

**INFLUENCE OF GENDER AND SELF-ESTEEM ON SELF-DISCLOSURE ATTRIBUTES
AMONG UNDERGRADUATES OF FEDERAL UNIVERSITY**

OYE-EKITI

BY

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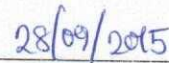


CERTIFICATION

I hereby certify that this project was carried out under my supervision by ADEMILOLU Adebayo Dare with matriculation no: PSY/11/0196 in the Department of Psychology, Faculty of Humanities & Social Sciences, Federal University, Oye-Ekiti, Nigeria.



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DEDICATION

This project is dedicated to God Almighty, the author and the finisher of my faith of whose trusted help renewed my strength. And also to my lovely and encouraging mother and uncle, Veronica Osewa and Dr. S.O.K Fajemilehin who made sure this course of study come to reality.

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Blessed be the name of our God, the immortal, wonderful and magnificent God. "Bless the LORD, O MY SOUL, and forget not all his benefits: who forgiveth all thine iniquities; who healeth all thy diseases, who redeemeth thy life from destruction, who crowneth thee with loving kindness and tender mercies" the great pillar that holds my life, who gives me the divine inspiration and wisdom of his towards this project. I praise his holy name.

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Abstract

This research extends previous work on measuring two dimensions of self-disclosure attributes with gender and self-esteem. One hundred participants were selected using purposive sampling method. Psychological instruments were data collection. Data obtained were analyzed using the statistical package for social sciences (SPSS). Three hypotheses were tested using Two-way Analysis of Variance, Pearson Product Moment Correlation and Independent sample t-test. The result showed that there is no significant joint influence of gender and self-esteem on self-disclosure attributes, the result of the analysis further indicates that self-esteem has independent positive influence on self-disclosure attributes, while gender has no significant influence on self-disclosure attributes. Therefore, hypothesis which stated there will be joint influence of gender and self-esteem on self-disclosure attributes was rejected. The result also indicated that self-esteem has no significant relationship with self-disclosure attributes. This suggests that there is no significant relationship between self-esteem and self-disclosure attributes among undergraduates of FUOYE. The result indicated that there is a significant gender difference on self-disclosure attributes, further analysis suggested that male students displayed significant higher level of self-disclosure attributes than their female counterparts; therefore, the hypothesis stated there will be gender difference on self-disclosure attributes was accepted. It was concluded that gender and self-esteem should be considered as important in intervention programmes of self-disclosure attributes among undergraduates of FUOYE. Future studies need to be conducted to better determine how self-esteem and self-disclosure attributes affects the way people interact in other aspect of social relationships (like religious settings).

Keywords: Gender, self-esteem, self-disclosure attributes and undergraduates.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

In every social and intimate relationship, the role of self-disclosure attributes in the formation and maintenance of such relationship cannot be over-estimated. Revealing personal information about oneself is an important aspect of social relationship. It can be assumed that people in everyday interaction, communicate some information about themselves to another to improve their level of relationship with others. Self-disclosure attribute is an important communication aspect that promotes intimacy and closeness among friends and relatives Derlega VJ, Metts S, Petronio S, Margulis ST. Intimacy is an important psychological variable that ensures successful interpersonal and social relationship.

Social and interpersonal relationship is an important aspect of human behaviour which has been reported to promote wellbeing and psychological health (Greene, Derlega, & Mathews 2006). For these relationships to be established firmly, the role of self-disclosure attributes cannot be over-emphasised as revealing hidden information to a friend is most likely to promote the level of confidence and trust between them and tends to improve the level of commitment of an individual player in a relationship. People may be committed to a relationship that is full of trust and confidence, this then determine by which an individual in relationship ready to go in disclosing some information about them. People disclose information about themselves to those set of individuals they believe have faith and confidence in them, which may improves the level of friendship and relationship migrates to more intimate dimension.

Kenny and La Voie (1984), self-disclosure attributes is about revealing or disclosing hidden information about one personality to others. Due to the fact that people are social animals that tend to manifest their positive self to others due to social desirability, they tend to display that information about themselves that is acceptable or in line with societal

standard. In other words, people tend to still hide some information about themselves that negate norms and values of the society in which they find themselves. This suggests the role of cultural differences in shaping self-disclosure attributes cannot be over-emphasised. The rules and regulation of the society in which individual are living shapes the type of information they are ready to disclose to others. Some information may be kept private because of the norms guiding such information in the society. For instance, in Africa, there is restriction to the level at which people can disclose their sexual life to others especially in public.

Self-disclosure attribute is observed to be an important psychological factor that has been associated with some personality variables. For instance self-esteem is one of these variables. Self-esteem can be defined as the level of worth, value at which an individual place on their personality (Greebe, Derkega, Yep, & Petronio, 2003). Self-esteem is all about evaluation of self in either positive or positive level. Some individual perceived themselves as an individual that has the required cognitive skills to cope with the hassle and stress of life, while others believe they are not capable of coping with major life stressor. The first group of people can be perceived as individuals with high self-esteem while the latter possesses low-self-esteem. Forest, Amanda; Wood, Joanne. (2012).

Baumeister, (1993) self-esteem: asserts that although both high and low self-esteem individuals believe that being socially desirable is important, low self-esteem individuals lack confidence in their appeal to others. He asserts that High self-esteem individuals, however, are confident of their ability to appeal to others. He further explains that feedback from others provides social validation of a person's positive qualities and accomplishments.

Gender is also an important variable that has been associated with self-disclosure attribute, for example, Stokes, Childs, & Fuehrer, 1980; Derlega, Winstead, Wong, & Hunter, 1985 have quantitatively studied the impact of gender on self-disclosure. In the past decade, more and more papers have focused on empirical studies to identify regression correlations

between self-disclosure and other measurable characteristics. Hargie, Tourish, and Curtis (2001) studied effects of gender and religion on adolescent self-disclosure using an Irish dataset. They found that gender is the central determinant of disclosure whereas religion, surprisingly, is not.

The gender difference of self-disclosure may be different in distinct situation. Generally, the self-disclosure level of females is higher than males (Linying & Huichang, 2004), and the disclosure of males seem to be restrained by many social characters (Suqin, Liya, & Hongzhuang, 2010). However, there may be distinctions in the consulting situation, for instance, males disclose more than women, women often avoid topics about sex, while men talk more about violence (Weiner & Schuman, 1984). It has been discovered by Farber et al. (2002) that females talk about "hopeless, disappointing and frustrating emotions" fully, while males talk about personalities. But men and women disclose the same or similar themes, and they may be depressed in disclosing negative emotions (Linying et al., 2008).

