Only one participant from the non-teacher’s group said that she was influenced only by the negative feedback from her audience. As she responded, “I have untagged myself from different posts as I do not find them good for my feed” and “I changed my privacy settings after encountering negative experiences with the uninvited audience” (P 23). The changes that participants made in their accounts after getting feedback from the audience affirm Goffman's idea that the audience has an impact on the way identity is constructed.

4.2.2.5. *Defensive Practices*

The last one is part of groups that do not care much about the feedback of the people but also want to be perceived positively by the audience. This group contained

both male and female participants from only the non-teacher group. During interviews, they said that they have adopted a different strategy toward their audience after negative experiences. Instead of removing or editing something from their accounts, the participants put privileges on their accounts to make their accounts visible only to a limited audience. Goffman (1959) also observed that individuals constantly manage “potential disruptions” to their impressions by employing “defensive and protective practices.” During interviews, the participants responded, “I used to care a lot about people’s comments, but now I do not” (P 21), “Earlier, I got badly disturbed by the audience reviews on my post. I even deleted multiple posts of me after having a negative experience, but now it does not bother me” (P 19), and “I do not reply to any negative comment on my post” (P 20), and “I do not allow everybody to comment on my posts” (P 16). Users who experience negative feedback may become more concerned about their privacy and the visibility of their online activities. They might adjust their privacy settings or reduce their online presence to mitigate the risk of further negative interactions (Squicciarini and Zhang 2011). The participants of the non-teacher’s group also employed the same strategies to represent their desired image to their targeted audience.

4.3. Similarities between the groups

There were similarities between the participants of both groups in the construction of their digital identities.

1. The first similarity lies in their approach towards their audience. The participants of both groups wanted to be perceived positively by their audience. The content they posted also contained all the positive information about themselves. None of them shared any negative aspects of their personality.
2. All of them had set some rules for themselves about their online activity. Based on those rules, they kept a strong check on themselves and monitored their activities to build a special persona.
3. All of them constructed their identities under the influence of their cultures. In response to the cultural norms associated with their roles, they adopt certain defensive strategies.

4. The participants of both groups were highly influenced by their primary roles. Their roles influenced the content they posted and the identities they constructed.
5. Their audience's feedback influenced all of them in one of four ways. In response to the feedback received from the audience, all of them adopted strategies.
6. All of them agreed that their digital selves are not totally different from their offline selves. The identities that they construct on their accounts are the edited versions of their offline selves.

4.4. Differences between the groups

There were also some considerable differences between the two groups in the construction of their digital identities.

1. The first difference lay in the way both groups presented their digital selves. The participants of the teacher groups shared only their professional information on their accounts. However, some of the participants of the non-teachers group blurred the line between front stage and backstage by sharing both personal and professional information.
2. The participants of the teacher groups only used language as a symbol to construct their identities. On the other hand, participants in the non-teacher group used language, emojis, and pictures as symbols to construct their identities. With the help of pictures, they enforced the ideas they shared through language.
3. The participants of the non-teacher groups thought that LinkedIn is a platform that supports creativity and so shared their creativity on their accounts. On the other hand, the participants of the teacher group did not share their creativity.

Conclusion

The conclusion of the chapter highlights the elements of identity involved in the construction of digital identity on LinkedIn. The participants of both groups approached their digital identities in ways that were not much different from each other. All of them considered their primary role as the central element in the presentation of online selves. Their whole activities were under the influence of their primary roles. Not only this, but the selection of the audience is also done under the

influence of the role. The participants of the teachers' group used a conservative approach to sharing their personal information, while some of the members of the non-teacher group openly shared their personal information. All of them had set some rules and created their presentation of self according to those rules. All of them were affected by the feedback of their audience in one of the four ways, including influenced by positive feedback, influenced by negative feedback, influenced by both, and not influenced by any of them. The participants agreed to the idea that they wanted to project a positive image of themselves to their audience. Culture has also influenced their digital identity construction. People adopted different techniques to build a desired image for the targeted audience. The techniques employed for the construction of self include self-enhancement, self-monitoring, and self-awareness. In conclusion, the elements involved in the construction of online identity are similar to the elements of offline identity construction.

CHAPTER 5

CONCLUSION, FINDINGS AND RECOMMENDATIONS

The researcher has precisely undertaken an inclusive examination, encompassing the introduction, methodology, analysis of the collected data, and interpretation in the previous chapters. The current chapter involves answers to the research questions, findings of the study, and recommendations.

5.1. Findings

The present study investigates the ways different groups construct their digital identities on LinkedIn. The research was conducted among two different groups of participants: teachers and non-teachers (writers and researchers) in the Rawalpindi and Islamabad regions.

The research is prepared to delineate the critical findings following a careful and thorough analysis of the data collected across different study phases in the light of the theoretical lens of the study, i.e., Goffman's (1959) idea of the notion of self, which is usually affected by various factors such as audience, symbol, self-presentation. Additionally, individuals may or may not alter their presentation of self because of the factors mentioned above. These findings are presented individually for each question under examination in order to explicate the ways in which the participants of the study regulate and present their digital identity with respect to self, symbols, role, and audience.

5.1.1. *Self and Symbols*

- 1) The identity created on LinkedIn is not different from the offline identity of participants of both groups, and this is achieved by adopting various techniques, such as sharing personal information, achievements, and educational backgrounds.
- 2) Secondly, the elements used for the construction of digital identity are similar to those used for offline identity, i.e., self, symbol, audience, and role in the case of both groups of participants.
- 3) The participants consciously shared information to build a particular persona of themselves, which is usually an enhanced representation of a particular aspect of their identity. This practice is often practiced for professional

purposes. Furthermore, such personas are exhibited with the help of posts that are relevant to their role, their achievements, and their expertise.

- 4) Unlike male participants, the female participants in both groups intentionally hide a part of themselves by applying privacy to their accounts due to social constraints, such as contact numbers and Gmail. Another reason for applying privacy was limiting the audience.
- 5) Several study participants used privacy, which allowed them to prevent people from establishing connections with them without asking for permission and providing a valid reason.
- 6) The participants of both groups used symbols to enhance their self-presentation. Teachers mainly used language and pictures, while non-teachers used both language and pictures.

5.1.2. *Role*

- 1) The primary role of the individual is central to their identity construction. All the other elements of identity are also linked to their primary role.
- 2) Whatever information individuals, i.e., teachers and non-teachers, shared on their accounts was influenced by their role.
- 3) The participants' networks in both groups were also influenced by their roles, as they contain people from their work, but they do not share or talk about work problems there.
- 4) The participants maintained an aura of professionalism by selectively posting content that was closely related to their role as teachers or writers. None of them wanted to be perceived as non-professional.

5.1.3. *Audience*

- 1) The findings underscore that the feedback from the audience influenced participants of both groups.
- 2) The participants were aware of their participants and shared the information accordingly.
- 3) None of the participants untagged him/her from a post, but many deleted posts after receiving negative feedback.
- 4) The participants gave access only to a limited part of their profile to reduce the involvement of uninvited audiences.

- 5) The participants employed defensive strategies, such as privacy on the part of their profile and privacy on posts, not allowing everyone to send a message, and not allowing everyone to post a comment on their posts.

5.2. Answers to the Research Questions

In the preceding chapter, the data analysis process was conducted, aligning with the research's overarching objectives to derive answers to the research questions. The data were analyzed consistently, using their respective collection modes, following the research design. Initially, the structured observation sheets were subjected to content analysis. Subsequently, the interviews were examined, employing a thematic analysis approach.

Primarily, the research questions examined the elements of identity involved in the construction of the digital self, the influence of the audience, and the contribution of role in the presentation of digital identity.

5.2.1. *Elements of Dramaturgy (Self, Symbol, Role)*

The primary objective of the initial research question was to find the elements of identity involved in the construction of digital identity. The results have found that individuals use the same elements for the construction of their online identity as they do for their offline identity. Symbols play an essential role in the construction of identity as they enhance the presentation of self in front of the targeted audience. However, the symbols used in the digital world are different from those in the real world. In the offline world, instead of wearing certain clothes to build a specific identity, individuals use language, pictures, and photographs as symbols. The language used by the participants is academic, literary, and educational.

Additionally, the data unveiled that the audience has an impact on the presentation of self-online. The audience of the digital world is different from that of the real world. In the digital world, people have less control over their audience. Both the known and unknown audience can give feedback. The feedback received from the audience affects the presentation of self at different levels, as highlighted in the previous chapter. The audience greatly influences some of them, and the audience does not influence some. The research findings underscore the ways online identity is constructed. Importantly, it is highlighted that online identity is constructed in a

similar way to real identity by the use of similar elements, i.e., self, symbol, audience, and role.

5.2.2. Influence of Online Audience

As previously elucidated in earlier chapters, the audience has a significant impact on the presentation of the digital self. It is a fact that people's real-world identities are influenced by their audience, and they mold themselves according to their specific roles in front of different audiences. However, in the case of the digital world, the segregation between known and unknown audiences gets blurred as anyone from the audience can validate the ideas and experiences of the individuals by interacting with them. Individuals create a better idea of self through interacting with their audience and feel good about themselves after comparing their selves to other people.

The second research question was designed to elucidate how online audiences shape the construction of the digital self. Individuals only present a part of themselves online to construct a desirable image for their audience. During the interviews, the participants of both groups said that they shape themselves on the basis of feedback received from their audience. The audience influenced the individuals in many ways. The first part of the participants was influenced only by the positive feedback of their audience, the negative responses influenced the second part of the participants, the third part belonged to the participants who were influenced both by the positive and negative responses and lastly, a minor part of the individuals was not influenced either by the positive or negative feedback. Moreover, all of the individuals said that they work to represent a positive side of themselves to their audience.

Furthermore, participants also employed some level of privacy to create an edited version of themselves for their targeted audience only. Privacy was used chiefly by the female participants of both groups after encountering negative experiences. Another reason for privacy was the influence of their culture, as culture does not allow female to share their personal information with everyone openly. Male participants of both groups have also employed some level of privacy to make themselves visible only to a targeted audience.

