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WHO DISCLOSES WHAT TO WHOM AND WHERE?

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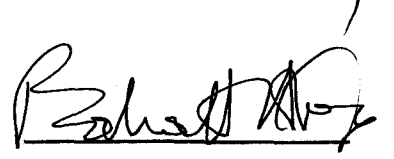
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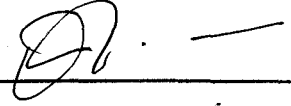
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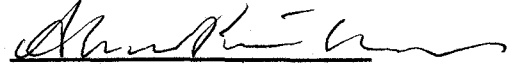
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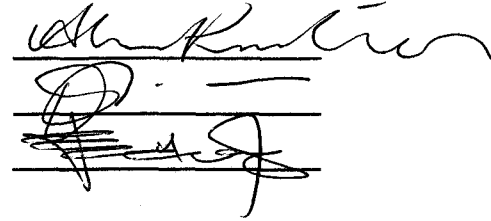
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ABSTRACT

WHO DISCLOSES WHAT TO WHOM AND WHERE?

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Person-environment relationship was examined employing self-disclosure behavior. Subjects were 621 high school and university students. They were given 16 disclosure items representing eight different topics and asked to indicate the person to whom they disclosed the information in each item last and where this disclosure took place. Subjects were also asked to report the degree of appropriateness of the place where each disclosure occurred and the overall satisfaction obtained from each disclosure. Results showed that adolescents and young adults disclosed information to different targets at different places. Parents and friends appeared as the major targets of disclosure, and among a variety of places, home, academic settings, and public places were the main settings in which most disclosure took place. Friend disclosure was more frequent than the parent disclosure and in parental disclosure, mother disclosure was more than father

disclosure. Disclosures at home occurred more often than disclosure at academic settings and public places. As expected satisfaction obtained from disclosure was varied as the function of place appropriateness. The results were discussed with special reference to the behavior-environment congruence. New procedures were also proposed.

Keywords: Self-Disclosure, Person-Environment Relationship.



ÖZ

KİM KENDİNİ KİME VE NEREDE AÇAR?

KÖKDEMİR, Doğan

Yüksek Lisans Tezi, Psikoloji Bölümü

Tez Yöneticisi: Prof. Dr. Ahmet Rüstemli

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Kendini açma davranışı kişi-çevre ilişkisi açısından incelendi. Bu çalışmada 621 lise ve üniversite öğrencisine 16 maddeden oluşan kendini-açma davranışıyla ilgili bir anket verildi. Deneklerden bu maddeleri en son kiminle ve nerede konuştuklarını yazmaları istendi. Ayrıca, denekler konuşulan yerin o madde için uygunluğunu, ve bu konuşmadan sağlanan doyumu da belirttiler. Sonuçlar ergenlerden ve genç yetişkinlerden oluşan deneklerin gerek konuşulan kişi gerekse konuşulan yer konusunda farklılıklar gösterdiklerini ortaya koydu. Ebeveynler ve arkadaşlar kişinin kendisini açması için en uygun kişiler; ev, akademik yerler, ve genel kullanım alanları da en uygun çevreler olarak ortaya çıktı. Arkadaşlara yapılan kendini-açma davranışının ebeveynlere yapılabileceği oranla, ebeveynler kendi aralarında

karşılaştırıldığında ise anneye gösterilen kendini-açma davranışının babaya kıyasla daha fazla olduğu ortaya çıktı. Davranışın yapıldığı mekan göz önünde tutulduğunda ise ev ortamının daha çok tercih edildiği, akademik ve herkese açık kullanım alanlarının ise arkadan geldiği bulundu.

Algılanan doyum puanlarının yer uygunluğu ile olumlu ilişkisi ortaya çıktı.

Sonuçlar kişi-çevre uyumu açısından tartışıldı ve kullanılabilecek yeni yöntemler de bu tartışmada yer aldı.

Anahtar Sözcükler: Kendini-Açma, Kişi-Çevre İlişkisi.



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TABLE OF CONTENTS

ABSTRACT.....	iii
ÖZ.....	v
ACKNOWLEDGMENTS.....	vii
TABLE OF CONTENTS.....	viii
CHAPTER	
1. INTRODUCTION.....	1
2. SELF-DISCLOSURE.....	4
2.1 Definition and Importance.....	4
2.1.1 Self-Disclosure and Psychological Health.....	4
2.2 Parameters and Factors Affecting Self-Disclosure.....	6
2.2.1 Gender and Topics in Self-Disclosure.....	7
2.2.2 Cultural and Age Related Differences in Self-Disclosure.....	13
3. PERSON-ENVIRONMENT INTERACTION.....	21
3.1 Interactional, Organismic, and Transactional World Views.....	22
3.2 Conceptualization of Environment.....	25
3.3 Person-Environment Interaction.....	27
3.3.1 Behavioral and Environmental Constraints.....	29
3.4 The Purpose and the Hypotheses of the Study.....	33

3.4.1 The Hypotheses of the Study.....	35
4. METHOD.....	38
4.1 Pilot Study: The Development of the Instrument.....	38
4.2 Main Study.....	41
4.2.1 Subjects.....	41
4.2.2 Instrument.....	41
4.2.3 Procedure.....	42
5. RESULTS.....	43
5.1 Classification of Raw Data.....	43
5.2 Frequency Data.....	44
5.2.1 Targets of Disclosure.....	45
5.2.1.1 Parental Disclosure.....	47
5.2.1.2 Non-Parental Disclosure.....	49
5.2.1.3 Parental versus Nonparental Disclosure.....	50
5.2.1.4 Non-Parental Disclosure: Friend versus Non-Friend	50
5.2.2 Place of Disclosure.....	53
5.2.2.1 Disclosure at Home and Non-Home Environments.....	53
5.3 Interval Data.....	56
5.3.1 Targets of Disclosure.....	57

5.3.1.1 Target of Disclosure and Age.....	62
5.3.2 Place of Disclosure.....	62
5.3.2.1 Place of Disclosure and Age.....	65
5.3.3 Appropriateness of Disclosure Place.....	65
5.3.3.1 Place Appropriateness and Age.....	68
5.3.4 Relationship between Disclosure Satisfaction and Appropriateness.....	68
6. DISCUSSION.....	70
REFERENCES.....	81
APPENDICES	
A. Questionnaire.....	90
B. Tables.....	93

LIST OF TABLES

TABLES

4.1 Disclosure items and mean intimacy levels.....	40
5.1 Frequencies and percentages of disclosures according to target person and topic, results of chi-square statistics.....	46
5.2 Frequencies and percentages of parental and non-parental disclosure, and results of proportion tests.....	48
5.3 Frequencies and percentages of friend and non-friend disclosure, and results of proportion tests.....	52
5.4 Frequencies and percentages of disclosures according to disclosure place and results of chi-square statistics.....	54
5.5 Frequencies and percentages of disclosures at home versus non-home settings and the results of proportion tests.....	55
5.6 Mean number of disclosures at subject sex, place, and intimacy categories.....	63
5.7 Mean appropriateness scores of home, academic, and public settings for disclosure.....	67
5.8 Mean satisfaction ratings and correlation coefficients of satisfaction and place appropriateness for disclosure items.....	69
B.1 Results of analysis of variance on target disclosure frequencies.....	94
B.2 Results of analysis of variance on disclosure place frequencies.....	95

LIST OF FIGURES

FIGURE

5.1 Mean number of disclosure at subject sex, target, and target sex categories.....	60
5.2 Mean number of disclosure at target, target sex, and intimacy categories.....	61



CHAPTER I

INTRODUCTION

Interpersonal interaction occurs simultaneously at many levels of verbal exchange, nonverbal use of body and space, and the physical environment. As Altman and Taylor (1973) stated "Not only does interpersonal exchange occur within an environmental milieu which affects its course and character, but social interaction involves active use of the environment. There is a truly mutual relationship between men and his environments" (p.116). We all have "self" places in both a social and a physical environment. Since interpersonal communication always occurs within some context, its meaning can not be separated from the context in which it occurs. Context must include both the physical environment and the social system (Fisher, 1987). The present study aimed to investigate the relationship between physical environment and social behavior.

Everyday we contact different people including friends, relatives, colleagues, strangers and so on. None of these contacts can happen without the existence of a particular physical environment such as home, school, streets, and many others. Human behavior is place-specific. Different environments allow us different types of behavior. We read in a library rather than in a disco, eat lunch in a restaurant but not in the classroom, and so on. Barker (1968), and Barker and Wright (1951) provided us with data that

there are different environments and different behaviors appropriate to these environments. Therefore, there is a need to consider physical and spatial aspects of interaction conditions in the study of human social behavior.

Social interaction between two or more persons involves three important research points in the literature. The first is the openness of the self to another person (self-disclosure; Jourard, 1971), the second is the nature and the development of the relationship (social-penetration; Altman, Vinsel, & Brown, 1981), and the third is the boundary regulation mechanisms of inputs and outputs for achieving a balance between what is desired and what is achieved in the exchanged amount and depth of information (privacy; Westin, 1967). These three - self-disclosure, social penetration, and privacy - can be conceived as *aspects* interpersonal behavior (Altman & Rogoff, 1987). Traditionally, these aspects have been investigated separately in psychology.

In the present research, the relationship between the physical environment and the social behavior was investigated employing self-disclosure. Self-disclosure can take place in different environments producing different outcomes for interacting partners. It is a frequent incidence and important aspect of interpersonal interaction. In our daily lives we frequently find ourselves disclosing various kinds of information -whether intimate or not- to different people. The interest of the present study in self-disclosure, however, deviates from earlier ones; this study is concerned with

the covariation of disclosure topic with place of disclosure. In the following chapters, the self-disclosure literature is reviewed first and then the theoretical basis of the study is discussed.



CHAPTER II

SELF-DISCLOSURE

2.1 Definition and Importance

Self-disclosure constitutes an important aspect of interpersonal interactions and is defined as a process by which one person lets himself or herself be known by another person (Derlega & Chaiken, 1975). In our daily lives we engage in communication with different people at different places. It is very possible for us to discuss political issues with a friend, family members, or even with a stranger; we can let our professor know our concerns about graduate study; or we disclose sexual topics to our friends; and it is still possible that we disclose our thoughts, motivation, plans for future to a professional therapist and so on.

2.1.1 Self-Disclosure and Psychological Health

Jourard (1971) argued that without self-disclosure people will be strangers to each other. We cannot know others' feelings, beliefs, and plans unless they honestly disclose to us. Thus, disclosure is essential for learning about others and others learning about ourselves. Jourard (1971) assigned importance to self-disclosure as a tension-relief act and a critical factor for psychological well-being. It is possible for a worker, for example, to be dissatisfied about his or her salary, and it leads to a stressful situation unless

he or she discloses it to the boss. Similarly, a wife may feel angry because her husband does not help her in child caring; her disclosure of the problem to the husband will make him become aware of the problem and probably help the wife to reduce her tension or eliminate it completely. Similarly, a young man will experience a lot of psychological discomfort if he cannot disclose his love to the woman he likes.

Due to its importance for well being, self-disclosure has been an important research topic for clinical and counseling psychologists. There is considerable research that investigated the relationships between self-disclosure and marital satisfaction by employing clinical and non-clinical couples. Chelune and his colleagues (Chelune, Waring, Vosk, Sultan, and Ogden, 1984; Chelune, Sultan, Vosk, Ogden, and Waring, 1984) for example found that couples undergoing psychiatric treatment disclosed less and were less satisfied than a non-clinical sample of couples. Similarly, Antill and Cotton (1987) found that marital happiness correlated positively with all aspects of one's own self-disclosure.

Disclosure as a process of information exchange helps us to familiarize and adapt to new environments and people. We make contact not only with our friends, spouses, or relatives but at the same time with strangers and people of different cultures. Our ability or readiness to disclose ourselves to others may lead to obtain the help and means to solve new problems in a new environment. Indeed, a recent research by Chen

(1993) indicated a positive relationship between self-disclosure and effective coping with social difficulties in a new cultural milieu. Asian born students who disclosed more were more effective in solving the social difficulties they faced in the United States.

It is not just that self-disclosure plays an important role in interpersonal difficulties but also in interpersonal abilities. For example, a research done with Japanese undergraduates indicated goal-based nature of self-disclosure. Subjects disclosed more if their goal is to "getting help" in a counseling interview that it is "selling themselves" in a hiring interview. Miller and Read (1987) argued that people have different goals, and therefore have different plans to achieve these goals. That is why some people are high disclosers and some disclose less. When we treat self-disclosure as a stable personality trait (Jourard, 1971), these strategies give greater importance. Since self-disclosure is goal directed behavior, and as such serves important functions it has caught considerable research effort from psychologists. The following paragraphs present a brief review of the literature on self-disclosure and related variables.

2.2 Parameters and Factors Affecting Self-Disclosure

As an important process of interpersonal interaction self-disclosure varies across three parameters; breadth, depth, and duration (Cozby, 1973). The *breadth* means the amount of information disclosed, *depth* is the

intimacy of information disclosed, and *duration* is the time spent for disclosure. The fourth parameter added later by Rubin (1975) is the *reciprocity* which means that in order a person to disclose to another person the other person should also disclose to him or her. He claimed that reciprocity effect may be produced by either one or both of two different processes, namely *modeling* and *trust*. These parameters are affected by certain factors such as sex of the discloser, and the person to be disclosed, topic which is disclosed and so on. The following sections summarize the literature about the factors that affect self-disclosure.

2.2.1 Gender and Topics in Self-Disclosure

In order to examine sex differences in self-disclosure, Jourard (1971) gave a 60-item questionnaire to subjects and asked them to indicate what they have disclosed to their mother, father, best opposite sex friend, and best same sex friend and at what extent. The items contained the topics of attitudes and opinions, tastes and interests, work (or studies), money, personality, and body. The results indicated variations in respect to the sex of both the disclosing person and the disclosed person, and the topic of disclosure. In this study, females disclosed more than males, and whites disclosed more than blacks. Furthermore, both unmarried males and females reported that they disclosed most to mothers whereas married males and females disclosed most to their spouses. With respect to topics of disclosure, tastes and interests, attitudes and opinions, and work were the

topics that had been disclosed the most. Money, personality, and issues related to one's body were the topics disclosed the least.