1.2 Statement of Research Problems

In everyday social interaction, the development of sustainable social interactions among people depends essentially on forging relationships that has emotional reward and support from individuals who self-disclose willingly. Self-disclosure attributes is very important in maintaining high psychological wellbeing and happiness. Jourard and Lasakow (1958). Low self-disclosure individuals are at risk of living in isolation and may be deprived from participating in socially related activities that require intimacy and reciprocity. Irwin Altman and Dalmas Taylor (1973), asserts that people with low-self disclosure behaviour may find it difficult to trust and have confidence in others, in other words, they believe revealing hidden information about themselves to other may be risky. Exhibiting low self-disclosure behaviour may have negative implication on the part of the victims. Exhibiting self-disclosure behaviour has been reported to play a major role in maintaining Healthy personality (Derlega, Metts, Petronio and Margulis 1993). As stipulated by Adler and Proctor, 2007 reasons people have for self-disclosing depend on their situation and their needs; an individual that conceal/hide their personal problem may experience isolation, hopelessness, depression, anxiety due to their failure to disclose their difficulty and problems to others that may eventually solve it for them. Other times self-disclosure is used as a way to promote ourselves and emphasize our good qualities. Low self-disclosure may result to loneliness, which is a subjective, negative feeling related to the person's own experience of deficient social relations. Forest, Amanda; Wood, Joanne. (2012).

Literature however, shows that the concept of self-esteem, gender and self-disclosure attribute has been an area of extensive research since the beginning of research on human interpersonal relationship; researchers such as Collins & Miller, (1994), Elegbeleye, (2008), Fehr, (2004) and Morry, (2005) have all carried out studies on self-disclosure in the past. Previous findings on the influence of self-esteem on self-disclosure have yielded inconclusive result. The study of Baumeister (1993) reported that people with high

self-esteem tends to have higher levels of self-disclosure than their counterparts with low self-esteem; however the finding of Seamon (2003) contradicts the findings of Baumeister when he reported that there is no significant difference between people with high level and those with low self-esteem on self-disclosure. Apart from this shortcoming in past studies, studies of the influence of gender and self-esteem on self-disclosure attribute among undergraduates of FUYOYE. Based on this, the present study aims at contributing to literature by further examining the influence of gender and self-esteem on self-disclosure attributes among undergraduates of Federal University Oye-Ekiti; thus the following questions were answered;

- i- Will there be a significant relationship between gender and self-esteem on self-disclosure attributes of undergraduates of FUYOYE?
- ii- Will self-esteem significantly influence the self-disclosure attributes of undergraduates of FUYOYE?
- iii- Will there be a significant gender difference on the self-disclosure attributes of undergraduates of FUYOYE?

1.3 Purpose of Study

The following are the objectives of the study

- i. To examine the influence of gender and self-esteem on self-disclosure attributes among undergraduates of FUYOYE.
- ii. To examine the influence of self-esteem on self-disclosure attributes among undergraduates of FUYOYE.
- iii. To determine the gender different on self-disclosure attributes among undergraduates of FUYOYE.

1.4 Relevance of study

One of the benefits of the findings of this study is to provide people, psychologist, students and adolescents with data on the role of gender and self-esteem on development of socially relevant skills and personality in dealing with social relationship in every interaction. Since little study has been conducted among this target population, the findings will improve empirical literature on self-esteem and self-disclosure attributes. The results or findings of this study will improve our knowledge and also provide counsellors and other health practitioner with data to develop strategy in solving socially related problems.

The finding of the study will also serve as an empowerment tool for psychologist to adequately influence behaviour.

CHAPTER TWO

Theoretical Frame Work and Literature Review

2.1 Theoretical Framework

2.1.1 Social Penetration Theory

Social Penetration Theory explains differences in communication in relation to the depth of interpersonal relationships. Developed in 1973 by psychologists Irwin Altman and Dalmas Taylor, the theory states that relationships begin and deepen through self-disclosure. In the beginning, people establish relationships by disclosing many simple, harmless facts through small talk. As relationships grow, the rate of self-disclosure slows while the facts disclosed become increasingly intimate in nature. Intimate self-disclosure allows others to penetrate a person's public persona and discover his or her innermost self. Relationships stagnate when the people involved refuse to self-disclose.

Social Penetration Theory (Altman & Taylor, 1973; Altman & Taylor, 1987) serves as the bridge between the discussions on relationship development and the process of self-disclosure. Basically, social penetration is both the overt behaviour of interpersonal exchange and the internal subjective processes that gradually progresses from superficial to more intimate layers of the selves (Altman & Taylor, 1973). In a nut shell, the theorists state that relationship development is based on levels of self-disclosure. In other words, communication elevates from relatively shallow to greater depth of personal disclosure as relationships develop. Specifically, Altman and Taylor (1973 & 1987) identify four stages of relationship development based on the exchange of communication: (a) orientation, (b) exploratory affective exchange, (c) affective exchange, and (d) stable exchange. The two basic underlying assumptions of this theory are that (1) since relational partners aim to maximize gains and minimize losses, the overall relationship outcome would be determined by the differences between rewards and costs, and (2) the norm of reciprocity or the

obligations to return disclosures is moderated by levels of intimacy, properties of the context, and characteristics of the communicators.

In essence, social penetration theory states that the development of a relationship is closely linked to systematic changes in communication. Relationships generally begin with the exchange of superficial information and gradually move on to more meaningful conversations. In order to develop a more intimate relationship partners must increase the breadth and depth of their conversations. Breadth includes the variety of topics two people discuss and depth is the personal significance of these topics.

Altman and Taylor 1973, use a wedge to explain this theory. In this example, the beginning of a relationship is represented by a narrow and shallow wedge because only a few topics are discussed. However, as the relationship goes on, the wedge should become broader and deeper because more topics are discussed that have more personal significance. This wedge must drive through three layers in order for intimacy to develop. The first layer is the superficial layer where couples make "small talk." These conversations usually provide little personal information about the speakers. The next layer is the intimate level where the couple increases the breadth and depth of their conversations and share more personal details until the wedge reaches the very intimate level where extremely private information is shared

Intimacy in these relationships can only develop if both partners reciprocate disclosures. Intimacy will not develop if only one partner discloses and the other continues to reveal only superficial information. According to this theory, this process of reciprocity needs to be gradual and partners need to match the intimacy of the disclosures. Saying something too personal too soon creates an imbalance in the relationship which can make the other partner very uncomfortable. This gradual process varies from relationship to relationship and can depend on the specific partner one is communicating with.

Reciprocity is a positive response from the person with whom one is sharing information, whereby the person who was received the disclosure self-discloses in turn. Self-

disclosure usually influences whether two people will want to interact again. Laurenceau, Jean-Philippe; Lisa Feldman Barrett; Michael & Rovine (2005). Research has shown that when one person self-discloses, another person is more likely to self-disclose. Initially, the process is started by one partner's reveal of personal information to the other partner. In return, the other will disclose something and behave in such a way so as to be responsive to the initial disclosure's content, while also conveying a degree of understanding and validation for what was revealed.