5.2.3. *Contribution of Role*

The role is central to the construction of digital identity. The profiles of the participants were littered with their professional information. Starting from the very first thing after their name to their ‘about’ section and their posts. All of the information is linked to their primary role as teachers, writers, or researchers. In the real world, the question that describes a person is, what do you do? Similarly, in the online world, all the elements of identity are linked to the primary role of the individual. Participants may have multiple roles in their lives, but their primary role made up their digital identity on LinkedIn.

As detailed in earlier chapters, individuals act as actors and change their performance according to their audience. On LinkedIn, the audience includes colleagues, people from the same profession, and people from different hiring agencies.

5.3. Contributions of my research

Goffman’s concept of dramaturgy explains the process of identity construction in the online world. By investigating Goffman’s elements of identity in the digital world, the present study adds information to the ongoing discussion of how we construct and manage our digital selves. The findings of the research have proved that individuals use the same elements of identity in the construction of their digital selves as they do in the construction of their offline selves. The role is central to the digital identity construction of LinkedIn users. The findings of the research enhance our understanding of digital selves and help us better understand how to manage our online profiles and protect our information assets.

5.4. Recommendations for Future Research

- 1) Although the study only involves two groups of people, it can be expanded to include other professional groups of people.
- 2) The study looked at digital identity construction on LinkedIn; further investigation into other applications and application comparisons can also be done.
- 3) Although the study's sample size is small, it can be expanded to a larger group and to other cities in Pakistan.

- 4) The study used Goffman's theory of dramaturgy as a theoretical model; other identity theories or a combination of theirs can be tested.
- 5) The participant's profiles and activities were observed only for a short period; it can be expanded to a long period to monitor the consistency in their online identities.
- 6) The individual's primary role was central to constructing their digital identity on LinkedIn. The contribution of the primary role can be observed in other applications, too.

The digital self is constructed like the real self. Due to the role of technology, the online world's audience is different from the offline world. The primary role of the individual is to play a vital role in the construction of their digital self. Individuals create a specific persona through the use of symbols to influence the targeted audience.

Transcripts of Interviews

Participant 1

1. How often do you sign in on LinkedIn?
I log in several times a day.
2. What private information do you share on LinkedIn?
Date of birth, Email, Religion, Educational background, Job Experiences
3. Do you restrict who sees your photograph and Biography on LinkedIn?
Yes, I have applied privacy on my account, I am very concerned about my audience. Only my friends can view my posts.
4. What motivates you to use LinkedIn? What are the main reasons for which you use it?
It is a very good platform to interact with the people of the same profession. It also helped me to get a good job. My friend inspired me to use it. She is a HR manager and she told me to join it because these days all the companies recruit new members through their LinkedIn profiles.
5. Is your profile restricted? To what degree?
Yes, only my Friends can view my all activity, but everyone can send a message or connect with me.
6. Do you share something online that you created yourself, such as your own artwork, photos, stories, or videos on LinkedIn?
Yes, LinkedIn is a very good platform for sharing your creative stuff. As I am a teacher, I do share teaching related stuff there for example curriculum building ideas, class management techniques with my fellow teachers.
7. Do you use LinkedIn to deliberately create a certain persona?
It is true that, I intentionally create a certain picture of myself on LinkedIn. As I already mentioned that used it get a job so in order to attract hiring staff and to get a better opportunity, I only share the content that creates a positive strong image of me on my account.
8. Do you think about people who approach you with job opportunities based on your LinkedIn profile?
Yes, I check their profile and learn about them.
9. Do you think that your cultural heritage influences what you share online?
Culture plays a very strong role in what we share and with whom we share in our society. I am very concerned about what I post and what people will understand from it because there are certain expectations attached to teachers. Teachers are considered as role models, students followed their favorite teachers' footprints so I think a lot before sharing anything on my account.
10. Do you think that your primary role influences what you share online? If so, how?

My students are also included in my audience so what I post is highly influenced by my role being a teacher. I do not post anything that leaves a bad impact on my students or my fellow teachers.

11. Are there certain things that you do not share because of your primary role? If so?
Under the influence of certain expectations being attached to teachers, I never share content that would ruin my image in front of my students. I only post the content that is in best interest of my students in any way, either it is relevant to my subject or a quotation, I refrain from any post or comment that would pose negativity.
12. Do you think that what you post is influenced by the traditional barriers of social expectations?
Yes, it does. We are not appreciated or liked to post stuff like smoking videos or post against any party, anything negative about teachers.
13. Do you care about what your LinkedIn connections think of your posts?
Yes, I have even deleted my post once after getting a negative comment on it. I am very much conscious about what I post and take time to create a post on my account. I never post anything unprofessional on my LinkedIn account.
14. Do you use informal acronyms and slang?
Yes, I do that in my posts and also in my comments. There are no specific ones, it depends on the kind of post I am making.
15. Have you, personally, had any bad experiences because embarrassing or inaccurate information was posted about you on LinkedIn?
Not as such a bad experience but yes I have applied privacy on my account to control the activity of uninvited audience.

Participant 2

1. How often do you sign in on LinkedIn?
I log in every day, especially in the morning, to check for any updates and job opportunities.
2. What private information do you share on LinkedIn?
I share my educational background, teaching experience, and certifications, but I do not disclose my personal phone number or home address.
3. Do you restrict who sees your photograph and Biography on LinkedIn?
Yes, I have privacy settings applied to my profile. Only my connections can see my photo and full biography.
4. What motivates you to use LinkedIn? What are the main reasons for which you use it?
I use LinkedIn primarily for networking with other educators, sharing teaching resources, and exploring professional development opportunities. It also helps me stay updated with trends in education.

5. Is your profile restricted? To what degree?
Yes, my profile is set to private. Only those I accept as connections can see detailed posts and updates. However, my basic profile info is visible to everyone.
6. Do you share something online that you created yourself, such as your own artwork, photos, stories, or videos on LinkedIn?
Yes, I share lesson plans, teaching tips, and educational articles I have written. I often share resources for fellow teachers.
7. Do you use LinkedIn to deliberately create a certain persona?
Yes, I aim to present myself as a dedicated and passionate educator, so I share content that reflects my commitment to teaching and my professional growth.
8. Do you think about people who approach you with job opportunities based on your LinkedIn profile?
Yes, I do. When I receive job offers, I assess whether the opportunities align with my skills and career goals. It's important for me to consider my work-life balance and values.
9. Do you think that your cultural heritage influences what you share online?
Yes, my cultural background influences my teaching style, and I sometimes share culturally relevant resources or personal reflections on teaching diverse student populations.
10. Do you think that your primary role influences what you share online? If so, how?
As a teacher, I am very mindful of the fact that my students might see what I post. I only share content that is educational or related to my field to maintain a professional image.
11. Are there certain things that you do not share because of your primary role? If so?
I avoid sharing personal opinions or controversial posts that might affect my credibility as a teacher. I focus on professional and academic content.
12. Do you think that what you post is influenced by the traditional barriers of social expectations?
Yes, there are social expectations for teachers to maintain a certain level of professionalism and avoid anything that could be perceived as inappropriate.
13. Do you care about what your LinkedIn connections think of your posts?
Yes, I do. As a professional in education, I care about how my colleagues and potential employers perceive my online presence.
14. Do you use informal acronyms and slang?
No, I try to keep my language formal and professional. However, I occasionally use teaching-related abbreviations or terms specific to education.
15. Have you, personally, had any bad experiences because embarrassing or inaccurate information was posted about you on LinkedIn?
No, I've never had a bad experience, but I do monitor my privacy settings to ensure that no one posts anything inappropriate about me.

Participant 03

1. How often do you sign in on LinkedIn?
I log in every couple of days to engage with my network and check for any interesting job offers or professional content.
2. What private information do you share on LinkedIn?
I share my work experience, educational qualifications, and certifications, but I keep my contact information private.
3. Do you restrict who sees your photograph and Biography on LinkedIn?
Yes, I have a restricted profile. Only my connections can see my photograph and detailed biography.
1. What motivates you to use LinkedIn? What are the main reasons for which you use it?
I use LinkedIn to connect with other educators, exchange teaching ideas, and stay updated with the latest trends in education.
2. Is your profile restricted? To what degree?
Yes, my profile is set to restrict most of the details. Only my connections can view my posts and updates, but anyone can see my basic information.
3. Do you share something online that you created yourself, such as your own artwork, photos, stories, or videos on LinkedIn?
Yes, I share educational resources like lesson plans, teaching materials, and links to articles that I've written or found useful for other teachers.
4. Do you use LinkedIn to deliberately create a certain persona?
Yes, I try to create an image of a proactive, experienced, and innovative educator. I share content that reflects this persona. I avoid posting any discriminatory remarks or any other content that would affect my image as a teacher in front of my students because many of my students are following me there.
5. Do you think about people who approach you with job opportunities based on your LinkedIn profile?
Yes, I evaluate job offers based on how well they align with my personal and professional goals. It's important for me to continue growing in my teaching career.
6. Do you think that your cultural heritage influences what you share online?
Yes, being from a diverse cultural background, I sometimes share educational content that reflects multicultural perspectives and emphasizes inclusive teaching methods.
7. Do you think that your primary role influences what you share online? If so, how?
Definitely. Since I'm a teacher, I focus on sharing content related to education, student learning, and classroom management.

8. Are there certain things that you do not share because of your primary role? If so?
Yes, I avoid posting personal opinions on politics or controversial issues that might negatively impact my professional reputation.
9. Do you think that what you post is influenced by the traditional barriers of social expectations?
Yes, as a teacher, I am aware that there are certain boundaries in what I post. I strive to maintain a professional, respectable image online.
10. Do you care about what your LinkedIn connections think of your posts?
Yes, I care about their feedback, as they are professionals in the same field. I want to ensure that my content is well-received and adds value to the educational community.
11. Do you use informal acronyms and slang?
Occasionally, I use acronyms related to education or teaching methods, but I avoid using slang or informal language in my posts.
12. Have you, personally, had any bad experiences because embarrassing or inaccurate information was posted about you on LinkedIn?
No, I've been careful about my privacy settings and the content I post to avoid any negative experiences.