From a social-penetration perspective (Altman and Taylor, 1973), self-disclosure is the primary mean by which relationships develop systematically from causal acquaintanceships to high-intimate relationships. In this process, topics of disclosure increase both in breadth and depth with passage of time. Arglye, Trimboli, and Forgas (1988) classified topics a person can disclose to another as personal events (books read, TV programs watched), personal problems (sex, romantic involvement), daily events (accidents, fire), money and achievements, and politics and religion. Breadth and depth of disclosure may vary as functions of topic, sex of the disclosing person and the person to whom disclosure is made as well as the state of the relationship between the interaction partners. Some relationships achieve "peak" areas of disclosure and some relationships may attain only "troughs". Arglye, Trimboli, and Forgas (1988), for example, reported that subjects disclosed financial problems to their fathers the most, but personal problems the least. Similarly, romantic partner, mother, and close friends were disclosed most and at about same extent across topics.

A recent research with Turkish high school students indicated similarities as well as differences to what Jourard (1971) found with American subjects in relation to who discloses to whom (Hortaçsu, 1989a, 1989b). In these studies, subjects were asked to list a maximum of five

people with whom they like to talk with most. Both males and females listed the mother and the same-sex-friend as the most frequently preferred individuals for disclosure (Hortaçsu, 1989a). A second study replicated the results of the first study; children of both sexes indicated a preference to communicate more with mothers than fathers (Hortaçsu, 1989b). The higher degree of preference for mother over father as a target of disclosure is probably associated with sex role differentiation in cultures.

In most cultures, if not all, the mother is the principle person who takes care of the children. Most mothers both in the eastern and western families have a higher chance to develop frequent and intense relations with children and help them out with their difficulties. Similarly, the preference of the Turkish adolescent for a same-sex friend as the target agent for self-disclosure can also be explained by socialization. The Turkish adolescent is socialized to interact predominantly with same-sex others. They are encouraged and rewarded for developing friendships with same-sex peers.

Jourard's (1971) finding that females disclose more than males happens to be stable across populations and over time (see Dindia, & Allen, 1992 for a review). It seems socialization process leads to such a difference in self-disclosure, because women are taught to be expressive while men learn to be silent and keep their feelings, emotions, and plans mostly unknown to others. Males are rewarded for keeping reserved about personal

matters. Even movie stars, from James Dean to Mel Gibson act characters who exhibit little emotional behavior, talk less and keep cool and reserved about personal aspects of the self. Therefore, males and females are socialized into appropriate sex-roles prevalent in the society both by reinforcement and modeling.

Derlega and Chaikin (1976) also stated that self-disclosure by men and women is closely associated with societal norms and as such may have significance in terms of how that person is perceived by others. They found that their subjects saw expressive males and non-expressive females less adjusted than males who were silent and females who disclosed more. Similar results were obtained by Caltabiano and Smithson (1983). Sex differences in the amount and the strategy of self-disclosure are present even in emergency situations. Chelune (1975) found that when confronted with a noxious stimulus females tended to control the situation by eliciting help from friends, males, on the other hand, tried to protect themselves in threatening interpersonal situations by selectively revealing personal information on a less intimate basis. Males not only show less disclosure than females, but also they rate the disclosure of another person more intimate than females do (Shaffer, & Ogden, 1983), and value the act of disclosure more than females do. In a study by Banikiotes, Kubinski, & Pursell (1981) male subjects more than female subjects perceived a high-disclosing person as intimate and desirable more than a low-disclosing person irrespective of his/her sex.

Disclosure valence and recipient gender are important contributing variables in the perception of appropriateness of self disclosure. In their study with university students, Caltabiano and Smithson (1983) let subjects to listen to the disclosure of confederates who disclosed one of the four disclosure conditions: intimate-positive, intimate-negative, nonintimate-positive, and non-intimate-negative. Subjects rated the appropriateness of confederates' disclosure behavior. It was found that intimate disclosers were viewed as more open, and sensitive and positive disclosers were regarded as acting more appropriately than negative disclosers. Sex of the subject also appeared as an important variable; female subjects evaluated disclosure more appropriately than male subjects immaterial of the positivity / negativity and intimacy level. A similar study was conducted by Goodpaster and Hewitt (1992). They asked the subjects to evaluate a person who disclosed (a) positive and intimate information (spent weekend with new boy/girl friend), (b) negative and intimate information (broke up with boy/girl friend), (c) positive non-intimate information (had a good vacation), and (d) negative non-intimate information (had the car broken down). They failed to find any difference among topics related to sex of the subjects. However, subjects believed that high self-disclosure would enhance their attractiveness when the topic is both non-intimate and concerns positive information ("had a good vacation").

However, results of a couple of studies partly contradicted the generally reported sex differences in self-disclosure. Employing scores on masculinity and femininity, Stokes, Childs, and Fuehrer (1981) reported higher self-disclosure both for high masculine and high feminine subjects than androgynous subjects. These researchers also reported that the degree of masculinity was a predictor of disclosure to strangers and acquaintances but both masculinity and femininity were needed to predict disclosure to intimate targets. In another study, high masculinity was found to be inversely related to self-disclosure (Grigsby, & Weatherley, 1983). These results suggest that how we define sex is important with respect to self-disclosure. Furthermore, Garcia and Geisler (1988) found that no sex differences in the amount of self-disclosure among teenagers. Drass (1986) on the other hand believed that not the sex but the identity of sex was important in dyadic conversations. He found that regardless of a person's biological sex, the more a "male like" attitude is internalized as a gender identity, the greater the possibility that the person will initiate an overlap or interruption during a conversation.

There is some evidence that topic of disclosure also interacts with sexual orientation. Male and female homosexuals showed significant differences in what to disclose and to whom to disclose. Wells and Kline (1987) found that lesbian women preferred other lesbians to disclose. They also reported that perceiving positive response was important for them to talk more about their sexual orientation. Men, on the other hand, showed no

preference for the target and they even said that they could talk about sexual preferences to anyone. Both the homosexual men and the lesbians believed that development of a relationship and self-affirmation occurred with disclosure about sexual orientation. Openness was strongly associated not with self-acceptance per se, but with the degree to which the respondents thought others evaluated gay persons positively or negatively (Franke, & Leary, 1991).

In the light of these empirical findings, we can conclude that, in general, females disclose more than males. However, topic of disclosure, sex of the disclosed person and his or her relation to the disclosing individual constitute variables that produce changes in self-disclosure (Hill, & Stull, 1987). The following section reviews findings about the relation of self-disclosure to age and culture.

2.2.2 Cultural and Age-Related Differences in Self-Disclosure

Age is another variable that affects self-disclosure behavior. In general, Jourard (1961) reported a decrease in the amount of disclosure to parents and same-sex friends as increases in age valid both for male and female subjects. The place and importance of parents and same-sex friends have in an adolescent's life seem to decline and get substituted by opposite-sex friends or spouses as he or she advances in age.

Friendships play important roles in our lives and are characterized as high degrees of intimacy, reliance, similarities in interests and attitudes. The development of the concept of friendship seems to take some time. Bigelow and LaGaipa (1975) for example stated that the notion of friendship may not be present before the age of seven. Intimacy among children develops in a gradual fashion expanding in depth and breadth. Indeed, Hunter & Youniss (1982), for example, found that adolescents describe their relationships with their friends as intimate at the age of twelve and afterwards. Similarly, Diaz and Berndt (1982) found that although younger children (fourth graders) had knowledge about nonintimate characteristics of their best friends (such as the friend's telephone number), older ones (eight graders) also knew intimate information about their friends (such as what their friends worry about).

As noted earlier, in general, mothers and same-sex friends are found to be the major targets of disclosure. In a study with Greek-born Australian families, young adolescents (mean age: 12.9) preferred mother rather than father for disclosure (Rosenthal, Efklides, & Demetriou, 1988). In respect to fathers being less preferred targets for disclosure, Garcia and Geisler (1988) reasoned that it is so because fathers represent authority figures and as such discourage disclosure. Mothers are preferred for disclosing personal information to because more empathy is expected from females. Another explanation for mothers being preferred disclosure targets relates to frequency and nature of the interaction between mothers and their children.

In most cultures, children are born into families where father is the bread-winner and mother is the home-maker, and since bread winning activities usually occur in environments outside home, the child has limited opportunities to interact with father as compared to chances to interact with mother being available most of the time. Compared to their fathers, adolescents see their mothers as more understanding, accepting, and willing to negotiate, and less judgmental, guarded, and defensive. Among the relationships between parents and children, the mother-daughter relationship tends to be the closest, father-daughter relationship is the least intimate, and the mother-son, father-son relationships are falling in between (Noller, & Callan, 1990).

The existing differences in preferences for mothers and fathers as targets of disclosure reflect themselves also in how adolescents and their parents' perceive each other's disclosure activity and friendships. For example, in a study done with Turkish adolescents fathers were found to be less tolerant of opposite-sex friendships for girls than for boys (Oskey, 1985). In this study, Turkish adolescents perceived their mothers being much closer to them than both their fathers and siblings. In another study by Karadayı (1994) father-adolescent relationship, irrespective of the sex of the adolescent, was reported as the weakest possible relationship.

Intimate friendships during adolescence play an important role in the young person's overall psychological development. In early adolescence

same-sex friendship is important but in middle and late adolescence intimate relationship with opposite-sex peers begins to gain importance. Same-sex friendship is important because there are taboo topics that can not be exchanged between parents and their children (e.g., sexuality, religion, relationships with opposite-sex friend and so on). Since relationship with opposite-sex generally means romantic involvement even in some western societies, young adolescents seem to be more willing to interact with same-sex peers rather than opposite-sex peers (Buhrmester, & Furman, 1987).

Steinberg (1993) concluded that a temporary decline occurs in intimacy between adolescents and their parents during early adolescence, but by the end of late adolescence, young people and their parents may again get quite close to each other. However, the relapse of parental- or more accurately maternal-intimacy of the late adolescent does not necessarily mean a decrease in peer-intimacy. Therefore, the changes in preferences for parents or peers as targets of disclosure of intimate information may be because of the existing taboos and changes in the intensity of interactions with the potential targets.

Steinberg (1993) also claimed that intimacy is very important in adolescence because (1) intimate and close relationships having strong emotional foundations are first established in young adolescence, and (2) during adolescence intimacy concerns the changing nature of the adolescent's social world; adolescent-parent, adolescent-same-sex friends,

and adolescent-opposite-sex friend relationships. Therefore it is assumed that intimate relationships during adolescence play an important role in the young person's overall psychological development.

The intimacy of a relationship is closely associated with the intimacy level of the information exchanged by the interacting partners (Tolstedt and Stokes, 1984). Tolstedt and Stokes (1984) found that increased intimacy between husband and wife associated positively with increases in breadth and depth of topics discussed. However, the relationship between the intimacy level of the relationship and the topics of disclosure observed among married couples may not be totally applicable to peer relationships during adolescence. Because, adolescents may make distinctions among topics that can be communicated to mothers without any difficulty and topics that can be exchanged only with a same-sex friend, and still topics that can be talked about both to the mother and to the same-sex friend.

An understanding of the relationships between friends, and between parents and their children is important for all societies, but probably more so for the Turkish society. The Turkish population is essentially a young one. According to 1990 census data, the weighted average age of the general population is 26.43 with a median age of 22.21 (DIE, 1990). The large numbers of children, adolescents and young adults increase the potential numbers of peer-peer relations among the members of the younger

segments of the population. Lack of appropriate relations and inadequate communication channels may lead to a high rate of suicidal tendencies among teenagers in the Turkish society (Öten, & Dilsiz, 1994).

Studies showing cultural differences in self-disclosure have quite a long history. In an early research, Jourard (1961) found cultural differences in self-disclosure and preferences from persons as targets of disclosure. English females for example obtained lower disclosure scores than Americans, and Puerto Rican college students disclosed less personal data to parents and closest friends than did comparable American college students. In a later study, Franco, Malloy, and Gonzales (1984) failed to replicate Jourard's (1961) findings. These researchers employing Anglo-American and Mexican-American students of both sexes obtained no difference in the amount of self-disclosure of the two ethnic groups. In this study, however, subjects reported less disclosure to a confederate (stranger) of the same ethnic origin. Rubin (1975) reported a similar finding from a sample of American subjects. In this study, when subjects were to disclose to someone, they preferred a person dissimilar to them. The preference for a stranger or a dissimilar individual as a target of disclosure may originate from a motive to set limits to the personal information revealed to a known or similar individual who may use such information against the person.

In a recent research comparing Arab and Jewish youths in Israel (Mikulincer, Weller, & Florian, 1993), it was found that Arab youths perceived

more closeness toward their parents than their Jewish counterparts. In both groups, boys scored higher in closeness to their fathers than girls. Girls, on the other hand, scored high in closeness to their mother than boys but it was only true for Jewish youth.

In addition to cultural differences in who discloses and to whom, type of strategy in reciprocal disclosure may also differ among different cultures. For example, it was found that Koreans are less likely than Americans to reciprocate self-disclosure by discussing the same topic (Won-Doornink, 1985). Korean-origin subjects also reciprocated as did American subjects but they changed the content of the communication. In another study, Goodwin and Lee (1994) reported that Chinese-origin subjects disclosed information that most societies may classify as taboo to their friends more than British subjects.

The limited number of studies reviewed here suggest that self-disclosure is subject to cultural variations in terms of the nature of information disclosed and to whom and how much it is disclosed. The explanation for these differences goes through differences in socialization practices exercised by cultures. Kağıtçıbaşı (1990) for example differentiated between individualistic and collectivist cultures. Most western cultures are viewed as individualistic where the emphasis on the individuals as separate beings. Collectivist societies on the other hand value togetherness where strong relational bonds between persons, especially among family members

are the distinguishing feature. One would expect disclosure among family members in societies of the latter type to be more frequent and deep than it is in individualistic societies. Kağıtçıbaşı (1990) claimed that Turkish culture is collectivistic in nature; it stands as a compact unit with strong bonds among family members. Indeed, in a recent research with Turkish adolescents, Rüstemli and Kökdemir (1993) reported a high degree of preference for intimacy with family members and friends implying that the Turkish teenager likes to be with and disclose to family members and friends.