Research has found that people who consider themselves to be high in disclosure are likely to be good at eliciting more disclosure from those with whom they interact. Three theories describe reciprocity: The social attraction-trust hypothesis, social exchange theory and the norm of reciprocity. The social attraction-trust hypothesis says that people disclose to one another because they believe the person who disclosed to them likes and trusts them. Social exchange theory explains that people attempt to maintain equality in self-disclosure because an imbalance in this makes them uncomfortable. The third explanation, the norm of reciprocity, argues that reciprocating disclosure is a social norm and violating it makes a person uncomfortable.

2.1.2 Social Comparison Theory

Social comparison theory, initially proposed by social psychologist Leon Festinger in 1954, centres on the belief that there is a drive within individuals to gain accurate self-evaluations. The theory explains how individuals evaluate their own opinions and abilities by comparing themselves to others in order to reduce uncertainty in these domains, and learn how to define the self. Following the initial theory, research began to focus on social comparison as a way of self-enhancement, introducing the concepts of downward and upward comparisons and expanding the motivations of social comparisons. Social comparison theory states that in the absence of objective measures for self-evaluation, we compare ourselves to others to find out how we're doing.

Upward and Downward Comparisons

Wills introduced the concept of downward comparison in 1981. Downward social comparison is a defensive tendency that is used as a means of self-evaluation. When a person looks to another individual or group that they consider to be worse off than themselves in order to feel better about their self or personal situation, they are making a downward social comparison.

Research has suggested that social comparisons with others who are better off or superior, or upward comparisons, can lower self-regard, whereas downward comparisons can elevate self-regard. Downward comparison theory emphasizes the positive effects of comparisons in increasing one's subjective well-being. For example, it has been found that breast cancer patients made the majority of comparisons with patients less fortunate than themselves.

Although social comparison research has suggested that upward comparisons can lower self-regard, Collins (1995), indicates that this is not always the case. Individuals make upward comparisons, whether consciously or subconsciously, when they compare themselves with an individual or comparison group that they perceive as superior or better than

themselves in order to improve their views of self or to create a more positive perception of their personal reality. Upward social comparisons are made to self-evaluate and self-improve in the hopes that self-enhancement will also occur. In an upward social comparison, people want to believe themselves to be part of the elite or superior, and make comparisons highlighting the similarities between themselves and the comparison group, unlike a downward social comparison, where similarities between individuals or groups are disassociated.

It has also been suggested by Taylor; Lobel, (1989), that upward comparisons may provide an inspiration to improve, and in one study it was found that while breast cancer patients made more downward comparisons, they showed a preference for information about more fortunate others.

Aspinwall and Taylor 1993, study indicated that people who were dieting often used upward social comparisons by posting pictures of thinner people on their refrigerators. These pictures served as not only a reminder of an individual current weight, but also as an inspiration of a goal to be reached. In simple terms, downward social comparisons are more likely to make us feel better about ourselves, while upward social comparisons are more likely to motivate us to achieve more or reach higher.

High self-esteem and social comparison

Aspinwall and Taylor (1993), found that upward social comparisons were good in circumstances where the individuals making the comparisons had high self-esteem, because these types of comparisons provided them with more motivation and hope than downward social comparisons. However, if these individuals had experienced a recent threat or setback to their self-esteem, they reported that upward comparisons resulted in a more negative affect than downward comparisons.

Low self-esteem and social comparison

However, people with low self-esteem or people who are experiencing some sort of threat in their life (such as doing poorly in school, or suffering from an illness) tend to favor downward comparisons over upward comparisons. People with low self-esteem and negative affect improve their mood by making downward comparisons. Their mood does not improve as much as it would if they had high self-esteem. Even for people with low self-esteem, these downward social comparisons do improve their negative mood and allow them to feel hope and motivation for their future.

2.1.3 Social Exchange Theory

Social exchange theory falls under the symbolic interaction perspective. The theory predicts, explains and describes when and why people reveal certain information about themselves to others. The social exchange theory uses John, Thibaut and Kelley's (1959) theory of interdependence. This theory states that "relationships grow, develop, deteriorate, and dissolve as a consequence of an unfolding social-exchange process, which may be conceived as a bartering of rewards and costs both between the partners and between members of the partnership and others" (Huston & Burgess, 1979). Social exchange theory argues that the major force in interpersonal relationships is the satisfaction of both person's self-interest. Theorists say self-interest is not necessarily a bad thing and that it can actually enhance relationships.

According to the theory human interaction is like an economic transaction, in that you may seek to maximize rewards and minimize costs. You will reveal information about yourself when the cost-rewards ratio is acceptable to you. As long as rewards continue to outweigh costs a couple will become increasingly intimate by sharing more and more personal information. The constructs of this theory include disclosure, relational expectations, and perceived rewards or costs in the relationship. Levinger (1965, 1976) discussed marital success as dependent on all the rewarding things within the relationship, such as emotional

security and sexual fulfilment. He also argued that marriages either succeed or fail based on the barriers to leave the relationship, like financial hardships, and the presence of alternative attractions, like infidelity. Levinger stated that marriages will fail when the attractions of the partners lessen, the barriers to leave the spouse are weak, and the alternatives outside of the relationship are appealing.

The underlying assumptions include that humans weigh out rewards versus costs when developing a relationship. The boundary conditions for this theory are that at least two people must be having some type of interaction.

2.1.4 Communication Privacy Management Theory

Altman and Taylor's 1973 social penetration theory focused on self-disclosure as the primary way to develop close relationships. Yet Altman, as well as Baxter and Montgomery, eventually concluded that openness is only part of the story. Suppose you visit your school's health center because you're concerned about abnormal bleeding or a suspicious lump below the belt. Upon careful examination, the doctor says that you may have cervical or testicular cancer; exploratory surgery will be necessary. While not life-threatening if caught in time, it is cancer, and you fear that it could put at risk your ability to have children. Who will you tell right away an immediate family member, a romantic partner, a good friend, maybe all three, or perhaps none of them.

Petronio 2002, agrees with Altman that revealing private information might strengthen your relationships with significant people in an individual's life. The disclosure would also give them a chance to offer you comfort and perhaps help you figure out a course of action to deal with this disturbing diagnosis. However, disclosing your medical condition could stress your relationships if it turns out that people can't handle your scary and potentially embarrassing news, or if they carelessly blab about it to others. And even if people you confide in respond well, sharing confidential information always reduces your privacy. Petronio sees communication privacy management theory (CPM) as a map of the

way people navigate privacy. She wants us to think of privacy boundaries that encompass information we have but others don't know. Privacy boundaries can range from thin and porous filters to thick, impenetrable barriers that shield deep, dark secrets. But whenever we share a portion of that information with someone, we are reshaping a privacy boundary. Having a mental image of protective boundaries is central to understanding the five core principles of Petronio's CPM:

1. People believe they own and have a right to control their private information.
2. People control their private information through the use of personal privacy rules.
3. When others are told or given access to a person's private information, they become co-owners of that information.
4. Co-owners of private information need to negotiate mutually agreeable privacy rules about telling others.
5. When co-owners of private information don't effectively negotiate and follow mutually held privacy rules, boundary turbulence is the likely result.