Participant 04

1. How often do you sign in on LinkedIn?
I log in a few times a week, especially when I have something new to share or want to see what others are up to in the writing world.
2. What private information do you share on LinkedIn?
I share my professional writing experience, publications, and educational background. I do not share my personal contact details or any sensitive information.
3. Do you restrict who sees your photograph and Biography on LinkedIn?
I have set my profile to public. I want potential clients and employers to see my photo and biography easily.
4. What motivates you to use LinkedIn? What are the main reasons for which you use it?
I use LinkedIn to network with other writers, find freelance opportunities, and promote my work. It's a valuable platform for getting noticed in the literary community.
5. Is your profile restricted? To what degree?
No, I've made my profile public so that anyone can view my credentials and reach out for professional opportunities.
6. Do you share something online that you created yourself, such as your own artwork, photos, stories, or videos on LinkedIn?

Yes, I often share links to my published work, writing samples, and updates on book releases or writing projects.

7. Do you use LinkedIn to deliberately create a certain persona?
Yes, I aim to project myself as a professional writer with expertise in my niche. I share content that enhances my image as a skilled and versatile writer.
8. Do you think about people who approach you with job opportunities based on your LinkedIn profile?
Yes, I consider every job offer carefully, especially if it's relevant to my area of expertise. I take time to research the offer before committing.
9. Do you think that your cultural heritage influences what you share online?
Yes, as a writer, I often share stories and articles that reflect my cultural background. My heritage influences the themes I explore in my work.
10. Do you think that your primary role influences what you share online? If so, how?
Yes, as a writer, my posts often center around the writing process, book reviews, and literary events. I avoid sharing anything irrelevant to my professional role.
11. Are there certain things that you do not share because of your primary role? If so?
I avoid posting political opinions or anything personal that could distract from my professional identity as a writer.
12. Do you think that what you post is influenced by the traditional barriers of social expectations?
Yes, I make sure my posts maintain a professional tone. There are certain subjects, like politics or religion, that I avoid because they might alienate my audience.
13. Do you care about what your LinkedIn connections think of your posts?
Yes, I care about their feedback, especially other writers or potential clients. I want my posts to reflect my professionalism and writing skills.
14. Do you use informal acronyms and slang?
Not often. I try to keep my language formal, though I might use writing-specific terms or abbreviations when discussing my craft.
15. Have you, personally, had any bad experiences because embarrassing or inaccurate information was posted about you on LinkedIn?
No, I haven't experienced any bad situations, but I'm careful to monitor my profile and adjust privacy settings as needed.

Participant 05

1. How often do you sign in on LinkedIn?
I check LinkedIn a couple of times a week to see new opportunities and connect with other professionals in my industry.
2. What private information do you share on LinkedIn?
I share my writing portfolio, experience, and educational background. I avoid sharing any personal information like my home address.

3. Do you restrict who sees your photograph and Biography on LinkedIn?
My profile is public so that potential collaborators or employers can easily see my work and credentials.
4. What motivates you to use LinkedIn? What are the main reasons for which you use it?
LinkedIn is great for networking with fellow writers, finding new freelance gigs, and promoting my books and articles. It's also a source of inspiration when I connect with others in my field.
5. Is your profile restricted? To what degree?
I keep my profile public, but I do control who can message me or see my contact info. Anyone can view my articles and writing background.
6. Do you share something online that you created yourself, such as your own artwork, photos, stories, or videos on LinkedIn?
Yes, I regularly share my writing pieces, including short stories, essays, and links to publications.
7. Do you use LinkedIn to deliberately create a certain persona?
Absolutely. I aim to create a persona of a professional and dedicated writer. I share content that reflects my expertise and passion for writing.
8. Do you think about people who approach you with job opportunities based on your LinkedIn profile?
Yes, I carefully consider job opportunities, especially freelance writing gigs or editing work that aligns with my expertise.
9. Do you think that your cultural heritage influences what you share online?
Yes, I often incorporate elements of my cultural background into my writing and share stories or insights that reflect those influences.
10. Do you think that your primary role influences what you share online? If so, how?
As a writer, I focus on sharing literary work, writing tips, and insights into the writing process. This allows me to build my brand as an author and expert in writing.
11. Are there certain things that you do not share because of your primary role? If so?
I avoid sharing overly personal content or political opinions, as these could distract from my professional image as a writer.
12. Do you think that what you post is influenced by the traditional barriers of social expectations?
Yes, I make sure to maintain a professional image by avoiding controversial or offensive topics.
13. Do you care about what your LinkedIn connections think of your posts?
Yes, I value their feedback and always want to ensure that my posts resonate with my audience, especially other writers and potential collaborators.

14. Do you use informal acronyms and slang?
I avoid slang in professional posts but might use acronyms when discussing writing-related topics in a more relaxed context.
15. Have you, personally, had any bad experiences because embarrassing or inaccurate information was posted about you on LinkedIn?
No, I've been careful to manage my profile settings and the content I post to avoid such situations.

Participant 06

1. How often do you sign in on LinkedIn?
I log in once or twice a day, primarily to check messages and see any updates in my field.
2. What private information do you share on LinkedIn?
I share my professional email, current job, educational background, and some of my achievements, but I don't share my personal phone number or home address.
3. Do you restrict who sees your photograph and Biography on LinkedIn?
Yes, I have set my privacy settings to allow only connections to view my photo and biography. I'm cautious about who sees my profile information.
4. What motivates you to use LinkedIn? What are the main reasons for which you use it?
I use LinkedIn to expand my professional network and keep up with industry trends. It's a great tool for career development, and I've also had job offers come through the platform.
5. Is your profile restricted? To what degree?
Yes, my profile is restricted in the sense that only people I've connected with can see most of my activity, but I do allow others to see my basic information.
6. Do you share something online that you created yourself, such as your own artwork, photos, stories, or videos on LinkedIn?
Yes, I occasionally share my presentations and articles I've written about my profession. I also share industry-related insights.
7. Do you use LinkedIn to deliberately create a certain persona?
Yes, I consciously create a professional persona that reflects my expertise and values. I make sure the content I share is aligned with the image I want to portray.
8. Do you think about people who approach you with job opportunities based on your LinkedIn profile?
Yes, I definitely consider the legitimacy of job offers and take the time to evaluate whether the opportunities match my career goals.
9. Do you think that your cultural heritage influences what you share online?
I am mindful of my cultural background, as it plays a role in how others perceive

me. I try to share content that respects both my own heritage and the expectations of my professional community.

10. Do you think that your primary role influences what you share online? If so, how?
Absolutely. As a healthcare professional, I ensure that what I share is educational or industry-related, and I avoid posting anything that could harm my professional reputation.
11. Are there certain things that you do not share because of your primary role? If so?
Yes, I refrain from sharing anything controversial, especially regarding healthcare debates or personal opinions that could conflict with my professional role.
12. Do you think that what you post is influenced by the traditional barriers of social expectations?
Yes, societal expectations play a big role in what I post. I avoid anything that could be seen as unprofessional, and I stay clear of posting anything too personal.
13. Do you care about what your LinkedIn connections think of your posts?
Yes, I'm always conscious of the feedback I might get. I want to maintain a positive, professional image.
14. Do you use informal acronyms and slang?
Not really. I keep my language professional and formal to maintain credibility within my industry.
15. Have you, personally, had any bad experiences because embarrassing or inaccurate information was posted about you on LinkedIn?
No, I haven't had any bad experiences, but I'm careful about what I share to avoid misunderstandings or negative perceptions.
How often do you sign in on LinkedIn?
I usually log in once a day, mostly in the evening, to catch up with the updates and check any new professional opportunities.

Participant 07

1. How often do you sign in on LinkedIn?
I usually log in once a day, mostly in the evening, to catch up with the updates and check any new professional opportunities.
2. What private information do you share on LinkedIn?
I share my professional experience, academic qualifications, and skills. However, I do not provide my private contact details like my phone number.
3. Do you restrict who sees your photograph and Biography on LinkedIn?
Yes, I've set my privacy settings to limit the visibility of my photo and bio. Only my accepted connections can view them.
4. What motivates you to use LinkedIn? What are the main reasons for which you use it?
LinkedIn is a great platform for networking with fellow educators. I use it to stay

updated with educational trends, find professional development opportunities, and connect with like-minded people in the field of teaching.

5. Is your profile restricted? To what degree?
Yes, I have restricted most of my profile information to my connections only. My posts and updates are visible only to those I have accepted as contacts, but some general information like my qualifications is available to everyone.
6. Do you share something online that you created yourself, such as your own artwork, photos, stories, or videos on LinkedIn?
Yes, I post lesson plans, teaching resources, and my own articles on teaching techniques. I also share videos of teaching practices and classroom setups.
7. Do you use LinkedIn to deliberately create a certain persona?
Yes, I intentionally craft my LinkedIn presence to reflect professionalism and a commitment to ongoing learning. I aim to present myself as a competent and innovative teacher. Whatever I post is per my role as a teacher, as I do not want to disappoint my students.
8. Do you think about people who approach you with job opportunities based on your LinkedIn profile?
Yes, I always evaluate job offers carefully. If a job opportunity seems suitable, I research the organization and make sure it aligns with my career goals and values.
9. Do you think that your cultural heritage influences what you share online?
Absolutely. I come from a diverse cultural background, and this influences the way I teach and share content. I aim to share materials that are inclusive and resonate with a wide range of students.
10. Do you think that your primary role influences what you share online? If so how?
Being a teacher, I am very mindful of the content I post. I avoid sharing anything too personal or controversial. My goal is to keep my posts focused on education and professional development.
11. Are there certain things that you do not share because of your primary role? If so?
Yes, I refrain from posting anything unrelated to my teaching profession, like personal hobbies or political views, which could be distracting or misunderstood by students or parents.
12. Do you think that what you post is influenced by the traditional barriers of social expectations?
Yes, I am aware of the professional image I need to uphold as an educator. This means I avoid posting anything inappropriate or controversial that could tarnish my reputation.
13. Do you care about what your LinkedIn connections think of your posts?
Yes, I care about their opinions, especially since many of my connections are fellow educators and potential employers. I want my posts to be professional and beneficial to my network.
14. Do you use informal acronyms and slang?
Occasionally, I might use teaching-related abbreviations or acronyms, but I avoid slang or casual language in my posts.

15. Have you, personally, had any bad experiences because embarrassing or inaccurate information was posted about you on LinkedIn?
No, I haven't had any bad experiences. I keep a close eye on my privacy settings and review my posts before sharing anything online.