In summary, self-disclosure is a complex phenomenon, and therefore, an understanding of variations in this process goes necessarily through a careful consideration of the age and the sex of both the disclosing person and the person to whom the disclosure is made, the topic of the disclosure, and the situational and cultural context in which the disclosure takes place. Disclosure-related predictions of the present study will be given after a brief account of the general approach to studying person-environment transactions is presented.

CHAPTER III

PERSON-ENVIRONMENT INTERACTION

Studies of self-disclosure conducted so far failed to consider environment as a factor in which disclosure occurs. Although Prisbell and Dallinger (1991) stated that classroom environments may not be appropriate for development of self-disclosure, this assertion stayed as an observation without supportive data. The lack of empirical data, however, can not withhold us from speculating a relationship between disclosure material and place of disclosure. Environmental psychologists, Wohlwill (1970) and Stokols (1978, 1981) for example, would argue that behavior is place specific. Goal directed behavior usually occurs in environments that are supportive of it (Stokols, 1978). Barker and Wright (1951, 1955) provided us with abundant observations that a certain kind of behaviors occur in certain settings whereas some other kinds of behavior occur in different settings. Thus, from an environmentalist's point of view, a fit between behavior and place is essential for normal functioning.

Environmental concerns in the study of human behavior have been increasing within the last two-to-three decades. Contrary to former theories that emphasized the built-in structure of personality and/or situation as adequate reasons for human conduct, environmental approach emphasizes both the person and the environment as principle reasons for human

behavior. The following paragraphs present a brief account of the approaches in psychology to study behavior.

3.1 Interactional, Organismic, and Transactional World Views

Early psychological theorists took essentially two major approaches to understand human behavior known as situationism and trait approaches (Bowers, 1973). Situationism emphasized the idea that human behavior mainly stems from the situation while trait theories emphasized the role of person's characteristics. The former, in fact, was not an environmental or ecological approach to the study of human behavior, rather the basic idea in this approach was that behavior was determined by situational factors such as other persons or culture. The trait theories, on the other hand, emphasized the inborn tendencies in explaining human conduct. Bowers (1973) argued that neither of these approaches are adequate to explain human behavior and therefore pointed out to a need for interactional models. Interactional view is a combination of the trait and situational approaches. It also seeks for cause-effect relationships but in an additive fashion (Altman, and Rogoff, 1987). In this approach, behavior is conceived of as a product of the interaction between the situation and traits. For example, when applied to self-disclosure, the interactionist would look for the needs, motives, and personality characteristics of the disclosing individual together with the social and cultural components of the disclosure event. Aspects of the disclosing individual and aspects of the situation constitute

separate particles of the same phenomenon. Therefore, first the particles should be studied one by one and then the interaction among them. The interactional approach has dominated research and theory in contemporary psychology. In experiments employing this model, behavior is treated as the dependent variable and personal and situational factors are treated as the independent variables.

Altman and Rogoff (1987) identified another approach in psychology. They called it organismic approach and conceptualized it as a holistic one. The whole presupposes parts and these parts get their meaning from the whole they have just made. Emphasis is on the reciprocal relationships among parts that comprise the whole. Objectivity, replicability of the findings, and testability have utmost importance in this approach since the idea is to find out the general principles of human functioning. According to this approach, the organism tries to achieve balance and stability in its interaction with the physical environment. Physical, moral and cognitive development all occur in an environment. Although separate analyses of parts or subsystems are also important as in the interactional view, organismic approach assigns greater emphasis to the whole as a main system.

Environmental psychologists on the other hand like to conceive of human conduct as a transaction between person and environment. The factors that are treated as the independent variables in the interactional view

constitute different aspects of a system and any aspect of the system is meaningless without other aspects, therefore they should not be studied separately. In other words, when a researcher tries to analyze the aspects one by one he or she loses the whole effect. Part by part analyses give nothing about the "real" interrelationship among aspects. Although both stability and change are expected, the latter is assigned more importance in this approach (Werner, 1987; Werner, Altman, Oxley, and Haggard, 1987, Stokols, 1988). Therefore, processes of change within a given set of contextual variables are emphasized. Kaplan (1987) noted the existence of methodological difficulties in doing research within this understanding. For example, historical variables are difficult to define, control and manipulate.

Which of the presented approaches should be pursued in the study human behavior? Altman and Rogoff (1987) answered the question "... no world view is intrinsically better than any other. They are different approaches to the study of psychological phenomena and they each may have unique value in different circumstances " (p. 11). However, it may prove fruitful not to overlook the influence of environment in the study of behavior. At this point, it seems essential to clarify what has to be understood from the term "environment".

3.2 Conceptualization of Environments

The concept of "environment" as it is used in environmental psychology is very inclusive. One can think of an infinite number of different environments where one or another kind of behavior occurs. At a more molar level, an environment can be differentiated from others by looking at its geographical and meteorological characteristics together with its architectural and physical aspects. This is what Moos (1973) called *ecological dimension*. In addition to these aspects that are intrinsic to all environments, there are also psycho-social and behavioral components of environments. Moss (1973) noted that *behavior settings* (after Barker, 1968) have both physical and behavioral components that are rather inclusive. Important social structures also get into the picture in the conceptualization of environments. For example, dimensions of organizational structure such as size of the organization, staffing ratios, average salary levels, and organizational control means and procedures, and all kinds of physical and climatic features are important to components of work environments. An understanding of person-environment interaction requires an understanding of all of these components. Clearly, the character of an environment is also dependent in part on the typical characteristics of its members. Average age, ability level, socioeconomic background, and educational attainment are the examples of personal and behavioral characteristics of the milieu inhabitants (Moos, 1973). Similarly, we know that psychiatric wards are different from colleges and they are also different from universities; that is each

environmental structure has its own dimensions and properties. This difference emerges in psychosocial characteristics and organizational climate.

Moos (1973) argued that the functional and reinforcement analyses of environments are also important. People are expected to behave similarly in different settings only to the extent that those settings are alike in their potential reinforcing properties. Furthermore, he noted that people tend to become friends with their nearest neighbors. More interestingly, Athanasiou and Yoshioka (1973) found that the spatially closer the friend (neighbor), the more an individual would tend to distort her perceptions in a direction that would be compatible with maintaining contact through propinquity.

There have been attempts to classify environments. In an early classification of environments in which humans function was proposed by Mehrabian (1976). He differentiated between six environments. *Intimate* environments in his definition is our biological environment and contains differences in arousal obtained by drugs, music, exercise, food; and some outer materials such as clothing and cosmetics. Houses and apartments are the *residential* environments whereas factories, offices, schools, and libraries constitute *work* environments. Hospitals, clinics, health centers, and prisons are *therapeutic* environments whereas theaters, movies, museums, bars, sport halls, stores are some of *play* environments. Finally, *communal*

environments are the ones in which a group of people live such as dormitories, retirement communal, and cities.

Stokols (1988) suggested that physical environments can also be classified as formal or informal (office vs. living room) environments, primary versus secondary environments (home vs. school), and private (bedroom) versus public places (library). Some other researchers preferred different and more specific categories of environments in their research. For example, Linneweber (1988) used nine different classes of physical settings; service (e.g., restaurants), academic (e.g., classroom, libraries), ritual (e.g., churches), public (e.g., movie theater, shopping center), natural places (e.g., mountains, wilderness), traffic areas (parking lots, freeways), houses, business, and recreation places. Similarly, Kenrick, McCreath, Govern, King & Bordin (1990) employed broader categories and used *domicile* and *nondomicile* settings. Domicile settings consisted of bedroom, dormitory room, eating room, public room, outside of the house, and fraternity or sorority house; nondomicile settings, on the other hand, were academic, athletic, business, play/entertainment, religious places, and streets.

3.3 Person-Environment Interaction

Environmentally oriented psychologists conceptualize behavior as a function of person and environment. In relation with person-environment interaction, Wohlwill (1970) noted three important points which have

significance for research and theory. First of all, behavior necessarily occurs in some particular environmental context which imposes major constraints on the range of behaviors permissible in it. Second, certain qualities of environment (e.g., crowding, climate) exert generalized effects on broader systems of responses within the individual. Third, behavior is in a variety of ways instigated by and directed at particular attributes and characteristics of the physical environment. Thus, the bi-directional influence processes between the person and environment present complexities and involve perceptual, cognitive, affective, and behavioral reactions by the person. We develop diverse forms of adjustment and adaptation to environmental conditions.

For environmental psychologists, human conduct purposive (Stokols, 1978; Russell and Ward, 1982), and person-environment interaction is reciprocal and dynamic (Stokols, 1988). Persons have goals to achieve and make plans and behave to that end. Wapner, Kaplan, and Cohen (1973) suggested that people have alternatives to realize their goals; they can either change their physical environment to achieve these goals or reevaluate their goals to make them compatible with the environment. Therefore, physical space and objects in it are not simply architectural units. They carry messages to the user who is also an active agent in the environment. For example, the communication partner and the topic can be different in one's own bedroom and in a gymnasium. In the former, we expect more intimate topics to be disclosed to more intimate persons. These

ideas are necessarily incorporated into the meaning of a place even when the place is designed or built (Rapoport, 1977). Stebbins (1973) suggested that physical environments have messages from their makers to their users. These messages enable people to behave in certain ways, such as a closed door between two rooms means that there is no travel between these two rooms without permission. The close door in this example does not necessarily mean that environment has absolute control over human conduct; it is still possible that a person can walk over and open the door to make entrance possible. The important point here is that closeness or openness of the door constitutes a signal to the potential visitor what behavior is appropriate or permissible at that environment. Of course, the messages of the environment and their interpretation may vary from culture to culture and to a certain extent from person to person.

3.3.1 Behavioral and Environmental Constraints

Realization of human goals is possible in supportive environments. Some environments do not provide or fall short of the properties to support goal directed behavior. Therefore, environments can be disturbing and coercive for the person. Either the lack or inadequate cues or too much of unwanted stimulation may hinder or block purposive action. A noisy dormitory or a road junction without direction signs does not support behavior. Therefore, for healthy functioning a fit between the person's needs and properties of the environment is essential (Stokols, 1978; 1981).

Kaplan (1983) also believed in the necessity of person-environment compatibility for psychological well-being. Environments that are appropriate for or supportive of goal behavior are expected to associate with high degrees of satisfaction.

However, not all environments are supportive of human behavior. From time to time, environmental demands may far exceed person's capabilities or impose constraints onto behavior. Such situations may result in considerable amount of stress (Campbell, 1983) and continuous exposure to such demanding environments may end up with pathology. Therefore, Kaplan (1983) proposed that restorative environments are essential for modern living.

In an early study, Price and Bouffard (1974) studied behavior-environment fit or in their terms behavior-environment appropriateness. Employing a behavior-situation/environment matrix of 15 by 15, they asked subjects to indicate how much each behavior was appropriate for the given set of situations. They found that differences among situations, behaviors, and certain unique combinations of behaviors and situations accounted for fairly large proportions of variance in judgments of behavioral appropriateness. Some behaviors were almost irrelevant in a particular environment (*situational constraint*) and some behaviors were low in appropriateness regardless of the situation (*behavioral appropriateness*).

As a result, we can conclude that certain behaviors are known to be appropriate for certain types of situations (*prototypicality*), and different types of situations are associated with different levels of constraint. In another study, Schutte, Kenrick and Sadalla (1985) found that when subjects had been exposed to a highly prototypical description of an environment, there was a false positive identification of high cue validity elements. In other words, subjects falsely remembered a prototypical element of an environment that was not given in the descriptions. Both of these studies sampled behaviors such as reading, eating, sleeping, shouting, and etc. These are examples of behaviors that a person can do when alone. Self-disclosure differs than these in its nature. It is interpersonal rather than intrapersonal. Therefore, behavior-environment appropriateness for interpersonal interactions may be different and may associate with different levels of satisfaction experienced in the interaction. Linneweber (1988) pointed out that neither the physical environment nor the behavior itself is considered as inappropriate but their specific relation is critical.

In an interactional framework, Kenrick, McCreath, Govern, King, and Bordin (1990) examined the relationship between personality traits and everyday settings that all or most individuals regularly enter. They wanted to find out if personality dimensions (adjustment, likeability, self-control, dominance, social inclination, and intellectance) are dominant at certain environments. They asked subjects to indicate where they were when they last engaged in a list of different behaviors. Each behavior represented

either a high or low instance of each of the personality attributes used. Analyses of responses to open-ended questions indicated that the relationship between traits and settings was not random, certain kinds of trait-representing behaviors were reported to occur in more domicile settings (bedroom, eating room, dormitory, ... etc.) whereas some others were reported to occur more in nondomicile settings (gymnasium, church, streets, ... etc.). The result of this study also suggested that more may be going on in the nondomicile settings than in the domicile settings.

In the second phase of the above cited study (Kenrick, McCreath, Govern, King, and Bordin, 1990), the subjects provided descriptions of the setting in which they remembered themselves exhibiting the high and the low instances of the trait-behaviors. Analyses of the data indicated that some places are more likely to elicit some behaviors low in trait, and some others elicit the same behavior high in trait. These researchers also reported that some settings were seen as more appropriate and therefore informative across traits and some others the least appropriate. For example, religious and street settings were relatively least telling about personality traits in general.

A recent research by Brown (1992) further exemplifies the relationship between behavior and environment. Employing a sophisticated methodology, experience sampling methodology, co-residing females were asked to record where they were, what they were doing, how they were

feeling, and whether they were alone or with others upon a signal from the experimenter. The signals were randomly determined for each subject and transmitted via air by a special device. Results indicated that certain kinds of activities, mood states and desires to be alone or with others were associated with certain places. For example, a subject's "center apartment", the apartment the subject shared with another female during the experiment which took eight weeks, was a place where subjects did not have adequate amount of socialization and togetherness with others but had satisfactory levels of intimacy.

3.4 The Purpose and Hypotheses of the Study

Within the framework presented, the purpose of the present study was twofold. First, a relationship between the topic of disclosure and the place of disclosure is expected. Research reviewed earlier suggests that certain kinds of behaviors occur at certain places. One would expect topics with high intimacy levels to be disclosed at private territories such as homes, "own rooms", "work offices", etc. whereas topic with low intimacy levels can be disclosed at public places such as streets, classrooms, and etc.. These expectations will be reflected in high frequencies of disclosure of certain topics at certain places. In addition to high frequency of disclosures at specific places, the place-topic relationship will also reflect itself in judgments of appropriateness between places and topics. And since

disclosure has psychological significance, place-topic appropriateness should relate to personal satisfaction drawn from the act of disclosure.