1. OWNERSHIP AND CONTROL OF PRIVATE INFORMATION

People believe they own and have a right to control their private information.

Instead of talking about self-disclosure as many relational theorists do, Petronio 2002 refers to the disclosure of private information. There are four reasons she favors this term. In the first place, a lot of the private information we tell others isn't about ourselves. The revelation may be about other people or convey news of an impersonal nature. Another reason she avoids the self-disclosure label is that it's usually associated with interpersonal intimacy. For example, all three theories in the Relationship Development section assume that self-disclosure is a primary way to develop close personal ties. Yet Petronio notes that there are many other motives for disclosing private information. ² For example, we could desire to relieve a burden, prevent a wrong, make an impression, gain control, or simply enjoy self-expression.

A third reason Petronio chooses to talk about the disclosure of private information is that the phrase has a neutral connotation, as opposed to self-disclosure, which has a positive feel. The outcome of disclosing private information may turn out well, but as bartenders and hairdressers can attest, it might be unwelcome a real downer. Finally, while the term self-disclosure focuses on the unilateral act of the discloser, Petronio's preferred description directs attention to the content of what's said and how the confidant handles this now not-so-private information. In that sense it's a more complete communication theory.

2. RULES FOR CONCEALING AND REVEALING

People control their private information through the use of personal privacy rules.

Petronio refers to communication privacy management theory as a rule-based theory. By this she means CPM offers an interpretive approach that runs counter to an objective or scientific quest to discover universal laws that accurately predict where people will draw their privacy boundaries. Instead, a rules perspective tries to discern why individuals make the choices they do about concealing or revealing private information. When Petronio spots a pattern of disclosure within a group of people and these folks offer similar explanations for their actions, she articulates the internalized rules that appear to guide their decisions. These rules are guides for interpretation rather than ironclad laws. Yet in practice, they help people feel they have control over their private information.

3. DISCLOSURE CREATES A CONFIDANT AND CO-OWNER

When others are told or discover a person's private information, they become co owners of that information.

Sandra Petronio regards CPM as a full-fl edged communication theory. By this she means that a person can't just consider self in deciding whether to conceal or reveal. The act of disclosing private information creates a confidant and draws that person into a collective privacy boundary, whether willingly or reluctantly.

Petronio's study of how the care giving staff and elderly residents in nursing homes try to manage their privacy illustrates the complexities of co-owning private information. Through in-depth interviews she found that new residents face a sharp loss of privacy and autonomy when entering the home. For example, they can only bring a few personal possessions with them, many require a caregiver's assistance to go to the bathroom, patients who are confined to wheelchairs are at the mercy of staff as to their dining partners at meals, and seniors with poor vision need a nurse to read them their mail. Although caregivers' loss of privacy is not as great, they are forced to take on responsibilities they'd rather not have. Residents expect them to track down possessions, offer bathroom help without being intrusive, push their wheelchairs slowly when and where they want to go, and keep secret the family's social and financial news that was in the letters. For the nursing home caregivers and the residents to mesh their privacy desires and responsibilities in a way that satisfies both groups is a real achievement.

4. COORDINATING MUTUAL PRIVACY BOUNDARIES

Co-owners of private information need to negotiate mutually agreeable privacy rules about telling others.

This pivotal fourth principle of CPM is where Petronio moves from being descriptive to prescriptive. With the first three principles she's been mapping out how people handle their private information—they think they own it and they control it (Principle 1) through the use of privacy rules (Principle 2). If they disclose some of that private information, the recipients become co-owners of a patch of common informational territory, which entails both rights and responsibilities (Principle 3). Principle 4 assumes that the privacy boundaries co-owners place around this particular piece of information won't necessarily look the same. But she thinks that for the sake of relational harmony they ought to be congruent, so this principle is a plea for co-owners to negotiate mutual privacy boundaries. Or, using the map

metaphor, she urges parties to collaboratively draw the same borders around their common piece of informational real estate.

5. BOUNDARY TURBULENCE—RELATIONSHIPS AT RISK

When co-owners of private information don't effectively negotiate and follow jointly held privacy rules, boundary turbulence is the likely result.

When boundary coordination fails, turbulence is the result. Petronio uses the metaphor of boundary turbulence to refer to “disruptions in the way that co-owners control and regulate the flow of private information to third parties.” The examples she offers make it clear that turbulence can quickly destroy the trust between revealers and recipients that has built up over time. Communication scholar Leanne Knobloch (University of Illinois at Urbana-Champaign) defines relational turbulence as “people’s increased reactivity to relationship circumstances, which is manifest in extreme cognitive appraisals, intense emotional reactions, and zealous behavioral responses.” Our response to turbulence isn’t always negative, but the way it affects our thoughts, feelings, and actions can radically alter our relationships with others.

Petronio lists a variety of factors that can lead to boundary turbulence, which I’ll lump into three categories fuzzy boundaries, intentional breaches, and mistakes. I’ll illustrate the first two from research she’s conducted on family and friends as health care advocates—the triangular interactions that occur when patients bring someone with them to their doctor’s appointments.