Participant 08

1. How often do you sign in on LinkedIn?
I check my LinkedIn profile at least once every day. It helps me stay connected with my professional network and updated on new teaching practices.
2. What private information do you share on LinkedIn?
I share my educational background, certifications, and teaching experience. However, I keep my personal phone number and home address private.
3. Do you restrict who sees your photograph and Biography on LinkedIn?
Yes, I restrict access to my photograph and bio. Only those I have accepted as connections can view them, ensuring my privacy.
4. What motivates you to use LinkedIn? What are the main reasons for which you use it?
LinkedIn helps me stay connected with other educators, learn new teaching strategies, and explore professional development opportunities. It also allows me to share my expertise with others.
5. Is your profile restricted? To what degree?
Yes, I have restricted my profile. My posts, updates, and details about my teaching career are visible only to my connections.
6. Do you share something online that you created yourself, such as your own artwork, photos, stories, or videos on LinkedIn?
Yes, I share videos related to my teaching methods, posts about my classroom experiences, and resources like worksheets or study guides I've created.
7. Do you use LinkedIn to deliberately create a certain persona?
Yes, I want to project myself as an experienced and passionate teacher. I deliberately share content that aligns with my teaching philosophy and professional goals.
8. Do you think about people who approach you with job opportunities based on your LinkedIn profile?
Yes, when I receive job opportunities, I carefully review the offer and the company. I make sure the job aligns with my values and career aspirations before considering it.
9. Do you think that your cultural heritage influences what you share online?
Yes, I believe that my cultural background influences the way I teach and what I share. I try to include culturally relevant content that resonates with students from diverse backgrounds.

10. Do you think that your primary role influences what you share online? If so, how?
As a teacher, I'm very conscious of what I post. I make sure that my content aligns with educational values and is appropriate for my students, parents, and colleagues. Teachers are expected to be naïve and polite, so I think a lot before posting anything as to how it would impact my fellows and students.
11. Are there certain things that you do not share because of your primary role? If so?
Yes, I avoid sharing personal opinions on politics or any controversial matters. I want to maintain a neutral and professional presence online.
12. Do you think that what you post is influenced by the traditional barriers of social expectations?
Yes, I do take traditional social expectations into account when posting. Being a teacher, I am careful to avoid posting anything that could be considered unprofessional or inappropriate.
13. Do you care about what your LinkedIn connections think of your posts?
Yes, I care about how my colleagues and potential employers perceive my posts. I want my posts to reflect my professionalism and expertise in the field of education.
14. Do you use informal acronyms and slang?
I generally avoid slang in my posts, but I might use certain educational acronyms or shorthand when communicating with other educators.
15. Have you, personally, had any bad experiences because embarrassing or inaccurate information was posted about you on LinkedIn?
No, I haven't had any negative experiences. I monitor my privacy settings closely to avoid any unwanted issues.

Participant 09

1. How often do you sign in on LinkedIn?
I usually log in a couple of times a week, particularly when I want to update my portfolio or interact with other writers and publishers.
2. What private information do you share on LinkedIn?
I share details about my professional writing experience, published works, and educational qualifications. I do not share personal details like my home address or phone number.
3. Do you restrict who sees your photograph and Biography on LinkedIn?
My LinkedIn profile is public. I want my photo and biography to be visible to anyone who might be interested in my writing or looking to collaborate.
4. What motivates you to use LinkedIn? What are the main reasons for which you use it?
I use LinkedIn to showcase my writing portfolio, connect with other writers, and stay updated on publishing opportunities. It's also a valuable resource for finding freelance work.

5. Is your profile restricted? To what degree?
No, my profile is set to public, so anyone can view my work experience, writing samples, and other professional details.
6. Do you share something online that you created yourself, such as your own artwork, photos, stories, or videos on LinkedIn?
Yes, I regularly share links to my articles, short stories, and book releases. I also post writing tips and content related to the writing process.
7. Do you use LinkedIn to deliberately create a certain persona?
Yes, I use LinkedIn to present myself as a professional writer. I want to project an image of competence, creativity, and expertise in my field.
8. Do you think about people who approach you with job opportunities based on your LinkedIn profile?
Yes, I consider job offers carefully. If an offer aligns with my writing skills and professional aspirations, I look further into the details before accepting.
9. Do you think that your cultural heritage influences what you share online?
Yes, my cultural background influences the stories I write and the content I share. I sometimes highlight issues related to cultural identity and diversity in my work.
10. Do you think that your primary role influences what you share online? If so, how?
Definitely. Since I'm a writer, I focus on sharing content that showcases my work, gives insights into the writing process, and engages my audience with literary topics.
11. Are there certain things that you do not share because of your primary role? If so?
Yes, I avoid sharing anything too personal or off-topic, such as political views or private life details, which might distract from my professional image.
12. Do you think that what you post is influenced by the traditional barriers of social expectations?
Yes, I try to maintain a professional image by avoiding anything that could be seen as unprofessional or controversial. Writers are often expected to maintain a certain decorum online.
13. Do you care about what your LinkedIn connections think of your posts?
Yes, I value the opinions of my connections, especially other writers, editors, and literary agents. Feedback helps me improve and maintain a professional presence.
14. Do you use informal acronyms and slang?
I avoid slang in my posts. I prefer to keep my language formal and professional to maintain credibility as a writer.
15. Have you, personally, had any bad experiences because embarrassing or inaccurate information was posted about you on LinkedIn?
No, I have not experienced any such issues. I carefully manage my privacy settings to ensure that no misinformation or unwanted content is associated with my profile.

Participant 10

1. How often do you sign in on LinkedIn?
I sign in a few times a week to check updates from my colleagues and education groups I'm part of.
2. What private information do you share on LinkedIn?
I share my job history, education, and certifications. I avoid posting any sensitive personal information like my address or phone number.
3. Do you restrict who sees your photograph and Biography on LinkedIn?
Yes, I have set my profile to be visible only to my connections. My photograph and biography are private for anyone outside of my network.
4. What motivates you to use LinkedIn? What are the main reasons for which you use it?
I use LinkedIn to stay informed about educational trends, share teaching strategies, and connect with other educators. It helps me expand my professional network and find new opportunities.
5. Is your profile restricted? To what degree?
Yes, I have restricted my profile. Only those who are connected with me can see detailed posts and updates.
6. Do you share something online that you created yourself, such as your own artwork, photos, stories, or videos on LinkedIn?
I share content related to my teaching experiences, such as classroom photos, lesson plans, and educational articles I have written.
7. Do you use LinkedIn to deliberately create a certain persona?
Yes, I create a professional image on LinkedIn to position myself as a knowledgeable and engaging educator. I share content that reflects my teaching philosophy and experience.
8. Do you think about people who approach you with job opportunities based on your LinkedIn profile?
I do consider job opportunities but also carefully review the organization to ensure it aligns with my professional goals and teaching style.
9. Do you think that your cultural heritage influences what you share online?
Yes, I am mindful of the cultural context of what I post. I try to include content that is inclusive and relevant to students from diverse backgrounds.
10. Do you think that your primary role influences what you share online? If so, how?
Definitely. As a teacher, I focus on posting content that aligns with my professional role. I avoid sharing too much personal or controversial content, as it could impact my reputation.

Participant 11

1. How often do you sign in on LinkedIn?
I check LinkedIn once a day to stay updated with professional discussions and opportunities.
2. What private information do you share on LinkedIn?
I share my qualifications, teaching experience, and volunteer work. I keep my contact information private.
3. Do you restrict who sees your photograph and Biography on LinkedIn?
Yes, my photograph and bio are only visible to those I am connected with. I've set my privacy preferences accordingly.
4. What motivates you to use LinkedIn? What are the main reasons for which you use it?
I use LinkedIn to connect with other teachers, discover educational resources, and find professional development opportunities.
5. Is your profile restricted? To what degree?
Yes, I keep most of my profile private. My posts and activities are shared only with people I have accepted as connections.
6. Do you share something online that you created yourself, such as your own artwork, photos, stories, or videos on LinkedIn?
Yes, I post articles I've written about teaching methods and also share tips for fellow educators. Occasionally, I share class-related photos and activities.
7. Do you use LinkedIn to deliberately create a certain persona?
Yes, I want to present myself as an experienced, enthusiastic educator who is always learning and sharing new ideas. I try to curate content that reflects this persona.
8. Do you think about people who approach you with job opportunities based on your LinkedIn profile?
Yes, I always consider job opportunities thoughtfully. If the role seems relevant, I take time to research the organization before responding.
9. Do you think that your cultural heritage influences what you share online?
Yes, my heritage influences how I approach teaching, especially in terms of promoting diversity and inclusivity. I try to ensure my posts reflect these values.
10. Do you think that your primary role influences what you share online? If so, how?
Yes, I avoid sharing personal opinions or controversial topics on LinkedIn, as it could affect my image as a professional educator.

Participant 12

1. How often do you sign in on LinkedIn?
I sign in a couple of times a week to update my portfolio and respond to messages from other writers or potential clients.

2. What private information do you share on LinkedIn?
I share my writing career history, published works, and relevant skills. I refrain from sharing personal details like my home address or social media handles.
3. Do you restrict who sees your photograph and Biography on LinkedIn?
My LinkedIn profile is public. I believe in maintaining transparency with my audience, so both my photo and biography are visible to anyone who visits my page.
4. What motivates you to use LinkedIn? What are the main reasons for which you use it?
I use LinkedIn as a platform to network with other writers, publishers, and potential clients. It helps me keep up with industry trends and opportunities.
5. Is your profile restricted? To what degree?
No, I keep my profile open to the public. I believe it's important for others in the industry to easily find and connect with me.
6. Do you share something online that you created yourself, such as your own artwork, photos, stories, or videos on LinkedIn?
Yes, I regularly share my published articles, links to my books, and writing tips. I also share blog posts or essays related to the writing process.
7. Do you use LinkedIn to deliberately create a certain persona?
Yes, I actively shape my persona as a writer. I want people to know I'm serious about my craft, so I share content that showcases my expertise and passion for writing.
8. Do you think about people who approach you with job opportunities based on your LinkedIn profile?
Yes, when job offers or freelance gigs come my way, I assess them carefully. I make sure they align with my skills and writing style before considering them.
9. Do you think that your cultural heritage influences what you share online?
Yes, my cultural heritage shapes the themes and stories I write about. It also affects how I present myself in my writing posts and my general approach to storytelling.
10. Do you think that your primary role influences what you share online? If so, how?
As a writer, I focus on sharing my literary work and writing advice. I avoid posting personal details or anything that might detract from my professional identity.