A second but no less important purpose of the study was to investigate what topics are disclosed to whom by Turkish adolescents and young adults. Although Hortaçsu (1989a) provided some data on the preferred person of disclosure for adolescents, her research did not consider topic of disclosure. Generalizations about agent and target of disclosure without mentioning the nature of information will be misleading. It will be incorrect to say for example that the Turkish teenager communicates also his or her problems and experiences in sexuality to the mother who happens to be the principal target of disclosure for most topics for at least daughters.

The present research was planned to cover adolescence and young adulthood. These ages constitute a period during which tremendous amount of changes occurs in cognitive, biological and social functioning. Cognitive abilities of the child transform into new capabilities and with the onset of puberty the needs and interests undergo important changes (Steinberg, 1993). Sexuality appears and becomes a focus of attention. Expansion in the social environment and new responsibilities create problems of identity and purpose (Erikson, 1968). Therefore, the selection of the adolescents and young adults as the target population will enable us to see what kind of information is communicated to whom and what changes occur in

accordance with age. Since sex of the disclosing person is a crucial variable in self-disclosure, as reviewed in earlier paragraphs, it will constitute another variable in the analysis of data.

An important point needs to be attended before a formal statement of the hypotheses of the study. An understanding of what information is communicated to what people is not a problem that lends itself to experimental manipulation. People choose what they want to talk about and to whom. Therefore, the nature of the problem this study addresses to makes self-report as the appropriate choice. As done in earlier research (Kenrick, McCreath, Govern, King, & Bordin, 1990) the present study employed self report as data collection procedure. It is assumed that people will be able to remember and report the person and the place they talked certain topics last. Similarly, reliance on memory in respect to appropriateness of the place and satisfaction drawn from the disclosure is another assumption needed to be made. Research showed that individuals were able to report interaction frequencies quite accurately, especially at dyadic level (Kashy, & Kenny, 1990).

3.4.1 The hypotheses of the study

In summary, disclosure is a complex phenomenon involving depth and breadth of the information disclosed, ages and sexes of both the disclosing person and the person to whom disclosure is made, the nature of

the relations between them, and some situational factors. Adding the place of disclosure to the list of factors complicates the phenomenon further. It is a fact that with these many factors, a large number of hypotheses can be formulated. An inclusive study of that size is far beyond the purpose of the present one. Therefore, the hypotheses of this study were limited to the following;

Since disclosure varies according to the relationship a person has to another, a distinction is made between target persons as parents and non-parents. In the case of disclosure to parents, **1.a.** disclosure to mother is expected to be more frequent than to father, and in the case of non-parental disclosure, **1.b.** disclosure is expected to be more frequent to same-sex other than opposite-sex other, and **1.c.** more to friends than to any other person (non-friends) across sexes, topics, and intimacy levels.

2. A higher frequency of disclosure is expected to occur in home environments than non-home environments irrespective of subject sex and topic of disclosure.

3. (a) Non-parental disclosure, **(b)** disclosure to opposite-sex other, and **c)** disclosure in non-home environments are expected to increase with increases in age.

4. (a) Home environments will be judged to be more appropriate

places for disclosure (*place appropriateness*) than non-home environments across topics, but **(b)** appropriateness of non-home environments is expected to increase with increases in age.

5. Satisfaction with the act of disclosure is expected to relate positively to place appropriateness.



CHAPTER IV

METHOD

4.1 Pilot Study: The Development of the Instrument

The present study was planned to be done with adolescents and young adults. Therefore, topics of exchange appropriate for the target population needed to be determined. To achieve this Jourard's Self Disclosure Questionnaire- JSDQ (Jourard, 1971) was first translated into Turkish. In addition to the original list of the questionnaire items, 26 comparable items were also written.

An accidental sample of 24 male and 24 female university students were asked to indicate (a) how often they disclosed the information in each item and (b) how intimate each information was. Seven-point Likert scales were used for each kind of judgment. Thus a frequency and an intimacy index for each item were obtained.

In the second step of instrument development, the 86 disclosure items were given to a judge group of 10 including graduate and senior psychology majors. The judges were asked to place each item into one of the eight disclosure categories. In addition to the six categories employed by Jourard (1971) - *attitudes and opinions, tastes and interests, work/school, money, personality, and body and health* - two additional categories were

employed. A recent research with Turkish adolescents and young adults suggested that intimacy with friends and intimacy with family members may be important sources of differences between males and females and age groups (Rüstemli and Kökdemir, 1993). Therefore these two categories were also included and called *relations with family members* and *relations with friends*. In determining which item belonged to what category a criterion of 80% inter-judge agreement was used.

The selection of the final set of items was achieved by using the frequency and intimacy indexes of items for each disclosure category. Each category was represented by two items; one with high intimacy rating and one with low intimacy rating. In both cases items with high frequencies were chosen. Since the sample in the main study would include high school students as well as university undergraduates, wording of some items were changed to apply to both university and high school students. Table 4.1 presents the final list of disclosure items together with their average intimacy ratings. The last column of the table also indicates paired t-values and alpha levels for high-low intimacy comparisons within each category. Although the differences in average intimacy levels of items within the categories of tastes and interests, money, and body/health did not reach statistical significance they were also included in the final list to increase its inclusion and representativeness of topics of disclosure of daily life.

Table 4.1 Disclosure Items and Mean Intimacy Levels.

Disclosure category/Item	Intimacy	t	prob.of t
<u>Attitudes and Opinions</u>			
1. My personal views of education in school.	1.89		
2. My personal views of sexuality.	3.58	5.28	.001
<u>Tastes and Interests</u>			
3. My favorite foods and drinks.	2.97		
4. My favorite books, magazines, and journals	3.01	0.14	.890
<u>Studies</u>			
5. Appreciation of my studies at school by others.	2.88		
6. My plans about future concerning school and work.	3.54	2.04	.050
<u>Money</u>			
7. All of my present sources of my income.	3.54		
8. How I spend my money in a month.	3.73	0.81	.424
<u>Personality</u>			
9. My fears and phobias.	2.83		
10. My emotional problems.	5.05	6.23	.001
<u>Body and Health</u>			
11. My worries about my health.	2.97		
12. How I wish I look.	3.44	1.20	.238
<u>Relations with Family Members</u>			
13. My family's plans about my future.	1.96		
14. My relationship with my parents and siblings.	4.09	2.37	.024
<u>Relations with Friends</u>			
15. Relationship with my same sex-friends.	3.97		
16. Relationship with my opposite-sex friend.	5.37	4.05	.001

NOTE: Odd numbered items are low-intimacy, and even numbered items are high-intimacy items.

4.2 Main Study

4.2.1 Subjects

The subjects were an accidental sample of 332 females and 289 males. The mean age of the subjects was 16.5 ranging from 11 to 27. Majority of the students in the present sample lived with their families (79.1%), some lived in dormitories (12.9%). Others lived either with their relatives (4.3%) or with friends (3.7%).

4.2.2 Instrument

The instrument was a questionnaire composed of two parts. The first part included questions about age, sex, friendship, home environments, and etc., of the subject. The second part consisted of the disclosure items. The order of the disclosure items was randomly determined and was kept constant. Subjects responded to each item by indicating the sex of the person he/she disclosed the information last, the place the disclosure took place and the degree of satisfaction the subject derived from the interaction. The subjects also indicated their subjective evaluations of place-appropriateness for the disclosed topic. Four-point scales running from "not appropriate" and "not satisfied" (with weights of 1) to "most appropriate" and "most satisfied" (with weights of 4) were employed for the appropriateness

and satisfaction responses (see Appendix A for the final form of questionnaire used in the present study).

4.2.3 Procedure

The questionnaires were administered in regular class hours of the students and the administrations took about 30 minutes.



CHAPTER V

RESULTS

5.1 Classification of Raw Data

In this study, subjects reported the most recent person and place they talked about each disclosure item together with the appropriateness of the place for each disclosure, and satisfaction derived from the disclosure. Since, appropriateness and satisfaction responses were ratings on 4-point scales running from "not at all" to "very much", these response categories were assigned weights running from "1" to "4", and thus "appropriateness" and "satisfaction" scores for each disclosure were obtained.

The subjects' responses in respect to the person and the place of disclosure indicated heterogeneities. In order to make meaningful analyses, these responses were first categorized. *Parents* (mother, father, and both), *relatives* (aunts, uncles, siblings, and grandparents), *friends* (same-sex and opposite sex friends, and roommates), *professionals* (teacher, doctor, service personnel), and *strangers* (strangers and others who did not belong to preceding categories) were the target person categories employed. In each of these categories, the sex of the target person was also coded as male, female, or both/unidentified. The responses on the place of disclosure were grouped into six categories; *family home* (subjects' own home), *others' home* (house of relatives, neighbors or friends), *dormitory* (dormitory building and

dormitory room), *academic settings* (classroom, school building, library, school canteen, etc.), *public / service* (restaurant, hospital, bar, entertainment saloon, and so on.), and *public / open* (park, street, garden, etc.).

The results of the analyses carried on the data are presented in the following paragraphs. Since the nature of the data is appropriate for various kinds of analyses for various purposes, analyses relating to stated hypotheses are conducted and reported. However, somewhat detailed analyses that may have theoretical and practical significance are also presented. Disclosures made to targets whose sexes were unidentified or stated as "both" were excluded from the analyses. In the following paragraphs, the results of the analyses are presented under two major sections; frequency data and interval data.

5.2 Frequency Data

The major part of the data obtained in this study is categorical or more precisely frequencies. As stated earlier in this section, subjects indicated the person and the place they talked about each item. Therefore, the numbers of subjects that disclosed certain kinds of information to certain kinds of persons and at certain places were the data obtained in this category. In the following paragraphs, the frequency data and some analyses are presented.

5.2.1 Targets of Disclosure

Table 5.1 displays the frequencies of disclosures made to target person categories. As can be seen on this table, friends received the highest percentage of disclosure (50.7%) followed by parents (30.3%). Strangers and professionals, together, received only a very small portion (4.4%) of the total number of disclosures. Of the eight topics of disclosures, in money and relations with family, significantly larger numbers of subjects disclosed to parents than to friends. For the remaining six categories of disclosure, frequencies for friend-disclosure were significantly larger than the frequencies of disclosures to any other category. The topic that was reported to be disclosed to friends by most subjects was "relations with friends" (72.5%) and it was followed by information about one's personality (63.0%). Among the topics, professionals received the largest frequency of disclosure for "body and health" which was only 9.2% of the total number of disclosures for that topic.

Table 2.1 Frequencies, and percentages of disclosures according to target person and topic, and results of chi-square tests.

Topics / Items	PARENTS		FRIENDS		RELATIVES		PROFESSIONALS		STRANGERS		Total	X ² _{***}
	f	%	f	%	f	%	f	%	f	%		
<i>Attitudes and Opinions</i>												
My personal views of education (L)	168	19.0	545	61.6	99	11.2	70	7.9	3	0.3	885	381.64
My personal views of sexuality (H)	93	20.9	243	54.6	45	10.1	62	13.9	2	0.4	445	694.20
<i>Tastes and Interests</i>												
My favorite foods and drinks (L)	75	17.0	302	68.6	54	12.3	8	1.8	1	0.2	440	
My favorite books and magazines (H)	235	25.5	499	54.2	149	16.2	33	3.6	5	0.5	921	428.90
<i>Studies</i>												
Appreciation of my studies by others (L)	179	39.2	215	47.0	51	11.2	10	2.2	2	0.4	457	548.22
My plans about future concerning school (H)	56	12.1	284	61.2	98	21.1	23	5.0	3	0.6	464	
<i>Money</i>												
All of my present sources of income (L)	291	32.8	416	46.9	94	10.6	79	8.9	7	0.8	887	352.79
How I spend my money in a month (H)	111	23.9	238	51.3	47	10.1	68	14.7	0	0.0	464	362.61
<i>Personality</i>												
My fears and phobias (L)	180	42.5	178	42.1	47	11.1	11	2.6	7	1.6	423	
My emotional problems (H)	553	59.0	288	30.5	98	10.4	4	0.4	1	0.1	944	600.26
<i>Body and Health</i>												
My worries about health (L)	269	62.3	121	28.1	40	9.3	0	0.0	0	0.0	430	574.77
How I wish I look (H)	284	55.2	167	32.5	58	11.3	4	0.8	1	0.2	514	
<i>Relations with family</i>												
My family's plans about my future (L)	173	17.7	614	63.0	179	18.4	8	0.8	1	0.1	975	483.72
My relationship with my parents, siblings (H)	81	19.0	251	58.9	89	20.9	5	1.2	0	0.0	426	802.03
<i>Relations with friends</i>												
Relationship with my same-sex friends (L)	92	16.8	363	66.1	90	16.4	3	0.5	1	0.2	549	
Relationship with my opposite-sex friend (H)	322	31.5	456	44.6	147	14.4	94	9.2	3	0.3	1022	319.67
<i>Total</i>	235	42.6	175	31.7	53	9.6	87	15.8	2	0.4	552	545.06
	87	18.5	281	59.8	94	20.0	7	1.5	1	0.2	470	
	399	44.8	292	32.8	189	21.2	6	0.7	4	0.4	890	700.68
	286	70.8	78	19.3	37	9.2	3	0.7	0	0.0	404	354.47
	113	23.2	214	44.0	152	31.3	3	0.6	4	0.8	486	
	117	12.8	663	72.5	126	13.8	5	0.5	4	0.4	915	784.13
	74	15.7	330	70.1	62	1.2	3	0.6	2	0.4	471	871.79
	43	9.7	333	75.0	64	14.4	2	0.4	2	0.4	444	
Total												
		2258		3773		1081		299		28		
		30.3		50.7		14.5		4.0		0.4		

Grand Total = 7439

*** p < .001

(L) shows low intimate items and (H) shows high intimate items.

In order to test hypotheses 1.a. and 1.b., the whole set of disclosure data was dichotomized as "parental" versus "non-parental" disclosure, and non-parental disclosure was dichotomized into friends and non-friends.