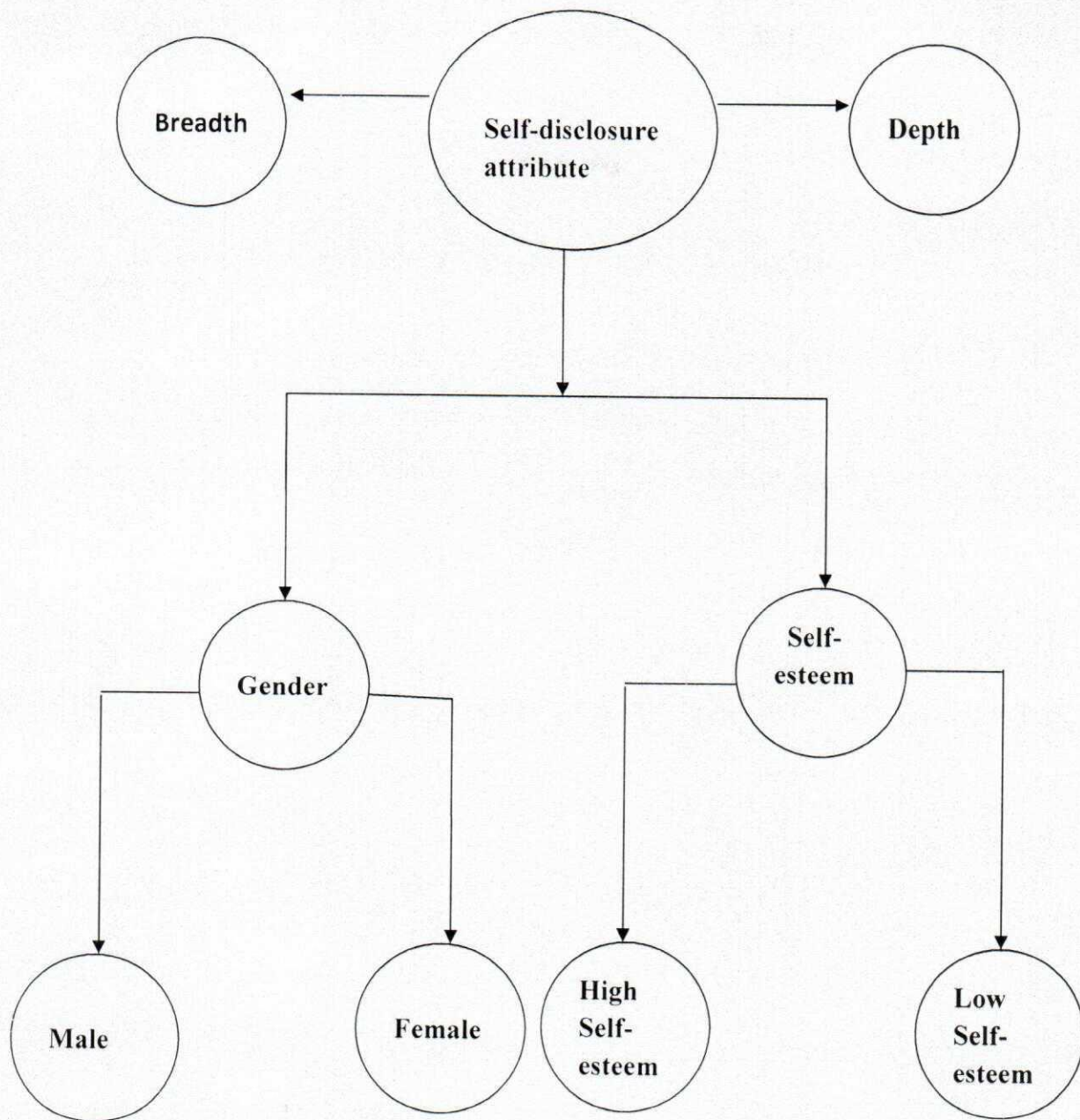
2.2 Theoretical conceptualization

2.2.1 Self Disclosure

Self-disclosure is the process by which one person lets his or her inner being, thoughts, and emotions be known to another. It is important for psychological growth in individual and group psychotherapy (Mosby's Medical Dictionary 2009). One way to encourage other people to like you is to disclose some personal information about yourself. Politicians who feature their families in political advertising use this technique, called self-disclosure. A little bit of self-disclosure often helps to create a favourable impression. A lot of self-disclosure, however, can make other people feel uncomfortable. In a sense, self-disclosure invites intimacy or closeness. Like a pat on the shoulder by a friend, it can be a welcome sign of trust and friendship. However, if there is too much self-disclosure, it is like somebody leaning all over you an unwelcome amount of personal contact.

Derlega (1984) described self-disclosure as a risky business. When personal information is shared with someone, there is a risk of indifference if the other person does not care about it, or rejection, if the person is turned off by the information, or betrayal if the person uses the information against us. Nevertheless, most people use self-disclosure effectively, and in moderation, and in most cases it works to a person's advantage. It creates feelings of friendliness and sympathy.

Self-disclosure between two people who are getting to know each other is governed by an unspoken principle of reciprocity. The rule is that nobody discloses too much before the other person reciprocates (does the same thing). Ideally, one person discloses a small amount of personal information, then the other person does the same thing, and gradually a relationship is built up. Lasakow (1958), As long as the pace is moderate, people continue to like each other, as they share more and more information about their lives. Self-disclosure is seen as a useful strategy for sharing information with others. By sharing information, we become more intimate with other people and our interpersonal relationships are strengthened.



Stages of Self-Disclosure

Altman and Taylor 1973 first described the process of self-disclosure as peeling back the layers of an onion, which possess both breadth and depth. "Breadth" refers to the various facets of a person's life, such as work, family, community and hobbies. "Depth" pertains to the details concerning each of these areas. The outer layers of the onion represent superficial information about a person, such as physical appearance and speech. The deeper layers represent more intimate information, such as the person's thoughts, feelings and relationships with others. As a person self-discloses to a friend or partner, she peels away the outer layers

of herself toward exposing her core nature. Altman and Taylor outlined the various stages of intimacy that result from this process of self-disclosure:

- 1. Orientation Stage** — Also known as the “small talk” or “first impression” stage. Communicators become acquainted by observing mannerisms and personal dress and by exchanging non-intimate information about themselves. Interaction adheres to social norms.
- 2. Exploratory Affective Stage** — Communicators begin to reveal more about themselves, such as their opinions concerning politics and sports teams. Deeply personal information is withheld. Casual friendships develop at this stage, and most relationships stay at this level.
- 3. Affective Stage** — Communicators begin to disclose personal and private matters. Personal ways of speaking, such as using idioms or unconventional language, is allowed to come through. Communicators feel comfortable enough to argue or criticize each other. Romantic relationships develop at this stage.
- 4. Stable Stage** — Communicators share a relationship in which disclosure is open and comfortable. They can predict how the other person will react to certain types of information.
- 5. Depenetration** — Occurs when one or both communicators perceive that the cost of self-disclosure outweighs its benefits. Communicators withdraw from self-disclosure, thus ending the relationship.

2.3 Literature Review

Gender and Self-disclosure attribute

The study of Elegbeleye (2008), attempted to look at whether a correlation exists between the two dimensions of self-disclosure attributes (breadth and depth) and adolescents' interpersonal dispositions. For the purpose of the study, 200 (Male = 96, Female = 104) adolescents were purposively selected from four locales in Nigeria (Osun, Oyo, Lagos and FCT) and tested for their sociability rating using a standardized measure. Findings revealed that a significant relationship exist between the self-disclosure attribute and interpersonal disposition of the participants at $r = 0.056$, $p < 0.05$. It was also found that male and female adolescents show significantly high readiness to self-disclose ($M = 96$ $r = 0.752$, $p < 0.05$) ($F=104$ $r = 0.443$, $p < 0.05$) and be involved in interpersonal relationship ($M = 96$, $r = 0.815$, $p < 0.05$) ($F = 104$, $r = 0.512$, $p < 0.05$). A closer look further reveals that male adolescents displayed higher degree of willingness to self-disclose than their female counterparts. The study succeeded in establishing that self-disclosure attribute is a strong psychological variable available for use in fostering healthy interpersonal attributes.