Participant 13

1. How often do you sign in on LinkedIn?
I check my LinkedIn profile about once every two days to update my status or engage with others in the writing community.

2. What private information do you share on LinkedIn?
I share professional information such as my writing credentials, published books, and writing-related achievements, but I keep personal details private.
3. Do you restrict who sees your photograph and Biography on LinkedIn?
I set my LinkedIn profile to public, allowing anyone to see my biography and photo. I want my profile to be easily accessible to potential clients and collaborators.
4. What motivates you to use LinkedIn? What are the main reasons for which you use it?
I use LinkedIn to network with other writers, editors, and literary agents. It's a great tool for promoting my work and finding freelance opportunities.
5. Is your profile restricted? To what degree?
No, my profile is public so anyone interested in my work can view it. I believe in maintaining an open profile to increase visibility.
6. Do you share something online that you created yourself, such as your own artwork, photos, stories, or videos on LinkedIn?
Yes, I frequently post excerpts from my work, links to my published articles, and updates on upcoming projects. I also share insights on the writing process.
7. Do you use LinkedIn to deliberately create a certain persona?
Yes, I aim to project an image of a professional and published writer. I carefully curate the content I share to reflect my expertise in the field of writing.
8. Do you think about people who approach you with job opportunities based on your LinkedIn profile?
Yes, I always consider the job offers I receive and ensure that the opportunities align with my writing style and professional goals before proceeding.
9. Do you think that your cultural heritage influences what you share online?
Yes, my background influences the subjects I write about, especially regarding themes of identity and belonging. I share content that reflects these elements.
10. Do you think that your primary role influences what you share online? If so, how?
As a writer, I focus on sharing work that is literary or related to the writing industry. I avoid sharing personal stories or unrelated content that might not align with my professional image.

Participant 14

1. How often do you sign in on LinkedIn?
I log into LinkedIn at least three times a week to stay updated with the latest trends in education and engage with other professionals in the field.
2. What private information do you share on LinkedIn?
I share my teaching qualifications, certifications, past work experience, and educational background. I avoid sharing personal information like my phone number or home address.

3. Do you restrict who sees your photograph and Biography on LinkedIn?
Yes, I have set my privacy settings so that my photo and biography are visible only to people I am connected with.
4. What motivates you to use LinkedIn? What are the main reasons for which you use it?
I use LinkedIn to network with fellow educators, join relevant discussions, and discover new educational resources. It also helps me stay informed about potential career opportunities.
5. Is your profile restricted? To what degree?
Yes, my profile is restricted. Only my connections can view detailed posts and activities, while others can only see limited information such as my basic profile and headline.
6. Do you share something online that you created yourself, such as your own artwork, photos, stories, or videos on LinkedIn?
Yes, I share articles related to my teaching methods, educational resources, and classroom management techniques. Occasionally, I share photos of classroom activities that highlight student engagement.
7. Do you use LinkedIn to deliberately create a certain persona?
Yes, I curate my content to reflect my image as an innovative and caring educator. I focus on sharing tips and resources that can be beneficial for both students and fellow teachers.
8. Do you think about people who approach you with job opportunities based on your LinkedIn profile?
Yes, I do consider the job opportunities offered through LinkedIn. I always take the time to research the organization and assess whether the job aligns with my career goals and values.
9. Do you think that your cultural heritage influences what you share online?
Yes, I am very mindful of how my cultural heritage might shape my interactions and the content I share. I aim to promote inclusivity and respect for all cultures in the materials I post.
10. Do you think that your primary role influences what you share online? If so, how?
Yes, my role as a teacher greatly influences what I post. I ensure that my posts are professional and relevant to my teaching practice, as students, parents, and fellow educators are part of my LinkedIn network.

Participant 15

1. How often do you sign in on LinkedIn?
I check LinkedIn daily to stay updated on news related to education, share my achievements, and engage with others in the teaching community.
2. What private information do you share on LinkedIn?
I share my academic qualifications, teaching experience, and some professional

accomplishments. I do not share personal details such as my family life or hobbies.

3. Do you restrict who sees your photograph and Biography on LinkedIn?
Yes, I've set my privacy settings so that my photograph and biography are visible only to my connections. I prefer not to make them available to the general public.
4. What motivates you to use LinkedIn? What are the main reasons for which you use it?
LinkedIn helps me stay connected with former colleagues and peers in education. I also use it to access job opportunities, professional development programs, and share content related to teaching.
5. Is your profile restricted? To what degree?
Yes, my profile is restricted to my connections. I am selective about who I connect with to maintain a professional network and control the visibility of my activities.
6. Do you share something online that you created yourself, such as your own artwork, photos, stories, or videos on LinkedIn?
I share educational content such as lesson plans, blog posts, and personal reflections on teaching strategies. Occasionally, I post student success stories or classroom achievements.
7. Do you use LinkedIn to deliberately create a certain persona?
Yes, I consciously craft my profile to present myself as a dedicated and experienced educator. I share posts that showcase my passion for teaching and commitment to student success.
8. Do you think about people who approach you with job opportunities based on your LinkedIn profile?
Yes, I always evaluate job opportunities carefully. I research the organization and assess if the position fits my qualifications and career aspirations before considering an offer.
9. Do you think that your cultural heritage influences what you share online?
Yes, my cultural background influences how I engage with educational issues and what content I choose to post. I prioritize sharing inclusive, diverse, and culturally aware materials.
10. Do you think that your primary role influences what you share online? If so, how?
Yes, my role as a teacher significantly affects my online behavior. I avoid sharing personal opinions or anything controversial that might negatively impact my professional image.

Participant 16

1. How often do you sign in on LinkedIn?
I sign in at least twice a week to maintain my presence, interact with other writers, and respond to any opportunities or messages.

2. What private information do you share on LinkedIn?
I share my writing portfolio, published books, and a brief description of my career. I keep personal details like my home address, contact number, and family life private.
3. Do you restrict who sees your photograph and Biography on LinkedIn?
I've made my photograph and biography visible to everyone. As a writer, I believe in being transparent and accessible to both potential clients and fellow writers.
4. What motivates you to use LinkedIn? What are the main reasons for which you use it?
I use LinkedIn to expand my professional network, connect with editors, publishers, and other writers, and stay informed about new writing opportunities.
5. Is your profile restricted? To what degree?
No, my LinkedIn profile is open to everyone. I want people to be able to find my work easily, whether they are potential clients or fellow writers.
6. Do you share something online that you created yourself, such as your own artwork, photos, stories, or videos on LinkedIn?
Yes, I share articles, excerpts from my writing, and links to my published books. I also post updates about upcoming writing projects.
7. Do you use LinkedIn to deliberately create a certain persona?
Yes, I use LinkedIn to present myself as a professional and serious writer. I ensure my posts reflect my dedication to the craft and my passion for storytelling.
8. Do you think about people who approach you with job opportunities based on your LinkedIn profile?
Yes, I carefully assess job offers and freelancing opportunities based on my LinkedIn profile. I take time to research the companies and ensure they align with my professional goals.
9. Do you think that your cultural heritage influences what you share online?
Yes, my cultural background informs much of my writing, and I share content that reflects my unique perspective. I want to celebrate my heritage and encourage diverse storytelling.
10. Do you think that your primary role influences what you share online? If so, how?
As a writer, I focus on sharing content that highlights my writing process, projects, and accomplishments. I avoid sharing too many personal details or opinions unrelated to my work.

Participant 17

1. How often do you sign in on LinkedIn?
I check LinkedIn about once every two days to see any updates, engage with my connections, and look for new writing gigs.

2. What private information do you share on LinkedIn?
I share my professional achievements, writing samples, and relevant job experience. I don't share personal information such as my home address or private social media profiles.
3. Do you restrict who sees your photograph and Biography on LinkedIn?
No, I keep my profile open to the public. I believe it's important for potential clients and collaborators to easily find me.
4. What motivates you to use LinkedIn? What are the main reasons for which you use it?
LinkedIn helps me find professional writing opportunities, connect with editors, and engage in discussions about the writing industry. It's a valuable networking tool.
5. Is your profile restricted? To what degree?
No, my profile is public. I want to maintain an open presence so that anyone in the industry can easily connect with me and learn about my work.
6. Do you share something online that you created yourself, such as your own artwork, photos, stories, or videos on LinkedIn?
Yes, I share blog posts, snippets of my latest projects, and links to articles or books I've written. I also share writing tips and resources.
7. Do you use LinkedIn to deliberately create a certain persona?
Yes, I work to establish myself as a professional, reliable, and versatile writer. I share content that reflects my expertise in different writing genres and fields.
8. Do you think about people who approach you with job opportunities based on your LinkedIn profile?
Yes, I carefully consider any job offers or freelance projects. I ensure that they fit with my interests and professional goals before responding.
9. Do you think that your cultural heritage influences what you share online?
Yes, my cultural background influences the types of stories I write and share. I often write about themes related to identity, belonging, and cultural understanding. We are expected to behave in a certain way, and I do not want to disappoint my audience.
10. Do you think that your primary role influences what you share online? If so, how?
As a writer, I focus on sharing work-related content, including writing tips and updates on my published works. I avoid sharing personal content that doesn't align with my professional identity.