5.2.1.1 Parental disclosure. Hypotheses 1.a. and 1.b. make a distinction between parental and non-parental disclosures. The former predicted that disclosure to mother would be more frequent than disclosure to father across topics, intimacy level and sex of subject. The first part of Table 5.2 indicates the frequencies and related percentages of disclosures made to the parents.



Table 5.2. Frequencies, and percentages of parental and non-parental disclosure, and results of proportion tests.

Topics / Items	mother			father			same-sex			opp.-sex			TOTAL		
	parent		Z	parent		Z	parent		Z	parent		Z	parent		Z
	f	%		f	%		f	%		f	%		f	%	
Attitudes and Opinions															
My personal views of education (L)	110	65.4	58	34.6	0.10	572	75.6	184	24.44	9.27 ^a	168	18.2	756	81.8	12.28 ^a
My personal views of sexuality (H)	51	9.2	42	7.5	4.96 ^a	263	47.2	89	16.0	10.65 ^a	93	20.9	352	79.1	15.03 ^a
Tastes and Interests															
My favorite foods and drinks (L)	59	11.7	16	3.2	1.34	309	61.3	95	18.8	7.44 ^a	75	15.6	404	84.4	16.34 ^a
My favorite books and magazines (H)	197	83.8	38	16.2	2.56 ^a	489	71.3	197	28.7	4.30 ^a	235	25.5	686	74.5	11.23 ^a
Studies															
Appreciation of my studies by others (L)	146	50.2	145	49.8	1.93	429	72.1	167	27.9	7.52 ^a	111	23.9	353	76.1	3.06 ^a
My plans about future concerning school (H)	69	12.7	42	7.7	0.59	274	50.5	79	14.5	5.12 ^a	180	42.6	243	57.4	2.38 ^a
Money															
All of my present sources of income (L)	219	39.6	334	60.4	7.62 ^a	285	72.9	106	27.1	7.35 ^a	553	58.6	391	41.4	15.58 ^a
How I spend my money in a month (H)	72	14.2	197	38.9	5.63 ^a	113	22.3	48	9.5	9.04 ^a	269	62.6	161	37.4	13.65 ^a
Personality															
My fears and phobias (L)	147	26.4	137	24.6	6.75 ^a	172	27.7	58	10.4	11.19 ^a	284	55.3	230	44.7	8.35 ^a
My emotional problems (H)	140	79.1	33	20.9	5.89 ^a	562	70.1	240	29.9	8.75 ^a	173	17.7	802	82.3	13.65 ^a
Body and Health															
My worries about health (L)	67	13.9	14	2.9	6.75 ^a	242	50.3	103	21.4	3.49 ^a	81	19	345	81	15.79 ^a
How I wish I look (H)	73	13.0	19	3.4	1.18	320	56.9	137	24.4	8.35 ^a	92	16.8	457	83.2	13.65 ^a
Relations with family members															
My family's plans about my future (L)	273	84.8	49	15.2	4.61 ^a	540	77.1	160	22.9	11.19 ^a	322	31.5	700	68.5	13.65 ^a
My relationship with my parents, siblings (H)	198	31.9	37	6.5	6.75 ^a	239	41.9	78	13.7	3.49 ^a	235	42.6	317	57.4	8.35 ^a
Relations with friends															
Relationship with my same-sex friend (L)	75	15.2	12	2.4	1.18	301	60.8	82	16.6	8.75 ^a	87	18.5	383	81.5	11.79 ^a
Relationship with my opposite-sex friend (H)	234	58.6	165	41.4	5.34 ^a	360	73.3	131	26.7	6.24 ^a	399	44.8	491	55.2	14.88 ^a
	153	27.8	133	24.2	6.04 ^a	89	16.2	29	5.3	11.29 ^a	286	70.8	118	29.2	16.99 ^a
	81	14.8	32	5.9	5.34 ^a	271	49.5	102	18.6	6.24 ^a	113	23.3	373	76.7	11.79 ^a
	102	87.2	15	12.8	6.04 ^a	574	71.9	224	28.1	6.24 ^a	117	12.8	798	87.2	14.88 ^a
	63	12.2	11	2.1	5.34 ^a	311	60.0	86	16.6	6.24 ^a	74	15.7	397	84.3	16.99 ^a
	39	8.3	4	0.9	5.34 ^a	263	56.1	138	29.4	6.24 ^a	43	9.68	401	90.3	16.99 ^a
Low Intimate															
High Intimate															
Total	837		491			1731		590			1328		2321		
	584		346			2060		802			930		2860		
	1421		837			3790		1391			2258		5181		

(L) shows low intimate items and (H) shows high intimate items, ^a p < .01

Proportion tests indicated that mother disclosure was significantly more frequent than father disclosure in ten of the sixteen items. The items reported to be disclosed most frequently to mother was "worries about health" (198 versus 37, $z = 10.50$, $p < .01$), and the topic disclosed to father most frequently was "one's present sources of income". The latter category also happened to be the only one receiving a significantly higher frequency for father disclosure than mother disclosure (197 versus 72, $z = 7.62$, $p < .01$). Low-intimate information about a subject's opinions on education and his/her monthly expenditures (high intimate information) were disclosed to both parents in similar frequencies (51 versus 42). Table 5.2 also shows that mothers were more frequent disclosure targets than fathers for high-intimate information on personal view about sexuality, emotional problems, concern about own body, relationships both with friends and family members.

5.2.1.2 Non-parental disclosure. The non-parental disclosure is dichotomized into same-sex and opposite-sex disclosures rather than disclosure to female and disclosure to male targets. Large differences were observed in frequencies for same-sex and opposite-sex disclosures. As the middle part of Table 5.2 shows, non-parental disclosures made to same-sex others were significantly more frequent than disclosure made to opposite-sex others for all categories of topics and intimacy levels. Among the sixteen items of disclosure, "relations with same-sex friend", "physical appearance", "personal views of sexuality", and "appreciation of one's studies by others"

constituted the 'peaks' of items disclosed to a same-sex other than an opposite-sex other. Thus, these results provided full support for hypothesis 1.b., and partial support for hypothesis 1.a. Since certain target person categories had very small frequencies for some topics as well as individual items, sex of the subject was not considered in these analyses.

5.2.1.3 Parental versus non-parental disclosure. Although no hypothesis was stated, frequencies of disclosure made to parents and non-parents were also compared. The last part of Table 5.2 shows the frequencies and related percentages of disclosures made to parents and non-parent individuals. As shown on the table, only items of money category were disclosed significantly more to parents than to non-parents ($z = 5.21$ for low intimate item, and $z = 2.38$, for high intimate item, $p < .01$ for both.). In the remaining items non-parental disclosures were significantly more frequent than parental disclosure, the largest differences in frequencies for the two target person categories being in "relations with opposite-sex friend" (43 versus 401), "favorite books and magazines" (56 versus 408), and "emotional problems" (92 versus 457).

5.2.1.4 Non-parental Disclosure: friend versus non-friend. The hypothesis 1.c. predicted that non-parental disclosure would be more to friends than any other person. Table 5.3 shows the frequencies and percentages of disclosure made to friends and non-friends according to categories and items in the categories. As can be seen on this table,

disclosure to friends had significantly higher frequencies than disclosure to non-friends in all categories, and in thirteen of the sixteen items. Proportion tests indicated that the low-intimate item of the "body and health" category ($z = 1.85, n.s.$) had comparable frequencies of disclosure to friends and non-friends.



Table 5.3 Frequencies, and percentages of friend and non-friend disclosure and results of proportion tests.

Topics / Items	NON-PARENTAL DISCLOSURE				Z
	friend		non-friend		
	freq.	%	freq.	%	
Attitudes and Opinions	545	76.0	172	24.0	
My personal views of education (L)	243	69.0	109	31.0	7.14^a
My personal views of sexuality (H)	302	82.7	63	17.3	12.51^a
Tastes and Interests	499	72.4	187	27.3	
My favorite foods and drinks (L)	215	77.3	63	22.7	9.12^a
My favorite books and magazines (H)	284	69.6	124	30.4	7.92^a
Studies	416	69.8	180	30.2	
Appreciation of my studies by others (L)	238	67.4	115	32.6	6.55^a
My plans about future concerning school (H)	178	73.2	65	26.7	7.25^a
Money	288	73.7	103	26.3	
All of my present sources of income (L)	121	75.1	40	24.8	6.38^a
How I spend my money in a month (H)	167	72.6	63	27.4	6.86^a
Personality	614	76.6	188	23.4	
My fears and phobias (L)	251	72.7	94	27.2	8.45^a
My emotional problems (H)	363	79.4	94	20.6	12.58^a
Body and Health	456	65.1	244	34.9	
My worries about health (L)	175	55.2	142	44.8	1.85
How I wish I look (H)	281	77.4	102	26.6	9.15^a
Relations with family members	292	59.4	199	40.5	
My family's plans about my future (L)	78	66.1	40	33.9	3.50^a
My relationship with my parents, siblings (H)	214	57.4	159	42.6	2.85^a
Relations with friends	663	83.1	135	16.9	
Relationship with my same-sex friends (L)	330	83.1	67	16.9	13.20^a
Relationship with my opposite-sex friend (H)	333	83.0	68	17.0	13.23^a

(L) shows low intimate items and (H) shows high intimate items,

	Total		
Low Intimate	1651	670	2321
High Intimate	2122	738	2860
Total	3773	1408	5181

^a $p < .01$

5.2.2 Place of Disclosure

Table 5.4 shows the distribution of disclosure frequencies according to the categories of places. As can be seen on this table, most of the disclosures occurred in home (family home) environments (52.3 %). Academic settings were the places with the second highest disclosure frequency (23.4 %) followed by areas open for public use (12.8 %). Table 5.4 also shows that another person's home environments and dormitories had negligible disclosure frequencies, and therefore these were discarded from further analyses. In order to have meaningful analyses, the data shown on Table 5.5 were dichotomized into home and non-home categories. The non-home category included academic and public places, and the latter contained both the service and the open settings.

5.2.2.1 Disclosure at Home and Non-home environments.

Table 5.5 displays the frequencies and percentages of disclosures for items and topics that occurred at home and non-home environments. Table 5.5 shows that disclosures in both home and non-home environments vary according to disclosure items. Issues relating to "favorite foods and drinks", "plans about future", "sources of income", "spending money", "worries about health", "family's plan about one's future", and "relations with parents and siblings" disclosed significantly more at home than in non-home environments.

Table 5.4. Frequencies, and percentages of disclosures according to disclosure place and results of the chi-square tests.

Topics / Items	FAMILY HOME		OTHERS' HOME		DORMITORY		ACADEMIC		PUBLIC / SERVICE		PUBLIC / OPEN		Total	X ²
	f	%	f	%	f	%	f	%	f	%	f	%		
<i>Attitudes and Opinions</i>														
My personal views of education (L)	412	39.3	30	2.9	36	3.4	387	39.0	44	4.2	138	13.2	1047	719.57
My personal views of sexuality (H)	176	32.0	8	1.5	9	1.6	291	46.9	19	3.5	47	8.5	550	408.00
<i>Tastes and Interests</i>														
My favorite foods and drinks (L)	493	47.3	27	2.6	53	5.1	312	30.0	58	5.6	99	9.5	1042	567.65
My favorite books and magazines (H)	279	53.3	9	1.7	31	5.9	123	23.5	41	7.8	40	7.6	523	467.58
<i>Studies</i>														
Appreciation of my studies by others (L)	214	41.2	18	3.5	22	4.2	189	36.4	17	3.3	59	11.4	1090	602.44
My plans about future concerning school (H)	540	49.5	23	2.1	30	2.75	346	31.7	41	3.76	110	10.0	1090	881.80
<i>Money</i>														
All of my present sources of income (L)	195	36.2	11	2.0	16	3.0	251	40.4	17	3.2	48	8.9	538	1102.65
How I spend my money in a month (H)	345	62.5	12	2.2	14	2.5	95	17.2	24	4.3	62	11.2	552	1036.01
<i>Personality</i>														
My fears and phobias (L)	728	69.5	11	1.0	50	4.8	98	9.3	39	3.7	122	11.6	1048	446.87
My emotional problems (H)	359	71.9	5	1.0	22	4.4	41	8.2	20	4.0	52	10.4	499	462.38
<i>Body and Health</i>														
My worries about health (L)	369	67.2	6	1.1	28	5.1	57	10.4	19	3.5	70	12.8	549	042.93
How I wish I look (H)	490	47.3	30	2.9	41	4.0	220	21.2	47	4.5	207	20.0	1035	682.32
<i>Relations with family</i>														
My family's plans about my future (L)	231	48.2	16	3.3	18	3.8	109	22.8	16	3.3	89	18.6	479	439.45
My relationship with my parents, siblings (H)	259	46.6	14	2.5	23	4.1	111	20.0	31	5.6	118	21.2	556	1859.82
<i>Relations with friends</i>														
Relationship with my same-sex friends (L)	555	52.5	25	2.4	52	5.0	179	17.0	130	12.3	117	11.0	1058	822.86
Relationship with my opposite-sex friend (H)	323	56.8	14	2.5	26	4.6	61	10.7	110	19.3	35	6.2	569	393.30
How I wish I look (H)	232	47.4	11	2.2	26	5.3	118	24.1	20	4.1	82	16.8	489	279.61
<i>Relations with family</i>														
My family's plans about my future (L)	806	73.9	22	2.0	38	3.5	102	9.36	26	2.4	96	8.8	1090	1859.82
My relationship with my parents, siblings (H)	472	86.1	6	1.1	12	2.2	26	4.7	7	1.3	25	4.6	548	822.86
<i>Relations with friends</i>														
Relationship with my same-sex friends (L)	334	61.6	16	3.0	26	4.8	76	14.0	19	3.5	71	13.1	542	393.30
Relationship with my opposite-sex friend (H)	355	36.7	24	2.5	49	5.1	317	33.0	40	4.1	183	19.0	968	279.61
Relationship with my same-sex friends (L)	197	38.5	10	2.0	30	5.9	173	33.8	17	3.3	85	16.6	512	
Relationship with my opposite-sex friend (H)	158	34.6	14	3.1	19	4.2	144	31.6	23	5.0	98	21.5	456	
Total	4379		192		349		1961		425		1072		8378	
	52.3		2.3		4.2		23.4		5.1		12.8			