Self-disclosure attributes has been known to be a potent tool for facilitating friendship, penitence, confidentiality, and reconciliation after a misunderstanding (Elegbeleye, 2008). The dimensions of self-disclosure which are breadth and depth shape what is disclosed and determines to whom information is disclosed. Elegbeleye (2008), concluded that Nigerian adolescents by culture are not given the opportunity to self-disclose because most African cultures believe in privacy of ideas; hence adolescents in most situations readily give in to bottle up emotions that negate the essence of self-disclosure attributes. In every day interaction, information sharing at the level of interpersonal relationship plays an important role in initiating and sustaining long term relationships.

The development of sustainable social interactions among community members depends essentially on forging relationships that underpin emotional support from individual

interactants who self-disclose willingly. Self-disclosure as an important construct in the study of psychology has attracted attention from a wide range of scholars (Derlega et al., 1993; Jourard, 1971; Smith, 2009; Kisilevich, Siang et al., 2011; Philips et al., 2009; Barry, 2006; Bojuwoye, 1986; Aize, 1986) because of its pivotal significance as a building block of personal social stability. According to Barry (2006), self-disclosure is referred to as both conscious and unconscious act of revealing about oneself to others. Such revelations may include feelings, thoughts, aspirations, goals, plans, fears, likes and dis-likes.

Elegbeleye (2008) in the same vein presented self-disclosure as an important building block for intimacy and that intimacy cannot be achieved without it. He also noted that self-disclosure like rewards are often exchanged in a relationship as people try to maintain equity, or balance. It is commonly believed that self-disclosure can provide an opportunity to express thoughts and feelings, develop a sense of self, and build intimacy within and across personal relationships. Based on the fore-going, it can be inferred that self-disclosure is a process that starts at the point of first meeting and gradually grows deeper as the individuals get to know each other and are able to develop sufficient level of trust for one another.

Kelly (2002) noted that self-disclosure is also a critical component in building client-practitioner relationships in a therapy session for effective treatment. Self-disclosure has also been identified as very integral to an uncluttered communication in a marital setting and it is seen as a key factor in the development of a fulfilling and stable marital relationship (Derlega and Chaikin, 1977; Gilbert, 1976; Jourard, 1964; Karisson, 1963). Given these far-ranging positive attributes and purposes, it can be concluded that self-disclosure is a phenomenon that cuts across all fields of human behavioural dispositions. Personal information that might bring about negative evaluation of an individual such as a history of mental illness, a past experience of abuse or assault, rape experience, HIV stigmatization, etcetera, is not usually freely disclosed for fear that such self-disclosure might bring about outright rejection by others which will inevitably lead to social discontent. However, when deliberately structured

into a clinical tool, self-disclosure can be used to effectively manage any negative outcome that may result from the aforementioned.

Self-disclosure tendencies can be traced to the sum total of an individual's experience during the developmental stages of life which are classified in the literature as childhood, adolescence, adulthood and old age. Parenting style has been implicated to have a great impact on the self-disclosure attributes of children (Baumrind, 1985). For example, the authoritarian parenting style which is characterized by high demandingness with low responsiveness, if brought to bear in the development of a child, can lead to a future development of a non-assertive personality in the child. Also the permissive parenting style which is understood as low demandingness with high responsiveness may be a road map to over assertive personality development in the child. However, the authoritative parenting style which is characterized by moderate demandingness with moderate responsiveness have been found to be a more balanced and sustainable method of raising children.

In a study conducted by Sine (1998), it was found that students who benefited from authoritative parenting style far and above those with authoritarian and permissive background exhibit a high degree of warmth, are able to regulate their emotions, develop trust in others and in themselves. The attribute of authoritative parenting mentioned above provide the building block for self-disclosure in an interpersonal relationship.

The foregoing has viewed self-disclosure from the perspective of its breadth and to exhaustively discuss self-disclosure; a mention must be made on its depth. The depth is considered important attached to a piece of information about oneself which a person is ready to confide in another person. This attribute is located outside of the social context to which breadth of disclosure belongs (Elegbeleye, 2008). Depth of disclosure suggests outright inclination to subordinate one's fears about life and death (in the case of medical disclosure), freedom or incarceration (in the case of legal tussle) trust or distrust (in the case of marital

conducts), reward or punishment (in the case of parent-child relationship) etcetera to a significant-other to whom disclosure is made.

This study focuses on the adolescence developmental stage because of its uniqueness as a stage that comes immediately after childhood with a remarkable evidence of new experiences particularly those that were classified and labelled puberty (enlargement of the breasts and spurt of physical growth in females, breaking of voice and the appearance of tuft of hair in the males).

Psychological development in adolescence covers such important transformation as the process of identity formation such as selecting and preparing for a career, re-evaluating religious and moral beliefs, and adopting social roles which include sexuality, marriage, and parenthood. The uniqueness of this stage comes to the fore in the way the adolescence is handled by his parents. There is usually an evidence of misunderstanding between the parent and the adolescent at this stage which is occasioned by the discrepancies in their world views. The adolescent is eager to discover the world and often than not, he finds fault with all that have been presented to him as the societal value system by his parents. For example, he will challenge the reason he cannot go out to attend parties, wear clothes the way s/he deems fit, and believe in God the way s/he chooses to rather than the way his/her parents prescribed, etcetera. Such misunderstandings as this are best resolved in a setting where self-disclosure attributes have been successfully passed from parent to the child.

An authoritative parenting style for example may not necessarily harshly enforce the value codes but rather pretend to understand the views of the adolescent until the parent is able to gradually win him/her over to his side and make him/her see the relevance of the values as they were originally presented to him. The focus of this study therefore directs attention to the relevance of self-disclosure attributes as a predictor of interpersonal relationship and sociability among adolescents. The study is expected to provide primary data that can be adapted as a psychotherapeutic tool useful for initiating a building block of

socially acceptable behaviour in adolescents that have interpersonal challenges. Arising from the above background therefore, this study shall be guided by the following hypotheses; that a significant relationship will exist between the depth and breadth of self-disclosure and interpersonal disposition of socially outgoing Nigerian Adolescents; between the depth and breadth of self-disclosure in female Adolescents and between the depth and breadth of self-disclosure in male adolescents.

Previous studies have shown that women disclose to their close friends more often than men. However, no study has compared the intimacy of their disclosures across different media and different relationship types. The purpose of this study was to examine gender differences in self-disclosure between Facebook friends and between face-to-face friends. One hundred ninety-seven college women and 120 college men in this study were asked to report their levels of self-disclosure with three types of friends: an exclusive Facebook friend, an exclusive face-to-face friend, and a recently added Face-book friend. One-way MANOVA was used to test the hypothesis that women will self-disclose to their Facebook and face-to-face friends more than men. Results provided partial support for the hypothesis. Women disclosed to their exclusive face-to-face friends and exclusive Facebook friends more than men; however, men had more intimate discussions with their recently added Facebook friends than women did. Both men and women disclosed more to their exclusive face-to-face friends than to exclusive Facebook friends. Overall, these findings suggest that, regardless of the medium, both genders disclose more to the person they consider more intimate.