Participant 18

1. How often do you sign in on LinkedIn?
I check LinkedIn a few times a week, mostly on weekends when I have free time.

2. What private information do you share on LinkedIn?
I share my work experience, educational background, and skills. I avoid sharing personal details like my home address and religious views.
3. Do you restrict who sees your photograph and Biography on LinkedIn?
Yes, I have a private profile. Only my connections can see my photo and biography.
4. What motivates you to use LinkedIn? What are the main reasons for which you use it?
I use LinkedIn for networking and job opportunities. It's also a great way to stay updated on industry news and developments.
5. Is your profile restricted? To what degree?
Yes, my profile is restricted. Only my direct connections can view my activity, posts, and updates.
6. Do you share something online that you created yourself, such as your own artwork, photos, stories, or videos on LinkedIn?
Yes, I sometimes share my professional achievements, such as presentations and articles I've written. I also share my experience on various projects I've worked on.
7. Do you use LinkedIn to deliberately create a certain persona?
Yes, I try to present myself as a knowledgeable professional in my field. I tailor my posts and content to reflect my expertise and aspirations.
8. Do you think about people who approach you with job opportunities based on your LinkedIn profile?
Yes, I do pay attention to job offers that come through LinkedIn. However, I always check if the company and the position align with my career goals.
9. Do you think that your cultural heritage influences what you share online?
Yes, I try to be mindful of cultural sensitivities in what I share. I ensure that the content I post doesn't offend anyone or conflict with my values.
10. Do you think that your primary role influences what you share online? If so, how?
As a professional writer, I share industry news and marketing strategies. I also promote my personal projects and side ventures that align with my field.
11. Are there certain things that you do not share because of your primary role? If so?
I avoid posting anything personal or controversial that might affect my professional image. I also steer clear of political discussions.
12. Do you think that what you post is influenced by the traditional barriers of social expectations?
Yes, there's a certain level of professionalism that I need to maintain, so I avoid sharing anything that could be seen as too informal or inappropriate.

13. Do you care about what your LinkedIn connections think of your posts?
Yes, I value the feedback and opinions of my connections. I always try to ensure my posts reflect well on my professional image.
14. Do you use informal acronyms and slang?
I try not to use too much slang, but occasionally I use industry-specific acronyms and abbreviations that are common in my field.
15. Have you, personally, had any bad experiences because embarrassing or inaccurate information was posted about you on LinkedIn?
No, but I do keep a close eye on my profile settings and restrict what others can post about me to avoid any potential issues.

Participant 19

1. How often do you sign in on LinkedIn?
I log in daily, usually in the morning or before bed, to stay up to date on professional news and job opportunities.
2. What private information do you share on LinkedIn?
I share my job title, company, email address, and education. I do not share personal details like my birthday or private contact information.
3. Do you restrict who sees your photograph and Biography on LinkedIn?
Yes, my profile is private. Only my direct connections can view my photo and biography, although anyone can send me a connection request.
4. What motivates you to use LinkedIn? What are the main reasons for which you use it?
LinkedIn is essential for my networking and personal branding. I use it to connect with potential clients and share my expertise in project management.
5. Is your profile restricted? To what degree?
Yes, I have restricted my profile. Only those who I accept as connections can see my full profile and updates.
6. Do you share something online that you created yourself, such as your own artwork, photos, stories, or videos on LinkedIn?
I often share professional blog posts, case studies, and insights into project management strategies that I have developed.
7. Do you use LinkedIn to deliberately create a certain persona?
Yes, I use LinkedIn to position myself as a professional and experienced project manager. The content I share reflects my knowledge and commitment to my field.
8. Do you think about people who approach you with job opportunities based on your LinkedIn profile?
Yes, I carefully consider any job offers I receive through LinkedIn and evaluate whether they align with my career path.

9. Do you think that your cultural heritage influences what you share online?
Yes, I try to be aware of cultural differences in my interactions on LinkedIn, especially when posting content or commenting on others' posts.
10. Do you think that your primary role influences what you share online? If so, how?
As a nutrition writer, I share information related to my blogs, posts, and articles. I aim to show how my work benefits my clients.
11. Are there certain things that you do not share because of your primary role? If so?
I refrain from sharing anything personal, controversial, or unrelated to my profession, as I want to maintain a professional image.
12. Do you think that what you post is influenced by the traditional barriers of social expectations?
Yes, I avoid posting anything unprofessional, such as jokes or opinions that might be considered inappropriate in a professional setting.
13. Do you care about what your LinkedIn connections think of your posts?
Yes, I care about their perceptions. I try to maintain a positive and professional image with everything I share.
14. Do you use informal acronyms and slang?
Not much, I prefer to keep the language formal and professional in my posts and comments.
15. Have you, personally, had any bad experiences because embarrassing or inaccurate information was posted about you on LinkedIn?
No, but I have made sure my privacy settings are strict to prevent any unwanted posts or comments about me.

Participant 20

1. How often do you sign in on LinkedIn?
I log in at least once a day, especially to check messages from colleagues or prospective clients.
2. What private information do you share on LinkedIn?
I share my job title, work experience, and education. I don't share my phone number or home address.
3. Do you restrict who sees your photograph and Biography on LinkedIn?
Yes, I have set my profile to private so that only my connections can see my photograph and detailed biography.
4. What motivates you to use LinkedIn? What are the main reasons for which you use it?
LinkedIn is a great way for me to network and build my professional reputation in the marketing industry. I also use it to stay informed about marketing trends and innovations.

5. Is your profile restricted? To what degree?
Yes, I have restricted my profile so that only my connections can see detailed posts and updates.
6. Do you share something online that you created yourself, such as your own artwork, photos, stories, or videos on LinkedIn?
I share original blog posts about marketing strategies and case studies that I've worked on.
7. Do you use LinkedIn to deliberately create a certain persona?
Yes, I try to create an image of myself as a knowledgeable and reliable marketer. Everything I share is aimed at enhancing my professional brand.
8. Do you think about people who approach you with job opportunities based on your LinkedIn profile?
Yes, I do evaluate the job offers that I receive through LinkedIn and ensure they align with my career goals.
9. Do you think that your cultural heritage influences what you share online?
Yes, I am aware of how cultural differences can impact communication on LinkedIn. I make sure my content is inclusive and respectful of diverse audiences.
10. Do you think that your primary role influences what you share online? If so, how?
As a teacher, I share a lot of content related to improving classroom teaching strategies, and students centered classrooms. I avoid personal content that could be seen as irrelevant to my professional persona.
11. Are there certain things that you do not share because of your primary role? If so?
I refrain from sharing controversial opinions or anything too personal, as it could damage my professional image in the marketing industry.
12. Do you think that what you post is influenced by the traditional barriers of social expectations?
Yes, I try to maintain a professional tone and avoid any content that could be seen as unprofessional or inappropriate in a business context.
13. Do you care about what your LinkedIn connections think of your posts?
Yes, I value their opinions and aim to ensure that my posts reflect my professionalism and expertise.
14. Do you use informal acronyms and slang?
Not frequently. I prefer to keep my posts formal, but I might use a few teaching-related acronyms in industry discussions.
15. Have you, personally, had any bad experiences because embarrassing or inaccurate information was posted about you on LinkedIn?
No, but I take extra care in managing my privacy settings to ensure that only accurate and relevant information is visible.

Participant 21

1. How often do you sign in on LinkedIn?
I log in once every day to check for updates, connect with other educators, and keep up with professional developments in the field of mathematics.
2. What private information do you share on LinkedIn?
I share my academic qualifications, teaching experience, and certifications in mathematics. I avoid sharing personal details like my phone number or address.
3. Do you restrict who sees your photograph and Biography on LinkedIn?
Yes, my profile is private, and I have set it so that only people in my network can see my photo and biography.
4. What motivates you to use LinkedIn? What are the main reasons for which you use it?
LinkedIn is a great way to connect with other math educators, share lesson ideas, and find professional development opportunities in mathematics education.
5. Is your profile restricted? To what degree?
Yes, my profile is restricted to connections only. I prefer to keep my professional activities visible only to people I know and trust.
6. Do you share something online that you created yourself, such as your own artwork, photos, stories, or videos on LinkedIn?
Yes, I often share math teaching resources like worksheets, instructional videos, and problem-solving techniques that I've created to help fellow teachers and students.
7. Do you use LinkedIn to deliberately create a certain persona?
Yes, I present myself as a knowledgeable and approachable math educator. I share content that highlights my expertise in problem-solving and my passion for making math engaging for students.
8. Do you think about people who approach you with job opportunities based on your LinkedIn profile?
Yes, I carefully consider any job offers or teaching opportunities I receive through LinkedIn. I make sure they align with my career goals in education.
9. Do you think that your cultural heritage influences what you share online?
Yes, I believe my cultural background impacts the way I approach teaching and the materials I share. I make sure that my content is inclusive and accessible to students from diverse backgrounds.
10. Do you think that your primary role influences what you share online? If so, how?
Definitely. As a math teacher, I focus on sharing educational resources, teaching strategies, and academic advice. I avoid posting anything that would detract from my professional image as an educator.

Participant 22

1. How often do you sign in on LinkedIn?
I check LinkedIn every few days to stay connected with my colleagues and keep up with teaching resources, educational blogs, and new opportunities in the field.
2. What private information do you share on LinkedIn?
I share my qualifications, teaching experience, and academic accomplishments in English literature. I don't share personal information like family details or home address.
3. Do you restrict who sees your photograph and Biography on LinkedIn?
Yes, I have adjusted my privacy settings to make sure my biography and photograph are only visible to my professional connections.
4. What motivates you to use LinkedIn? What are the main reasons for which you use it?
I use LinkedIn to network with other English teachers, share teaching strategies, and find opportunities for professional growth in literature and writing education.
5. Is your profile restricted? To what degree?
Yes, my profile is restricted to connections only. I feel that LinkedIn is a professional platform, so I keep my content relevant to my field and limit who can access detailed information.
6. Do you share something online that you created yourself, such as your own artwork, photos, stories, or videos on LinkedIn?
Yes, I share articles, short stories, writing tips, and lesson plans that I have created to help my students and fellow educators.
7. Do you use LinkedIn to deliberately create a certain persona?
Yes, I carefully curate my posts to reflect my dedication to teaching literature and writing. I aim to portray myself as a thoughtful and experienced educator with a passion for language.
8. Do you think about people who approach you with job opportunities based on your LinkedIn profile?
Yes, I always review the job opportunities that approach me. I consider whether they align with my goals and values as an educator before engaging further.
9. Do you think that your cultural heritage influences what you share online?
Yes, my cultural heritage informs the literature I teach and the way I present certain concepts in class. I share diverse perspectives through the texts I recommend and the materials I post.
10. Do you think that your primary role influences what you share online? If so, how?
Yes, as an English teacher, I make sure that the content I post supports my professional identity. I share educational resources, literary discussions, and teaching methods that will be valuable to other educators.