(L) shows low intimate items and (H) shows high intimate items, *** $p < .001$

Table 5.5 *Frequencies and percentages, of disclosure at home versus non-home settings, and results of the proportion tests.*

Topics / Items	home		non-home		Total	Z
	freq.	%	freq.	%		
Attitudes and Opinions	412	42.0	569	58.0	981	
My personal views of education (L)	176	33.0	357	67.0	533	7.84 ^a
My personal views of sexuality (H)	236	52.7	212	47.3	448	1.13
Tastes and Interests	493	51.2	469	48.7	962	
My favorite foods and drinks (L)	279	57.8	204	42.2	483	3.41 ^a
My favorite books and magazines (H)	214	44.7	265	55.3	479	2.33 ^a
Studies	540	52.1	497	47.9	1037	
Appreciation of my studies by others (L)	195	38.2	316	61.8	511	5.35 ^a
My plans about future concerning school (H)	345	65.6	181	34.4	526	7.15 ^a
Money	728	73.8	259	26.2	987	
All of my present sources of income (L)	359	76.1	113	23.9	472	11.32 ^a
How I spend my money in a month (H)	369	71.6	146	28.3	515	9.83 ^a
Personality	490	50.1	474	49.2	964	
My fears and phobias (L)	231	51.9	214	48.1	445	0.81
My emotional problems (H)	259	49.0	260	50.1	519	0.04
Body and Health	555	56.6	426	43.4	981	
My worries about health (L)	323	61.1	206	38.9	529	5.09 ^a
How I wish I look (H)	232	51.3	220	48.7	452	0.56
Relations with family members	806	78.2	224	21.7	1030	
My family's plans about my future (L)	472	89.1	58	10.9	530	17.98 ^a
My relationship with my parents, siblings (H)	334	66.8	166	33.2	500	7.51 ^a
Relations with friends	355	39.7	540	60.3	895	
Relationship with my same-sex friends (L)	197	41.7	275	58.3	472	3.59 ^a
Relationship with my opposite-sex friend (H)	158	37.3	265	62.6	423	5.20 ^a

(L) shows low intimate items and (H) shows high intimate items,

^a $p < .01$

Similarly, “personal views of education”, “favorite books and magazines”, “appreciation of one’s studies by others”, and “relations with same- and opposite-sex friends” are exchanged more frequently at non-home than home settings. The differences between the frequencies for home and non-home settings were nonsignificant for the five items of disclosure. The highest frequency for non-home disclosure occurred for “personal views of education”, followed by “appreciation of one’s studies by others”.

5.3 Interval Data

Although frequency data revealed differences in disclosure along target persons, sex of the target persons and places, more meaningful analyses of the data with powerful parametric test would be more informative. Since disclosure was measured by a multi-item scale, the data were appropriate to create disclosure scores for target person categories and places of disclosure by pooling items across topics of disclosure. Therefore, disclosure scores were computed for the major target person (parents; mother/father, and friends; female/male), and place (home/non-home) categories for low-intimate and high-intimate items. This was achieved by summing up the frequencies of disclosures for these persons and place categories across eight low-intimate and eight high-intimate items separately. In order to prevent loss of subject, the resulting scores were corrected for

missing values (no responses). For example, corrected mother score for low intimate items was calculated by dividing the number of mother disclosures of a subject by the total number of valid responses of the same subject and multiplying this number by 8 to distribute the missing cases proportional to observed size of each target person categories. The following analyses were conducted on these disclosure scores.

5.3.1 Targets of Disclosure

Frequency data indicated that parents and friends were the two principal targets for self-disclosure. In order to see if disclosure to these target persons vary across subject sex, target sex and intimacy level of disclosed information, a subject sex by target (parent / friend) by target sex by intimacy mixed analysis of variance with repeated measures on the last three factors was conducted on the computed disclosure scores. The results of this analysis indicated significant main effects for target ($F(1, 603) = 108.15, p < .001$), target sex ($F(1, 603) = 43.99, p < .001$), and intimacy level ($F(1, 603) = 18.77, p < .001$) (the summary table for this analysis can be seen on Table B.1 in Appendix B). Friends were disclosed more than parents (the means being 1.82 and 1.06), female targets were disclosed more than male targets (the means were 1.63 and 1.26), and high-intimate items were disclosed more than low-intimate items (the means being 1.48 and 1.40,

respectively). (Since the numbers of low- and high-intimate items were equal, this means that high-intimate items were disclosed more to targets that were not considered in this analysis).

There was a significant interaction between subject sex and target sex ($F(1, 603) = 311.70, p < .001$). Disclosures to same-sex targets were significantly more than disclosure to opposite-sex targets both by female subjects (means were 2.16 versus 0.70; $C = 1.46, p < .01$) and by male subjects (means were 1.77 versus 1.11; $C = 0.66, p < .01$). However, opposite-sex disclosure was found to be more frequent for males as compared to female subjects (means were 1.11 versus 0.70; $C = 0.39, p < .01$).

Another significant two factor interaction occurred between target and intimacy level of disclosure ($F(1, 603) = 185.79, p < .001$). Tukey test comparisons showed that in the case of parental disclosure, disclosures of low intimate items were more than high intimate ones (1.22 versus 0.88; $C = 0.37, p < .01$), whereas high intimate rather than low intimate items were disclosed more to friends (2.07 versus 1.56, $C = 0.51, p < .01$).

The triple interaction among subject sex by target by target sex was also found significant ($F(1, 603) = 105.84, p < .001$). The means for this interaction are displayed in Figure 5.1. Tukey test comparisons showed that in the case of disclosure to friends both female and male subjects disclosed more to targets of their own sexes than opposite sexes, and more so for

female subjects than male subjects. In the case of disclosure to parents, females again preferred same sex parent; they disclosed more to their mothers than to their fathers (means were 1.49 versus 0.57; $C= 0.92, p < .01$) whereas males showed no preference between their mothers and fathers (means were 1.12 versus 1.07; $C= 0.05, p > .05$).

Finally, target X target sex X intimacy Interaction was also significant ($F(1,603) = 16.07, p < .001$). As Figure 5.2 depicts, although parental disclosures of low-intimate items were higher than high-intimate items (1.22 versus 0.88 $C= 0.34, p < .01$), when disclosure is to friend, high-intimate items are disclosed more than low-intimate items (2.07 versus 1.56, $C= 0.51, p < .01$). When target sex was considered, for low intimate items female target disclosure was not statistically different in parental and friend disclosure (means were 1.53 and 1.69, respectively), however disclosure to male target was more evident in friend disclosure than parental disclosure (1.44 versus 0.92, $C= .52, p < .01$). For high intimate items, both male and female target disclosures were higher in friend disclosure as compared to parental disclosure (2.40 versus 1.10, $C= 1.30, p < .01$ for female targets, and 1.74 versus 0.67, $C=1.07, p < .01$ for male targets).

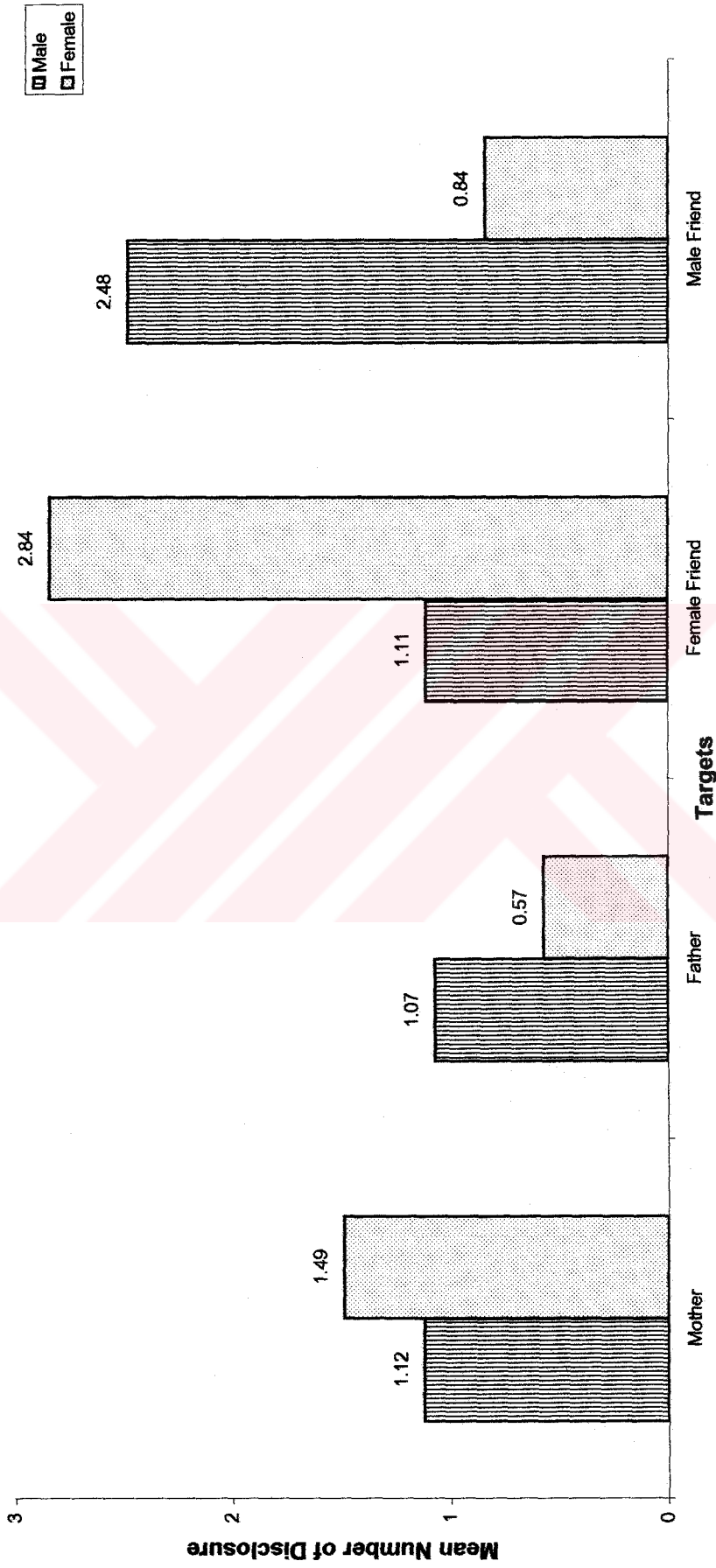


Figure 5.1 Mean number of disclosure at subject sex, target, and target sex categories.

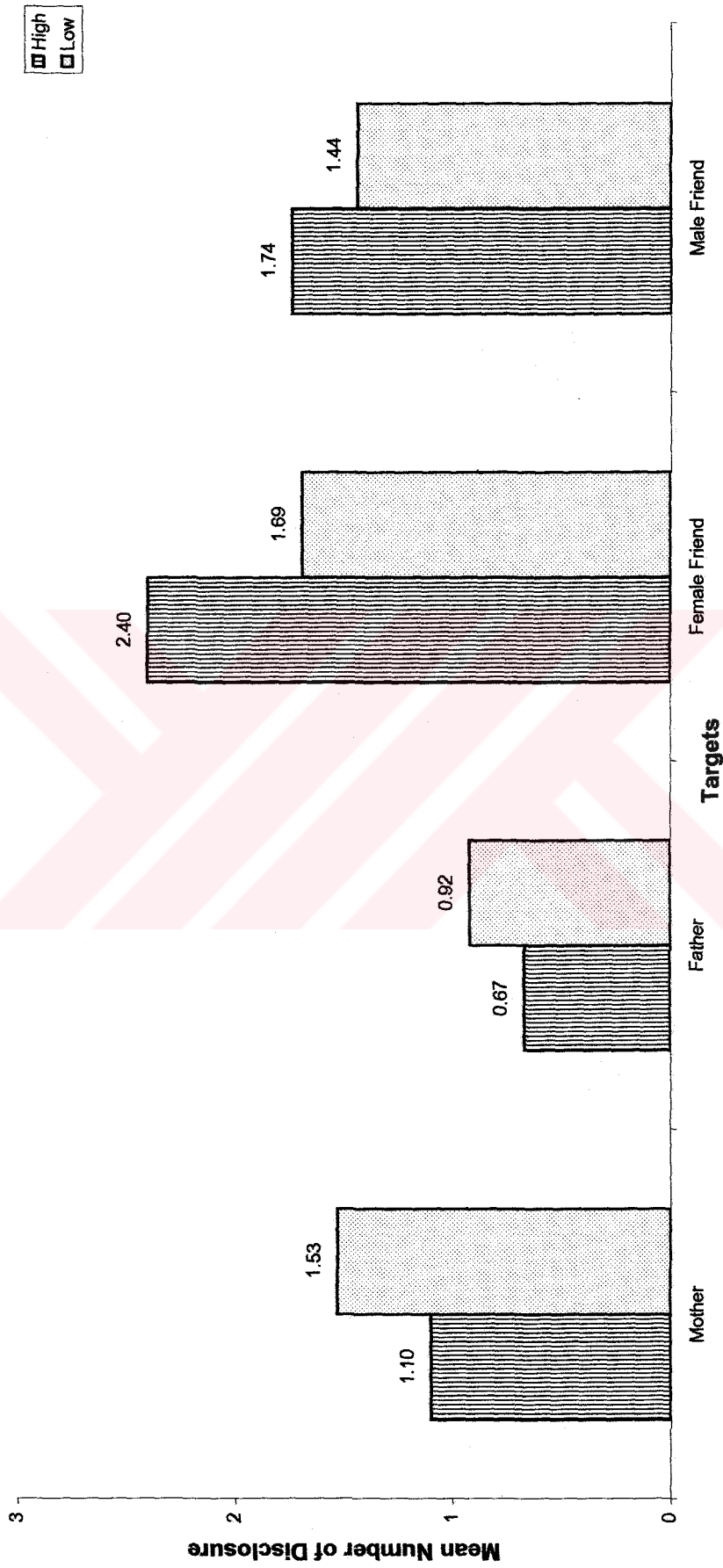


Figure 5.2 Mean number of disclosure at target, target sex, and intimacy categories.