With over 1 billion users and the continued growth in its popularity, Facebook is becoming another avenue for initiating and maintaining interpersonal relationships. A number of studies have found that relationship maintenance and social interaction (Sheldon, 2008; Smock, Ellison, Lampe, & Wohn,2011) are the primary motivations for using Facebook. In order to interact with each other, users have to self-disclose. In this study, self-disclosure has been defined as “any message about the self that a person communicates to another” (Wheless & Grotz, 1976.) .According to social

penetration theory (Altman & Taylor, 1973), self-disclosure plays a critical role in the development of intimacy in relationships. The more time we spend with others, the more likely we are to self-disclose more intimate thoughts and details of our life. If self-disclosure is high, then the relationship will develop (Altman & Taylor, 1973).

Two dimensions of self-disclosure are breadth and depth. Breadth refers to the number of various topics discussed in the relationship. Depth refers to the degree of intimacy that guides topic discussions. In the initial stages, relationships have narrow breadth and shallow depth. As relationships move toward intimacy, a wide range of topics is discussed (breadth), with several of the topics to be intimately discussed (depth), (Altman & Taylor, 1987). This study uses breadth and depth dimensions to measure self-disclosure.

To the knowledge of the researchers, no study has compared if whether there are any differences in how men and women disclose on Facebook versus face-to-face. Do women disclose on Facebook more intimate details than men? Do women/men disclose more on Facebook or face-to-face? Previous research (Aries & Johnson, 1983; Buhrke & Fuqua, 1987; Petronio, 2002) indicates that women discuss intimate topics with friends more frequently and in greater depth than men do. However, this might also vary according to the topic that they are discussing, as well as the intimacy of the relationship and the channel that they are using to communicate. For example, several studies have found that males were more likely to disclose to strangers than women (Dindia & Allen, 1992; Stokes, Huehrer, & Child, 1980). All of these studies referred to disclosure face-to-face. We also know that many people use social networking sites to communicate with each other. No studies have been conducted to explore gender differences in self-disclosure on Facebook, for example. However, we know that women spend more time on Facebook (Sheldon, 2008) and also use social networking sites more to compare themselves with others (Haferkamp, Eimler, Papadakis, & Kruck, 2012).

The study of Dindia & Allen, 1992; Stokes, Huehrer, & Child, 1980, therefore, explores if men and women differ in self-disclosure to their Facebook friend when compared to their

face-to-face friend. Self-disclosure, however, might not only differ between genders, but also between online and offline relationships. Due to missing nonverbal and contextual cues in computer-mediated relationships, some researchers (e.g., Cummings, Butler, & Kraut, 2002; Mesch & Talmud, 2006) have suggested that offline relationships are characterized by higher interdependence, and greater breadth and depth of self-disclosure. For example, an individual might self-disclose to their Facebook friends less than to their face-to-face friends because they cannot see each other's facial expressions and gestures. This "cues-filtered out approach" was popular in early 1990s. Later, it was challenged by the findings showing that people disclose personal information and therefore develop relationships through computer-mediated communication (CMC) (e.g., Cho, 2006; Walther, 1996). Even further, Walther (1995) proposed the hyper personal model according to which individuals compensate for the limitations of CMC by hyper personalizing their interactions and actually disclosing more than they do face-to-face. When individuals are motivated and allowed sufficient time to exchange social information, relationships via CMC develop at the same pace as those established through face-to-face interaction (Walther & Burgoon, 1992; Walther, 1996).

Several early studies on adolescent self-disclosure were qualitative research based on case analysis and focus groups. Empirical studies concerning self-disclosure were relatively scarce in the beginning. The earliest study, the authors believe, was by psychologist Sidney Jourard (1964), who found out that openness in at least one significant relationship was a prerequisite for a healthy personality. Kenny and La Voie (1984) quantified how much disclosure in social interaction is unique to partners in a close relationship. A few others (for example, Stokes, Childs, & Fuehrer, 1980; Derlega, Winstead, Wong, & Hunter, 1985) have quantitatively studied the impact of gender on self-disclosure. In the past decade, more and more papers have focused on empirical studies to identify regression correlations between self-disclosure and other measurable characteristics. Hargie, Tourish, and Curtis (2001) studied effects of gender and religion on adolescent self-disclosure using an Irish dataset. They found that gender is the central determinant of disclosure whereas religion, surprisingly,

is not. Chiou (2006) used a Taiwanese dataset to study sexual self-disclosure among adolescents and found that adolescents more willing to share sexual intimacy in real life are also more willing to share more in cyberspace. One interesting finding was that males are more willing and active than females in self-disclosure of information on the Internet. Valkenburg and Peter (2007) developed an 'Internet-attribute-perception' model and quantified the levels of adolescents' self-disclosure when interacting online with one another. Valkenburg and Peter (2008) used online surveys to interview Dutch adolescents to study their level of social competence. Vieno et al. (2009) estimated the relationship between adolescent self-disclosure, parenting style and antisocial behaviour using an Italian dataset. They suggested that mother-child closeness is a key determinant of whether a child is willing to self-disclose or not.

Research findings on gender differences in self-disclosure are mixed. Women self-disclose to enhance a relationship, while men self-disclose relative to their control and vulnerabilities. Men initially disclose more in heterosexual relationships. Women tend to put more emphasis on intimate communication with same-sex friends than men do. Stokes, J, Childs, & Fuehrer. (1980).

In relationships, there are still other factors that contribute to the likelihood of disclosure. In men, self-disclosure and the level of disclosure they perceive from their wives is positively correlated with their self-esteem. For both genders, the state of a relationship and the feelings associated with it are major contributors to how much each spouse reveals himself or herself, Kenny, & La Voie, (1984). Husbands and wives in a relationship marked with satisfaction, love, and commitment rate their own levels of disclosure highly as well as their perceptions of their spouses' disclosures.