Participant 23

1. How often do you sign in on LinkedIn?
I log in several times a week to keep up with trends in the food industry, engage with other writers, and share new content related to food writing.
2. What private information do you share on LinkedIn?
I share my professional experience as a food writer, including my published work and collaborations with food brands. I avoid sharing personal details, such as my personal phone number or family life.
3. Do you restrict who sees your photograph and Biography on LinkedIn?
I keep my profile public, as I want to connect with potential clients, fellow food writers, and people interested in my content.
4. What motivates you to use LinkedIn? What are the main reasons for which you use it?
LinkedIn helps me maintain a professional presence in the food writing industry, connect with brands, editors, and fellow writers, and promote my published works.
5. Is your profile restricted? To what degree?
No, my profile is open to anyone. Since food writing is a public-facing industry, I believe it's essential to remain accessible and visible to potential collaborators and clients.
6. Do you share something online that you created yourself, such as your own artwork, photos, stories, or videos on LinkedIn?
Yes, I share recipes, articles, and photos related to my food writing. I also share behind-the-scenes content, such as my writing process or collaborations with food brands.
7. Do you use LinkedIn to deliberately create a certain persona?
Yes, I aim to present myself as a knowledgeable, creative, and professional food writer. I share content that highlights my passion for culinary arts and my expertise in food writing.
8. Do you think about people who approach you with job opportunities based on your LinkedIn profile?
Yes, I carefully review offers from food companies, magazines, and brands. I make sure they align with my writing style and interests before pursuing any opportunities.
9. Do you think that your cultural heritage influences what you share online?
Yes, my cultural heritage informs the recipes I share and the culinary traditions I explore in my writing. I highlight diverse food cultures in my work to reflect my personal background.
10. Do you think that your primary role influences what you share online? If so, how?
Yes, as a food writer, I focus on sharing content related to food trends, recipes, and culinary insights. I keep my posts centered on my work rather than personal opinions or non-professional content.

Participant 24

1. How often do you sign in on LinkedIn?
I log into LinkedIn daily to stay updated on the latest nutrition trends, engage with industry professionals, and promote my articles and research.
2. What private information do you share on LinkedIn?
I share my qualifications in nutrition, work experience, and published articles. I refrain from sharing personal details like my family information or private health data.
3. Do you restrict who sees your photograph and Biography on LinkedIn?
Yes, I have set my privacy settings so that only my connections can view my photo and biography. I like to maintain a level of professionalism and privacy.
4. What motivates you to use LinkedIn? What are the main reasons for which you use it?
LinkedIn is an excellent platform to connect with other nutrition professionals, share my published content, and stay informed about the latest research and trends in nutrition.
5. Is your profile restricted? To what degree?
Yes, my profile is restricted to connections. This allows me to control who can access my more personal content and network with people in the nutrition field.
6. Do you share something online that you created yourself, such as your own artwork, photos, stories, or videos on LinkedIn?
Yes, I share articles, infographics, and research findings that I have created on topics related to nutrition, healthy eating, and wellness.
7. Do you use LinkedIn to deliberately create a certain persona?
Yes, I use LinkedIn to position myself as a credible and experienced nutrition writer. I ensure that the content I share aligns with my professional focus on nutrition and health.
8. Do you think about people who approach you with job opportunities based on your LinkedIn profile?
Yes, I always evaluate job offers and freelance projects to ensure they align with my professional values and expertise in nutrition.
9. Do you think that your cultural heritage influences what you share online?
Yes, my cultural background informs the approach I take to nutrition writing. I often share recipes or dietary tips that reflect the food traditions from my heritage.
10. Do you think that your primary role influences what you share online? If so, how?
Yes, as a nutrition writer, I focus on sharing educational content related to health, nutrition, and wellness. I ensure that my posts are well-researched and relevant to my audience.

Participant 25

1. How often do you sign in on LinkedIn?
I check LinkedIn several times a week to stay connected with other science educators, share relevant articles, and explore new educational opportunities.

2. What private information do you share on LinkedIn?
I share my professional background in science education, my certifications, and research interests. I avoid posting personal or irrelevant details.
3. Do you restrict who sees your photograph and Biography on LinkedIn?
Yes, I have set my profile to be visible only to my connections to maintain a more professional and secure presence online.
4. What motivates you to use LinkedIn? What are the main reasons for which you use it?
LinkedIn helps me connect with other science educators, stay updated on the latest research in science education, and find new opportunities for professional development.
5. Is your profile restricted? To what degree?
Yes, I restrict access to my posts and information. Only my connections can view detailed activity, while others can only see basic profile information.
6. Do you share something online that you created yourself, such as your own artwork, photos, stories, or videos on LinkedIn?
Yes, I share educational materials, science experiments, and student projects that I have developed to inspire other science educators.
7. Do you use LinkedIn to deliberately create a certain persona?
Yes, I intentionally craft my LinkedIn profile to showcase my dedication to science education and my passion for fostering curiosity in students.
8. Do you think about people who approach you with job opportunities based on your LinkedIn profile?
Yes, I always evaluate job offers or collaboration requests to ensure they align with my career goals and interests in science education.
9. Do you think that your cultural heritage influences what you share online?
Yes, I believe my cultural background impacts my approach to teaching science, especially when addressing the importance of environmental awareness and sustainability.
10. Do you think that your primary role influences what you share online? If so, how?
As a science teacher, I focus on sharing resources, teaching strategies, and articles that help other educators improve their science instruction and inspire students to explore scientific fields.

Participant 26

1. How often do you sign in on LinkedIn?
I sign in every day to check for updates and stay connected with fellow educators and language experts.
2. What private information do you share on LinkedIn?
I share my educational qualifications, teaching experience, and my expertise in Urdu literature. I don't share personal or family details.
3. Do you restrict who sees your photograph and Biography on LinkedIn?
Yes, I have privacy settings in place to restrict access to my photo and biography. Only my connections can see these.

4. What motivates you to use LinkedIn? What are the main reasons for which you use it?
LinkedIn allows me to connect with fellow teachers and education professionals, share resources, and find opportunities to promote Urdu as a language and literature subject.
5. Is your profile restricted? To what degree?
My profile is restricted to connections only. I limit visibility to ensure my professional network is controlled and relevant to my work.
6. Do you share something online that you created yourself, such as your own artwork, photos, stories, or videos on LinkedIn?
Yes, I share educational content, such as articles on Urdu literature, teaching methodologies, and video lessons that help my students and colleagues.
7. Do you use LinkedIn to deliberately create a certain persona?
Yes, I try to present myself as a knowledgeable and approachable Urdu teacher. I aim to inspire students and fellow educators to appreciate the richness of Urdu literature.
8. Do you think about people who approach you with job opportunities based on your LinkedIn profile?
Yes, I carefully evaluate job offers. I check whether they align with my goals as an Urdu teacher and my passion for promoting the Urdu language.
9. Do you think that your cultural heritage influences what you share online?
Yes, my cultural background plays a key role in the content I share. I often post about classical Urdu poets, cultural heritage, and language preservation.
10. Do you think that your primary role influences what you share online? If so, how?
As an Urdu teacher, I focus on sharing educational content related to the language, literature, and cultural heritage. I avoid sharing personal or non-professional content.
11. Are there certain things that you do not share because of your primary role? If so?
Yes, I avoid sharing controversial opinions or personal matters that could affect my professional image as a teacher. I keep the content educational and focused on the subject.
12. Do you think that what you post is influenced by traditional barriers of social expectations?
Yes, there are societal expectations for teachers to maintain a professional image. I am careful about the content I post, ensuring that it aligns with traditional values.
13. Do you care about what your LinkedIn connections think of your posts?
Yes, I take feedback seriously. If a post receives negative comments, I review it and consider whether I need to make changes or delete it.
14. Do you use informal acronyms and slang?
I occasionally use informal language in comments but avoid it in my posts, especially when sharing educational content or discussing serious topics.
15. Have you had any bad experiences because of embarrassing or inaccurate information on LinkedIn?

No, I have not had any major issues. However, I do monitor my content carefully to ensure everything shared is accurate and professional.

Participant 27

1. How often do you sign in on LinkedIn?
I check my LinkedIn profile once or twice a day to engage with language teaching communities and stay informed on the latest resources.
2. What private information do you share on LinkedIn?
I share my qualifications in language teaching, my experience with various languages, and my current teaching roles. I don't share personal family details.
3. Do you restrict who sees your photograph and Biography on LinkedIn?
Yes, I set privacy restrictions on my photo and biography. Only people in my professional network can see these details.
4. What motivates you to use LinkedIn? What are the main reasons for which you use it?
LinkedIn is a great platform to share language learning tips, engage with fellow educators, and learn about new trends in language teaching.
5. Is your profile restricted? To what degree?
Yes, my profile is restricted. Only my connections can see my detailed information. I prefer to limit my audience to people within my field.
6. Do you share something online that you created yourself, such as your own artwork, photos, stories, or videos on LinkedIn?
Yes, I post language-learning tips, educational videos, and lesson plans that I've created, as well as articles about language education.
7. Do you use LinkedIn to deliberately create a certain persona?
Yes, I strive to present myself as a passionate and knowledgeable language teacher. I focus on creating a persona that highlights my expertise in teaching multiple languages.
8. Do you think about people who approach you with job opportunities based on your LinkedIn profile?
Yes, I always consider the relevance of job opportunities that come through LinkedIn. I assess whether the opportunity fits my experience and professional goals.
9. Do you think that your cultural heritage influences what you share online?
Yes, my cultural heritage influences my teaching and the content I share online. I often incorporate cultural elements in my language lessons to make learning more meaningful.
10. Do you think that your primary role influences what you share online? If so, how?
Yes, as a language teacher, I share educational resources, tips, and methods that are directly relevant to language learning and teaching. My content is always focused on my role as an educator.
11. Are there certain things that you do not share because of your primary role? If so?
Yes, I avoid sharing personal matters, political views, or anything that might distract from my professional image. I keep the focus on language education.