5.3.1.1 Targets of disclosure and age. Hypothesis 3.a. stated that non-parental disclosure would increase with increases in age. The results of correlational analysis were in the predicted direction; non-parental disclosure increased with age ($r = .32, p < .001$; one-tailed), and of course there was a decrease in parental disclosure with increasing age ($r = -.58, p < .001$; one-tailed). Further analysis indicated that disclosure to opposite-sex other increased with age ($r = .42, p < .001$; one-tailed) supporting hypothesis 3.b. and no relationship was found between age and same-sex disclosure. Although not stated among the initial hypotheses, but as one could expect, friend disclosure increased with age ($r = .48, p < .001$; one-tailed) whereas non-friend disclosure decreased ($r = -.33, p < .001$; one-tailed).

5.3.2 Place of Disclosure

As noted earlier, most of the disclosure by the student subjects of the present study occurred at home, academic, and public settings. In order to find out if male and female subjects differed in their disclosure of low-intimate and high-intimate items of different topics in respect to place of disclosure, a subject sex by place (home, academic, and public) by topic by intimacy level mixed analysis of variance was conducted on the computed disclosure scores.

The results of this initial analysis indicated that some cells relating to topics had no variance at all (had zero variance), therefore the data were pooled for topic variable and reanalyzed.

The results of this analysis indicated that all main effects were significant (see Table B.2 on Appendix B for summary table, and Table 5.6 for respective means for this analysis). Across the three categories of place, males disclosed more than females (respective means were 2.53 and 2.45, $F(1, 599) = 4.23, p < .04$), low intimate items were more disclosed than high intimate items (respective means were 2.51 and 2.48, $F(1, 599) = 9.33, p < .05$), and more disclosure occurred at home environments (mean = 4.11) than both academic (mean = 1.91) and public settings (mean = 1.46, $F(2, 1198) = 292.90, p < .001$). The difference between mean disclosures at academic settings and public settings was also significant ($C = 0.45, p < .01$). Since the numbers of low- and high-intimate items were equal, this means that high intimate items were disclosed more at settings that were not considered in this analysis.

Table 5.6. Mean number of disclosures at subject sex, place, and intimacy categories.

	<i>Subject Sex</i>				<i>Total</i>
	<i>Female</i>		<i>Male</i>		
	<i>Low Intimate</i>	<i>High Intimate</i>	<i>Low Intimate</i>	<i>High Intimate</i>	
Home	4.24	4.21	4.05	3.94	4.11
Academic	2.13	1.73	2.05	1.73	1.91
Public	1.11	1.33	1.48	1.92	1.46
	2.49	2.42	2.53	2.53	2.49

Sex by intimacy interaction was significant ($F(1, 599) = 11.73, p < .002$) showing the differences between preferences of male and female subjects to disclose low- and high-intimate items at different places. This interaction, however, is somewhat meaningless without reference to place of disclosure, and therefore detailed analyses are not presented here.

The interaction between subject sex and place of disclosure was also significant ($F(2, 1198) = 11.73, p < .002$). Tukey test statistics indicated that both males and females disclosed significantly more at home environments (the means being 4.00 and 4.23, respectively) than both academic (means 1.93 and 1.89) and public settings (means 1.22 and 1.70). The source of this interaction was at differential disclosure frequencies of males and females at academic and public settings. Disclosure by females at academic settings (mean 1.93) was significantly more than disclosure at public settings (mean 1.22, $C = 0.71, p < .01$) whereas males did comparable numbers of disclosure at academic and public settings (1.89 versus 1.70, $C = 0.19, p > .05$).

Place by intimacy interaction ($F(2, 1198) = 16.17, p < .001$) showed that although low and high intimate items were disclosed comparably in home environments (respective means were 4.15 and 4.09); low intimate items were disclosed more in academic settings rather than public (2.09 versus 1.28, $C = 0.81, p < .01$) but there was not a difference for high intimate items (1.73 versus 1.60, $p > .05$). Furthermore, academic settings were the settings

in which low intimate items were disclosed more than high intimate ones (2.09 versus 1.73, $C = 0.36$, $p < .01$), whereas high-intimate disclosure rather than low-intimate disclosure items were disclosed more in public settings (1.60 versus 1.28, $C = 0.31$, $p < .01$).

5.3.2.1 Place of disclosure and age. Hypothesis 3.c. predicts increases in disclosure at non-home environments with increases in age. In order to test this a zero order Pearson-r was computed between non-home disclosure scores and age. The result of this analysis was in support of the prediction ($r = .31$, $p < .001$; one-tailed).

5.3.3 Appropriateness of Disclosure Place

Table 5.7 presents the mean appropriateness ratings of the disclosure places for each of the 16 disclosure items and F values of oneway analysis of variance. As shown on the table, all of the three categories of places were rated as appropriate or very appropriate for disclosure of information to others. Appropriateness scores showed significant differences in only two low and two high intimate items. These were information about "worries about health", ($F(2, 521) = 4.90$, $p < .01$), "relations with same-sex friends", ($F(2, 472) = 27.67$, $p < .001$), "favorite books and magazines", ($F(2, 478) = 7.92$, $p < .001$), and "emotional problems", ($F(2, 515) = 4.80$, $p < .01$). Further Tukey statistics showed that for the low intimate item of "worries

about health” subjects reported home as more appropriate than public places (3.24 versus 2.95, $C = 0.29$, $p < .05$), and for the other low-intimate item “relations with same-sex friend”, home was found to be more appropriate than academic (3.58 versus 3.02, $C = 0.56$, $p < .05$) and public settings (3.58 versus 2.88, $C = 0.70$, $p < .05$). For high intimate items, home environment was reported to be more appropriate than academic settings for disclosing “emotional problems” (3.18 versus 2.91, $C = 0.27$, $p < .05$), and than both academic and public settings for disclosing “favorite books and magazines” (3.46 versus 3.25, and 3.07, $C = 0.21$, and 0.39 , $p < .05$, respectively). There was no difference between the appropriateness scores of academic settings and public places across items.

Table 5.7. Mean appropriateness scores of home, academic, and public settings for disclosure.

Topics / Items	Home	Academic	Public	Total	F
<i>Attitudes and Opinions</i>					
My personal views of education (L)	3.33	3.23	3.14	3.25	1.99
My personal views of sexuality (H)	3.10	3.00	3.06	3.06	0.47
<i>Tastes and Interests</i>					
My favorite foods and drinks (L)	3.40	3.36	3.21	3.34	1.97
My favorite books and magazines (H)	3.46 _a	3.25 _b	3.07 _b	3.30	7.92 ⁰⁰¹
<i>Studies</i>					
Appreciation of my studies by others (L)	3.12	2.97	2.97	3.03	1.49
My plans about future concerning school (H)	3.52	3.32	3.41	3.42	2.73
<i>Money</i>					
All of my present sources of income (L)	3.36	3.30	3.46	3.36	1.13
How I spend my money in a month (H)	3.41	3.26	3.24	3.32	2.15
<i>Personality</i>					
My fears and phobias (L)	3.24	3.12	3.22	3.19	0.85
My emotional problems (H)	3.18 _a	2.91 _b	2.92 _{ab}	3.03	4.80 ⁰¹
<i>Body and Health</i>					
My worries about health (L)	3.24 _a	3.03 _{ab}	2.95 _b	3.10	4.90 ⁰¹
How I wish I look (H)	3.29	3.22	3.15	3.24	0.94
<i>Relations with family members</i>					
My family's plans about my future (L)	3.46	3.42	3.51	3.46	0.42
My relationship with my parents, siblings (H)	3.26	3.27	3.06	3.22	2.15
<i>Relations with friends</i>					
Relationship with my same-sex friends (L)	3.58 _a	3.02 _b	2.88 _b	3.22	27.67 ⁰⁰¹
Relationship with my opposite-sex friend (H)	3.13	3.13	2.98	3.10	0.83

(L) shows low intimate items and (H) shows high intimate items,

Means with different subscripts are different at 0.05 level.

5.3.3.1 Place appropriateness and age. Hypothesis 4.b. stated that there would be an increase in appropriateness score for non-home environments with increasing age. Data showed only partial support for this expectation. Pearson Moment Correlation coefficients of appropriateness scores and age showed that home appropriateness for both low and high intimate items decreased with increases in age ($r = -.19$, and $-.31$, respectively, $p < .001$ for both; one-tailed). However, only public setting appropriateness score for high intimate items increased with age ($r = .13$, $p < .001$; one-tailed). Age did not relate to perceived appropriateness of academic and public settings for disclosure of information with low intimacy levels ($r = -.04$, and $.06$, respectively, $p > .10$ for both).

5.3.5 Relationship between Disclosure Satisfaction and Place Appropriateness

In addition to place appropriateness, the subjects in this study also indicated the degree of satisfaction they draw from each of the sixteen disclosures. The first column in Table 5.8 displays the mean satisfaction scores for the disclosures. These means ranged between 2.93 and 3.42 with an overall mean of 3.20 indicating high degrees of satisfaction for the disclosure acts.

Hypothesis 5. stated that satisfaction with the act of disclosure would relate positively to place appropriateness. Table 5.8 also presents correlation coefficients between the satisfaction scores the place appropriateness scores for each of the 16 disclosure items. The correlation coefficients between place appropriateness scores and satisfaction scores indicated that these two variables are related for each of the 16 disclosures.

Table 5.8 Mean satisfaction ratings and correlation coefficients of satisfaction and place appropriateness for disclosure items.

Topics / Items	mean satisfaction	r_{place}
Attitudes and Opinions		
My personal views of education (L)	3.04	.34
My personal views of sexuality (H)	3.10	.31
Tastes and Interests		
My favorite foods and drinks (L)	3.26	.43
My favorite books and magazines (H)	3.35	.39
Studies		
Appreciation of my studies by others (L)	2.92	.29
My plans about future concerning school (H)	3.42	.36
Money		
All of my present sources of income (L)	3.18	.39
How I spend my money in a month (H)	3.03	.32
Personality		
My fears and phobias (L)	3.22	.37
My emotional problems (H)	3.09	.28
Body and Health		
My worries about health (L)	2.93	.31
How I wish I look (H)	3.20	.38
Relations with family members		
My family's plans about my future (L)	3.19	.38
My relationship with my parents, siblings (H)	3.18	.36
Relations with friends		
Relationship with my same-sex friends (L)	3.33	.42
Relationship with my opposite-sex friend (H)	3.23	.39

(L) shows low intimate items and (H) shows high intimate items,

All correlation coefficients are one-tailed and $p < .001$.

CHAPTER VI

DISCUSSION

The present research aimed to study human behavior with special reference to one's social and physical environment. More specifically, self-disclosure was investigated in respect to sex of the disclosing person, the topic and intimacy level of disclosure, the sex of the person to whom the disclosure is made and his/her relation to the agent of disclosure, and place of disclosure in a sample of Turkish adolescents and young adults.

In respect to targets of disclosure, the present data yielded results consistent with results of studies in Western cultures (e.g., Jourard, 1971; and Argyle, Trimboli, and Forgas, 1988). Parents and friends were found to be the principal persons as targets of disclosure by adolescents and young adults. This finding replicates some earlier findings in the Turkish society (Hortaçsu, 1989a, 1989b). Data indicated that about one half of the disclosure the subjects made for a variety of different topics was to friends, and another one-third was to parents. Of the two principal target person categories, friends were revealed more frequently by the subjects than parents. This finding makes sense in the present case, because the subjects in this study were adolescents and unmarried young people. The period of adolescence and young adulthood happen to cover the ages at which social life goes

beyond the family and centers around close friendships. The age-related finding of the present study supports the shift in disclosure from parents to friends. Indeed, a positive correlation of .32 between age and non-parental disclosure suggested that disclosure to non-parents increases with age. When the non-parental disclosure is made more specific as disclosure to friend this correlation increased to a coefficient of .48.

As expected, friends were preferred target persons for all topics of disclosure with one exception. Issues relating to money were disclosed most to parents whereas disclosure about the rest of the topics were made more to friends than parents. Friend disclosure reached its peak with "relations with friends". Even family-related matters were disclosed to friends more frequently than to parents. However, family plans about the subjects future as a low-intimacy item had higher frequency of disclosure to parents than to friends. Problems and complaints about family in general was a high-intimate item and was disclosed more to friends than parents. These differences in disclosure suggest that subjects made a distinction between domestic matters that should be talked within the family and matters that can be talked to friends. Friends appeared as targets that are confided in more than parents by more subjects.

The observed disclosure frequencies in this study reflect some societal rules and norms that prevail in the Turkish culture. Relations with opposite-sex friends happened to be the issue disclosed to parents with the

least frequency. Less than 10 percent of the subjects reported that they talked such issues with their parents. Furthermore, when a distinction is made between fathers and mothers, the data also indicated that the percent of fathers who received disclosure from their sons or daughters about their opposite-sex friendships was less than 1 percent. Therefore, revealing information to parents, and especially to fathers, about boy/girl friends is almost out of question for the Turkish adolescents and young adults. These findings are in support of Oskay's (1985) observation that opposite-sex interactions is discouraged within the society. Certain issues however can be disclosed equally to both parents. Matters relating to school work are talked to mothers as well as fathers.

Disclosure to professionals and strangers constituted only a small portion of the total number of disclosure acts. However, frequencies of disclosure made to professionals were somewhat higher than for information about one's worries health, opinions about education and academic work.

In addition to relation of the target to the person who is doing the disclosure, sex of the target person also made a difference in the frequencies with which he or she was disclosed to. When disclosure made to parents is considered, overall, mothers received more disclosure than fathers. This supports the earlier findings that mothers are more preferred targets of disclosure than fathers both in the Turkish culture (Hortaçsu, 1989a) and in some western cultures (Rosenthal, Efklides, & Demetriou, 1988).

The present results also supported the notion that self-disclosure is a goal-based behavior (Miller, & Read, 1987) and as such, differences in disclosure reflects the sex-role structure of the society. Subjects reported that it was the mother to whom they talked about most of the topics the last time, but when issues relating to money was the topic father was the person to whom disclosure is made. In the Turkish society, fathers more than mothers seem to be associated with financial issues. This reflects the strong association between father as the “bread winner” and family finance (İmamoğlu, 1992) in the present cultural context. With issues relating to personality, body and health and relations with others in general mothers are preferred over fathers.