12. Do you think that what you post is influenced by traditional barriers of social expectations?
Yes, I consider societal expectations for teachers and ensure that my posts remain professional and appropriate, especially when discussing language and culture.
13. Do you care about what your LinkedIn connections think of your posts?
Yes, I value the opinions of my connections and engage with feedback, adjusting my posts if necessary to maintain professionalism.
14. Do you use informal acronyms and slang?
I use informal language when responding to comments or in casual discussions, but I ensure my posts remain formal and professional.
15. Have you had any bad experiences because of embarrassing or inaccurate information on LinkedIn?
No, I have not encountered such issues. I always double-check my posts for accuracy before sharing them to avoid any embarrassing situations.

Participant 28

1. How often do you sign in on LinkedIn?
I log in daily to stay updated with freelance opportunities, engage with fellow writers, and share my latest articles.
2. What private information do you share on LinkedIn?
I share my work experience, writing portfolio, and contact details. I keep my personal information, like my home address and phone number, private.
3. Do you restrict who sees your photograph and Biography on LinkedIn?
I have set my privacy to ensure only my professional network can view my photograph and biography. This helps protect my privacy while promoting my work.
4. What motivates you to use LinkedIn? What are the main reasons for which you use it?
LinkedIn is a valuable tool for freelancers. It helps me connect with potential clients, network with other writers, and showcase my writing expertise.
5. Is your profile restricted? To what degree?
Yes, my profile is restricted. Only my connections can access detailed information about my writing work, while others can view basic professional details.
6. Do you share something online that you created yourself, such as your own artwork, photos, stories, or videos on LinkedIn?
Yes, I regularly post links to my published articles, blog posts, and writing projects. I also share writing tips and personal insights into freelancing.
7. Do you use LinkedIn to deliberately create a certain persona?
Yes, I present myself as a professional, skilled writer. I ensure my posts and profile convey my expertise in various writing niches, like content creation and storytelling.
8. Do you think about people who approach you with job opportunities based on your LinkedIn profile?

Yes, I evaluate all job offers carefully. I consider whether they align with my writing style, interests, and overall career objectives.

9. Do you think that your cultural heritage influences what you share online?
Yes, my cultural heritage impacts the subjects I choose to write about and the perspectives I bring to my work. It's reflected in my writing and the stories I tell.
10. Do you think that your primary role influences what you share online? If so, how?
Yes, as a freelance writer, I share writing advice, insights into the freelance lifestyle, and links to my published work. Everything I post is tied to my writing career.
11. Are there certain things that you do not share because of your primary role? If so?
Yes, I avoid sharing personal opinions on controversial topics, political matters, or anything that might harm my professional reputation as a writer.
12. Do you think that what you post is influenced by traditional barriers of social expectations?
Yes, I avoid posting anything too informal or inappropriate. I ensure that my posts remain professional, especially since I'm trying to build my reputation in the freelance writing world.
13. Do you care about what your LinkedIn connections think of your posts?
Yes, I take feedback seriously. I want to maintain a positive reputation and respond to any constructive criticism in a professional manner.
14. Do you use informal acronyms and slang?
I sometimes use informal language in personal messages, but I avoid it in posts where I am showcasing my writing expertise or promoting my work.
15. Have you had any bad experiences because of embarrassing or inaccurate information on LinkedIn?
No, I've been careful with what I share. I always ensure that my content is factual and professionally presented to avoid any embarrassing situations.

Participant 29

1. How often do you sign in on LinkedIn?
I log in once a week to check for professional development opportunities and connect with other educators.
2. What private information do you share on LinkedIn?
I share my educational qualifications, teaching experience, and the subjects I teach. I don't share private information like family or personal life details.
3. Do you restrict who sees your photograph and Biography on LinkedIn?
Yes, I have privacy settings that restrict who can view my photo and biography. I limit access to my professional network.
4. What motivates you to use LinkedIn? What are the main reasons for which you use it?
LinkedIn helps me stay connected with other teachers, find new teaching resources, and discover professional development opportunities.

5. Is your profile restricted? To what degree?
Yes, my profile is restricted to connections only. This allows me to control who can see my personal information.
6. Do you share something online that you created yourself, such as your own artwork, photos, stories, or videos on LinkedIn?
Yes, I share educational resources such as lesson plans, classroom activities, and photos from school events.
7. Do you use LinkedIn to deliberately create a certain persona?
Yes, I aim to present myself as a dedicated and passionate educator. I focus on showcasing my teaching experience and the positive impact I have on my students.
8. Do you think about people who approach you with job opportunities based on your LinkedIn profile?
Yes, I carefully consider job offers. I look for positions that align with my teaching philosophy and my desire to work with young children.
9. Do you think that your cultural heritage influences what you share online?
Yes, I try to incorporate culturally relevant content in my teaching and sometimes share resources related to multicultural education on LinkedIn.
10. Do you think that your primary role influences what you share online? If so, how?
Yes, as a primary school teacher, I share content that is educational, child-friendly, and helpful for fellow educators working with young children.
11. Are there certain things that you do not share because of your primary role? If so?
Yes, I avoid sharing personal opinions on controversial topics or anything that could negatively influence my image as a teacher.
12. Do you think that what you post is influenced by traditional barriers of social expectations?
Yes, as a teacher, I'm expected to maintain a professional demeanor. I'm mindful of what I post, especially considering the impression it may leave on parents or colleagues.
13. Do you care about what your LinkedIn connections think of your posts?
Yes, I am very conscious of the image I present online. If I receive feedback or criticism, I review it and take it into consideration.
14. Do you use informal acronyms and slang?
I use informal language in comments or private messages, but my posts are always formal and professional.
15. Have you had any bad experiences because of embarrassing or inaccurate information on LinkedIn?
No, I have not experienced any issues. I make sure all the content I post is accurate and professional, especially given the sensitive nature of my work with children.

Participant 30

1. How often do you sign in on LinkedIn?
I check my LinkedIn once every day to connect with other food writers, bloggers, and industry professionals.

2. What private information do you share on LinkedIn?
I share my work experience in the food industry, my writing portfolio, and any food-related publications I have written. I keep personal details private.
3. Do you restrict who sees your photograph and Biography on LinkedIn?
No, my profile is public because I want to reach a wide audience interested in food and culinary writing.
4. What motivates you to use LinkedIn? What are the main reasons for which you use it?
I use LinkedIn to network with other food writers and professionals, share my food-related content, and stay updated on food industry trends.
5. Is your profile restricted? To what degree?
No, my profile is open to everyone. As a food writer, I believe it's important to make my profile accessible to potential clients, collaborators, and followers.
6. Do you share something online that you created yourself, such as your own artwork, photos, stories, or videos on LinkedIn?
Yes, I post links to my articles, recipe blogs, and food photography. I also share behind-the-scenes videos of my food writing process.
7. Do you use LinkedIn to deliberately create a certain persona?
Yes, I carefully curate my content to portray myself as an expert in food writing, sharing useful insights, tips, and personal food stories.
8. Do you think about people who approach you with job opportunities based on your LinkedIn profile?
Yes, I always consider whether job offers or writing assignments align with my interests and expertise in the food industry.
9. Do you think that your cultural heritage influences what you share online?
Yes, my cultural heritage deeply influences the food I write about. I often share content about traditional cuisines, recipes, and food culture from my background.
10. Do you think that your primary role influences what you share online? If so, how?
Yes, as a food writer, I share food reviews, recipes, cooking tips, and industry news. Everything I post is related to the world of food.
11. Are there certain things that you do not share because of your primary role? If so?
Yes, I avoid posting personal opinions or content unrelated to food. I focus strictly on food writing and topics that resonate with my audience.
12. Do you think that what you post is influenced by traditional barriers of social expectations?
Yes, as a professional food writer, I am conscious of the tone and quality of my posts. I want my content to reflect industry standards and tastefulness.
13. Do you care about what your LinkedIn connections think of your posts?
Yes, I care about maintaining a positive, professional reputation. I value feedback from my connections, especially when it's constructive.
14. Do you use informal acronyms and slang?
I avoid using slang in posts. I prefer a formal and polished tone when it comes to writing content related to food.

15. Have you had any bad experiences because of embarrassing or inaccurate information on LinkedIn?

No, I always ensure that the information I share is accurate and well-researched. I have a strong commitment to providing reliable food content.

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Structured Observation Sheet



National University of Modern Languages, Islamabad

Observation Sheet for MPhil

Study on “Digital Identity

Construction of LinkedIn Users:

An Analytical Study of

Discursive Practices”

Key: Y= Yes, N= No,

Statements

Self and Symbols

Sr. no	Statements	Y	N
01	The participants share personal and professional information on LinkedIn.		
02	The participants consciously share information to build a specific persona.		
03	The participants restrict who sees their data.		
04	Their culture influences their presentation of self.		
05	The participants use symbols to present themselves.		

Role

Sr. no	Statements	Y	N
01	The participant's primary role is central to their presentation.		
02	The connections of participants include people from similar roles.		

Interview Guide

Questions	Theoretical rationale
How often do you sign in on LinkedIn?	Verification of criteria
What private information do you share on LinkedIn? a) Photos of yourself b) Date of birth c) Address d) Email e) Phone number f) Religion g) Relationship status h) Educational background i) Job Experiences	The <i>self</i> Audience Symbols
Do you restrict who sees your photograph and Biography on LinkedIn?	The <i>self</i> Audience Symbols
What motivates you to use LinkedIn? What are the main reasons for which you use it?	The <i>self</i>
Is your profile restricted? To what degree? a) Friends only b) Friends of friends only c) Open for all to see d) Certain lists of friends have more access	Audience
Do you share something online that you created yourself, such as your own artwork, photos, stories, or videos on LinkedIn?	Symbols
Do you use LinkedIn to deliberately create a certain persona?	The <i>self</i>

Do you think about people who approach you with job opportunities based on your LinkedIn profile?	The <i>self</i> Audience
Do you think that your cultural heritage influences what you share online?	The <i>self</i>
Do you think that your primary role influences what you share online? If so, how?	Role
Do you find that you mostly only post positive things about yourself?	The <i>self</i>
Are there certain things that you do not share because of your role? If so?	Role
Do you think that what you post is influenced by the traditional barriers of social expectations?	Audience
Do you care about what your LinkedIn connections think of your posts?	Audience
Do you use informal acronyms and slang?	Symbols
Have you, personally, had any bad experiences because embarrassing or inaccurate information was posted about you on LinkedIn?	Self Negative experience