In the case of non-parental disclosure, sex similarity of the target to the agent of disclosure appeared as a strong factor. As predicted subjects in this study reported significantly higher frequencies of disclosure to same-sex targets than opposite-sex targets across topics and intimacy levels. This finding is consistent with earlier findings in the Turkish society (Hortaçsu, 1989b). Hortaçsu also reported a higher preference for a same-sex other by adolescents. Same-sex friendship is rewarded in most cultures, and individuals learn how to deal and interact with friends of their own sex better than friends of opposite sex.

There is considerable research showing that females disclose more than males (Dindia, & Allen, 1992). Since reciprocity plays an important role in self-disclosure, females are also disclosed more than males are. Results were in this direction; subjects in the present study reported higher frequencies of disclosure for female targets (mothers and female friends) than male targets (fathers and male friends). At first glance, it can be thought that since the number of female subjects was larger than the number of male subjects and since same-sex disclosure was superior over opposite sex disclosure; female disclosure frequencies far exceeded disclosures made to male targets. However, even the significant interaction between subject sex by target sex indicated that opposite-sex disclosure was more frequent among males than females. This means male subjects disclosed more to females than females disclosed to males. These results clearly indicate that females are preferred over males as targets of disclosure either because they are more receiving or easy to disclose to or some other reason.

It was interesting that although male subjects did not differentiate between their fathers and mothers to disclose information, female subjects preferred to disclose more to mothers. This result may suggest that mother-daughter relationship is close as it is in some other societies (Noller, & Callan, 1990). Turkish males may not have a preference of one parent over the other, rather keep them both at the same distance.

The present data indicated that disclosure to parents is more frequent among adolescents than young adults. Consistent with an earlier finding in a western culture (Steinberg, 1993) increased age associated with increases in the number of disclosure made to friends. The present data also suggested that getting older adds variety to social interactions. Although the preference for a same-sex friend continued, opposite sex disclosure increased with age. As children grow up, they engage in new interactions and establish new social bonds with new people of both sexes. From a developmental point of view, these changes in disclosure reveal new interests among the maturing adolescents. With the onset of puberty, emerging sexual interests divert interaction probably away from family members also to friends of opposite sex.

To summarize, Turkish adolescents and young adults disclosed most to mothers, and same-sex friends. Non-parental disclosure and disclosure to opposite-sex increased with increases in age.

The major purpose of the present study was to examine self-disclosure behavior from an environmental perspective. It was believed that the act of disclosure occurs at a place and this occurrence is not chaotic. In other terms, a relationship was expected between topics of disclosure and place of disclosure. It was also predicted that satisfaction drawn from the disclosure will associate with perceived appropriateness of the place.

Subjects were asked to indicate the place of disclosure for each item. They reported a wide variety of places for disclosure. These places were categorized into three main groups; home settings, academic settings, and public settings. Initial frequency analyses revealed that about 94 percent of the total number of disclosures took place at these three settings, and among them, home environments appeared to host most of the disclosure (52.3%). Since the subjects of the study were students, academic settings were also important places to communicate information to others (23.4%). Public settings, on the other hand, had a relatively lower disclosure frequency (17.9%) as compared with the other two.

The data did not show sex differences for disclosure taking place at home settings. However, differences were observed between male and female subjects in disclosures they made at school and public settings. Females used academic settings more often than public settings, whereas males showed no preference between these two. Furthermore, the use of public settings as disclosure places by males was more frequent than by females. This result is quite clear in that female students are expected to be at home or at school because of parental rules. Males, on the other hand, are more free and therefore frequent public places more often than females.

Interestingly, disclosure of high rather than low intimate items were evident for public places, indicating that adolescent and young adults "go to" public places such as cafes, bars, or restaurants and to disclose intimate

information to each other. Furthermore, as adolescents grow up they become more independent and autonomous and therefore their use of non-home settings also increase. Indeed, the present data indicated a significant positive correlation between age and frequency of disclosure at non-home settings.

Subjects were also asked to indicate the appropriateness of the place in which they had disclosed. Since the disclosure activity is essentially a choice behavior (subjects choose the person and the place they disclose a certain kind of information), appropriateness scores were high and limited variation occurred in the appropriateness of different settings for disclosure. Home environments were perceived as being more appropriate to reveal certain kinds of information over academic and public places.

As adolescents grew up they used non-home settings more often, therefore appropriateness of non-home settings would also increase. Results showed that although home appropriateness scores decrease with increasing age for both low and high intimate items, for non-home settings only appropriateness of public places for high intimate items increased with increases in age. It seems that as they grew up adolescents prefer to disclose important or high-intimate information in specific places such as cafes or bars rather than home settings.

To sum, it appeared from the data that not only the intimacy level of the items in each topic but also the meaning of topic to the individual may be important. Therefore, other variables such as privacy should also be considered in future research. Disclosure of "personality" or "relations with friends" may be different for males and females in respect to the personal significance or threat to the individual.

It was predicted that satisfaction with the act of disclosure would vary with perceived appropriateness of the place where disclosures took place. In other words, the congruence between behavior and environment would result in satisfaction with the act of disclosure (Kaplan, 1983; Stokols, 1981; Linneweber, 1988). The results were in the predicted direction. Satisfaction obtained from disclosure behavior correlated positively with the reported appropriateness of places.

The present results are informative about social and physical environment of self-disclosure phenomenon. However, care is essential in respect to generalization of the results. First of all, this study employed only a small segment of the general population. The limited age range and the selection of subjects from students necessarily brought certain target individuals and places into the picture. One would for example expect disclosure to non-parents and probably to a certain extent to friends distribute differently for non-student adolescents and young adults than as they did in

the present study. Similarly, different results can be expected in respect to disclosure places when one employs a working population.

A second point that deserves attention in respect to generalization of the results relate to the method employed. Although the present methodology had some advantages over manipulative procedures such as the report of actual disclosure rather than willingness to disclose, it relied heavily on memory. Subjects were requested to remember the person, and the place they talked to about different topics. Furthermore, they were also asked to indicate how appropriate the place was for each disclosure item, and to report how satisfied they were about each disclosure activity. Data from such a procedure is informative about what goes on in normal course of life. In other terms, self-reports of past disclosure activities enable us see the distribution of respective behavior in respect to target individuals, their sexes, places of disclosure etc.. However, whether the subjects were capable of remembering each disclosure person and place and how accurate these memories were can not be known. Even if they were able to remember the target persons and places accurately, it is very likely that present states of subjects interfered with the feelings at the time of actual disclosures. In addition, cognitive consistency mechanisms (Abelson, 1959; Heider, 1958) might have played important roles in appropriateness and satisfaction judgments. Therefore, the interpretation and generalization of the present findings need to be done in the light of these factors that were not controlled for.

Furthermore, subjects in the present study were allowed to report only one person and one place for each disclosure item. Therefore, we cannot know the preference of individuals to disclose certain information to other targets and at different settings and there was no information about target person and place interaction since the nature of data did not allow such an analyses.

In summary, the present research attempted to provide accounts of who discloses what information to whom and where. In other terms, the social and physical context of disclosure behavior was studied employing self-report methodology. More meaningful and naturalistic accounts of disclosure instances within physical settings may be obtained by employing a newly developed methodology, namely experience sampling methodology (Brown 1992). This procedure involves signaling subjects to make records of the activities they are engaged in at randomly determined points of time in their daily lives. It seems feasible to suggest that at predetermined times subjects can be instructed to take notes about where they are and with whom, what they talk about and how they are feeling at that time.

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APPENDICES



APPENDIX A

QUESTIONNAIRE FORM

Kişilerin başkaları ile olan ilişkileri ve yaşam tercihleri konusunda bir araştırma yapmaktayız. Siz de bu araştırmaya katılmak üzere tesadüfen seçilmiş bulunuyorsunuz. Araştırmada toplanacak veriler bir bütün olarak değerlendirileceği için kimliğinizle ilgili bilgi istemiyoruz. Ancak, araştırmamızdan sağlıklı sonuçlar çıkarabilmemiz için cevaplarınızda samimi olmanız çok önemlidir. Katkılarınız için peşinen teşekkür ederiz.

Anketi cevaplamak istemiyorsanız üzerine hiçbir şey yazmadan ilgiliye iade ediniz.

Arş. Gör. Doğan Kökdemir
ODTÜ Psikoloji Bölümü

Cinsiyetiniz: K ___ E ___

Yaşınız: _____

Sürekli kaldığınız yer:

- ___ evde ailemle beraber
- ___ evde arkadaşlarımla beraber
- ___ evde akrabalarımla beraber
- ___ yurttan
- ___ diğer (lütfen belirtiniz)

Oturduğunuz evde/dairede siz de dahil kaç kişi yaşıyor? _____

Bu evde/dairede salon dahil kaç oda var? _____

Bu evde/dairede yalnız size ait bir oda var mı?

___ Evet ___ Hayır ... 'Hayır' ise odanızı paylaştığınız kişinin:
cinsiyeti: _____ yaşı: _____

Aile bireyleri ile olan ilişkileriniz genel olarak nasıldır?

___ çok iyi ___ iyi ___ ne iyi ne kötü ___ iyi değil ___ hiç iyi değil

Arkadaşlarınızla olan ilişkileriniz genel olarak nasıldır?

___ çok iyi ___ iyi ___ ne iyi ne kötü ___ iyi değil ___ hiç iyi değil

Karşı cinsten "özel" bir arkadaşınız var mı? ___ Evet ___ Hayır

Aşağıda insanların birbirleriyle konuştıkları konulardan örnekler vardır. Sizden istenilen bu maddeleri dikkatle okuduktan sonra, kendinizin bu konuyu **en son kiminle** ve **nere**de konuştuğunuzu belirtmenizdir. Bunu yaparken, mümkün olduğunca ayrıntılı cevap vermeniz sonraki analizleri kolaylaştıracaktır. Örneğin, "arkadaşım" demek yerine "kız (erkek) arkadaşım" veya "okuldan arkadaşım"; "doktor" yerine "bayan (erkek) doktor"; "odam" demek yerine de "evdeki odam", "yurttaki odam" gibi betimlemeler kullanırsanız cevaplarınız bizim için daha yararlı olacaktır.

Doyum sütunu bu konuşmadan ne kadar memnun kaldığınızı belirtmeniz için ayrılmıştır. Burada 1'den 4'e kadar sayıları kullanarak belirttiğiniz yerde ve belirttiğiniz kişiyle yaptığınız konuşmanın sizi ne kadar memnun ettiğini belirtiniz. Bunu yaparken de doyum derecelerini aşağıda tanımlandığı şekilde bu sütuna yazmanız gerekmektedir.

1	2	3	4
hiç memnun değil	memnun değil	memnun	çok memnun

Bahsedilen konuyu belirttiğiniz belirttiğiniz yerde konuşmanın **ne kadar uygun** olduğunu da aşağıdaki ölçüğü kullanarak belirtiniz.

1	2	3	4
hiç uygun değil	uygun değil	uygun	çok uygun

Konular	En son konuştuğunuz kişi ve cinsiyeti	Konuştuğunuz yer	Doyum	Bu yer ne kadar uygun
Okuldaki eğitimin nasıl olması gerektiği hakkındaki görüş ve düşüncelerim.				
Cinsellik hakkındaki görüşlerim.				
Çeşitli yiyecek ve içecekler hakkındaki beğeni ve tercihlerim.				
Okumaktan hoşlandığım kitap ya da dergiler.				
Okuldaki çalışmalarımın ve etkinliğimin başkaları tarafından değerlendirilmesi.				
Gelecekle (okul ve meslek hayatımla) ilgili planlarım.				
Gelir kaynaklarım.				
Aylık parasal harcamalarımın miktarı ve nereye harcadığım.				
Korkularım ya da fobilerim.				
Duygusal problemlerim.				
Sağlığım ile ilgili kaygılarım.				
Fiziksel olarak nasıl görünmek istediğim.				
Ailemin gelecekle ilgili benim hakkımdaki planları.				
Annem, babam ya da diğer aile bireyleriyle olan ilişkilerim.				
Aynı cinsten arkadaşlarımla olan ilişkilerim.				
Karşı cinsten arkadaşlarımla olan ilişkilerim.				

APPENDIX B

TABLES



Table B.1 Results of Analysis of Variance on Target Disclosure Frequencies.

Source of Variation	SS	DF	MS	F	p
Within Cells	913.63	603	1.52		
Sex	0.11	1	0.11	0.07	.788
Within Cells	3833.44	603	6.36		
Target	687.56	1	687.56	108.15	.000
Sex by Target	3.72	1	3.72	0.58	.445
	2612.04	603	4.33		
Within Cells					
Target sex	190.55	1	190.55	43.99	.000
Sex by Target sex	1350.19	1	1350.19	311.70	.000
Within Cells	284.31	603	0.47		
Intimacy	8.85	1	8.85	18.77	.000
Sex by Intimacy	0.99	1	0.99	2.09	.148
Within Cells	2629	603	4.36		
Target by Target sex	8.22	1	8.22	1.89	.170
Sex by Target by Target sex	461.47	1	461.47	105.84	.000
Within Cells	710.31	603	1.18		
Target by Intimacy	218.85	1	218.85	185.79	.000
Sex by Target by Intimacy	1.49	1	1.49	1.27	.261
Within Cells	867.14	603	1.44		
Target sex by Intimacy	3.37	1	3.37	2.34	.126
Sex by Target sex by Intimacy	0.40	1	0.40	0.28	.598
Within Cells	968.70	603	1.61		
Target by Target sex by Intimacy	25.82	1	25.82	16.07	.000
Sex by Target by Target sex by Intimacy	0.11	1	0.11	0.07	.790

Table B.2 *Results of Analysis of Variance on Disclosure Place Frequencies.*

Source of Variation	SS	DF	MS	F	p
Within Cells	650.00	599	1.09		
Sex	4.59	1	4.59	4.23	.040
Within Cells	9823.90	1198	8.20		
Place	4803.63	2	2401.82	292.90	.000
Sex by Place	82.01	2	41.00	5.00	.007
Within Cells	64.84	599	0.11		
Intimacy	1.01	1	1.01	9.33	.002
Sex by Intimacy	1.27	1	1.27	11.73	.001
Within Cells	2609.73	1198	2.18		
Place by Intimacy	70.46	2	35.23	16.17	.000
Sex by Place by Intimacy	3.42	2	1.71	0.79	.456