Self-esteem and Self-disclosure attribute

It was hypothesized that high self-esteem individuals would self-disclose more than low self-esteem individuals because people high in self-esteem have greater self confidence (Dolgin, Meyer, & Schwartz, 1991). However, high self-esteem participants self-disclosed no more than did low self-esteem participants. Perhaps self-esteem was not influential because of the overwhelming effect of the closeness of the relationship on self-disclosure. Regardless of their level of self-esteem, people may feel confident self-disclosing in their close relationships because of the emotional support derived from close relationships (Cramer, 1998). High and low self-esteem individuals do not differ in the number of friends they have but rather in their confidence to make friends (Baumeister, 1993). It seems that self-esteem is outweighed by the closeness of the relationship once friendships have been formed. Self-esteem may play more of a role in the initiation of relationships rather than the maintenance of relationships (Baumeister, 1993). If participants had been paired with a stranger and instructed to complete a specific task before filling out the questionnaires, different results may have been obtained for self-esteem and self-disclosure in newly formed relationships. The closeness of the relationship and sex of the participant had an interactive effect on self-disclosure. Females self-disclosed more than did males to a best friend, whereas females self-disclosed no more than did males to a casual acquaintance. There were no interactions involving self-esteem and closeness of the relationship or self-esteem and sex of the participant. In fact, self-esteem only appeared to have a moderating effect on the amount people self-disclose to others when paired with sex of the participant and closeness of the relationship. Females high in self-esteem self-disclosed more than did females low in self-esteem when the relationship was close but not when the relationship was distant. Males high in self-esteem self-disclosed no more than did males low in self-esteem when the relationship was either close or distant. Perhaps disclosure in distant relationships was not affected by individual differences because people are more likely to make investments in their close

relationships (Knapp, 1984). Self-disclosure is a key part of the enhancement of relationships because of the social rewards derived from disclosing to others (Fehr, 1996). The amount people invest in a relationship is determined by how rewarding the relationship is perceived to be. People are willing to self-disclose when their relationships are rewarding and not willing to self-disclose when their relationships are costly (Gayle & Preiss, 2002).

Participants could have been asked to report on their level of investment and satisfaction within the relationship imagined during the study. Different results may have been found in the current study if it had not been assumed that high self-disclosure meant high investment and satisfaction. Participants may find certain relationships highly satisfying simply because those relationships do not require a lot of self-disclosure.

There was a main effect of the closeness of the relationship on self-disclosure, $F(1, 145) = 158.53, P < .01$. Participants self-disclosed more to a best friend ($M = 67.91, SD = 8.41$) than to a casual acquaintance ($M = 53.08, SD = 6.54$). There was also a main effect of sex of the participant on self-disclosure $F(1, 145) = 7.95, p < .01$. Female participants ($M = 63.33, SD = 11.40$) were more likely than male participants ($M = 58.06, SD = 9.16$) to self-disclose.

However, there was no main effect of self-esteem on self-disclosure, $F(1, 145) = 1.33, p = ns$. Participants high in self-esteem ($M = 61.00, SD = 10.48$) were not more likely than those low in self-esteem ($M = 60.14, SD = 10.70$) to self-disclose. The two main effects were qualified by a two-way interaction between closeness of the relationship and sex of the participant, $F(1, 145) = 4.14, p < .05$. In close relationships (i.e., best friends), females ($M = 70.93, SD = 7.40$) self-disclosed more than did males ($M = 64.65, SD = 8.30$). In distant relationships (i.e., casual acquaintances), females ($M = 53.84, SD = 7.83$) self-disclosed no more than did males ($M = 52.52, SD = 5.46$). There was no interaction between the closeness of the relationship and the level of self-esteem $F(1, 145) = 0.34, p = ns$. Participants high in self-esteem did not

differentiate between close ($M = 67.23$, $SD = 8.59$) and casual ($M = 52.11$, $SD = 6.26$) relationships. Similarly, participants low in self-esteem did not differentiate between close ($M = 68.76$, $SD = 8.22$) and casual ($M = 54.05$, $SD = 6.76$) relationships. There was also no interaction between self-esteem and sex of the participant, $F(1, 145) = 0.18$, $p = ns$. Females high in self-esteem ($M = 63.72$, $SD = 12.36$) were not more likely than females low in self-esteem ($M = 63.03$, $SD = 10.72$) to self-disclose. Males high in self-esteem ($M = 57.80$, $SD = 8.85$) were not more likely than males low in self-esteem ($M = 58.47$, $SD = 9.76$) to self-disclose. The two-way interaction was qualified by a three-way interaction between the level of self-esteem, sex of the participant, and closeness of the relationship, $F(1, 145) = 3.74$, $p < .06$. In close relationships (i.e., best friends), females high in self-esteem ($M = 72.05$, $SD = 6.48$) self-disclosed more than did females low in self-esteem ($M = 69.90$, $SD = 8.17$).

However, males high in self-esteem ($M = 63.42$, $SD = 8.22$) self-disclosed no more than did males low in self-esteem ($M = 66.92$, $SD = 8.28$). In distant relationships (i.e., casual acquaintances), females high in self-esteem ($M = 51.54$, $SD = 7.80$) self-disclosed no more than did females low in self-esteem ($M = 55.42$, $SD = 7.65$). Similarly, males high in self-esteem ($M = 52.40$, $SD = 5.45$) self-disclosed no more than did males low in self-esteem ($M = 52.68$, $SD = 5.61$). As predicted, the length of the relationship imagined had an effect on the amount of self-disclosure, $F(1, 151) = 36.37$, $p < .01$. The length of the relationship imagined was much longer for participants who imagined a best friend ($M = 3.87$, $SD = 1.33$) than participants who imagined a casual acquaintance ($M = 2.47$, $SD = 1.53$). However, the frequency of interaction with the target person in the imagined relationship had no effect on the amount of self-disclosure, $F < 1.00$.

Also Several researchers have found that the use of social media for self-disclosure has shown to be very helpful for those with low self-esteem, Forest, Amanda; Wood, Joanne. (2012). People with low self-esteem are more socially anxious and shy which can make it difficult to form close relationships with others. This can harm both their physical and mental

health because feeling connected to others is considered a fundamental human motivation. Individuals with low self-esteem have difficulty disclosing to others because they are very focused on not revealing their flaws and fear criticism and disapproval from others. Disclosing less, therefore, protects them from the possibility of rejection or being ignored. In light of these fears, social media can provide a safe environment for people with low self-esteem to disclose personal information because they cannot see their partner's reactions which can help them to more freely express themselves. While many with low self-esteem do view social media as a safe outlet for disclosure, many do not receive positive feedback for their disclosures. People with low self-esteem tend to post more negative thoughts on social media which has been shown to make them less liked by readers. , Amanda L.; Wood, Joanne (2012). Negative posts are also more likely to be ignored by readers in hopes that the discloser will stop and begin to post more positively. When someone who frequently shares negative thoughts posts something positive they do receive more positive feedback from readers. In contrast, someone with high self-esteem is more liked by readers and tends to post more positively. If they do post something negative they tend to get more responses than those with low self-esteem do.

2.4 Research Hypothesis

The following are generated from literature reviewed

- i. There will be significant joint influence of gender and self-esteem on self-disclosure attributes among undergraduates of FUOYE.
- ii. There will be significant relationship between self-esteem and self-disclosure attributes among undergraduates of FUOYE
- iii. There will be gender difference on self-disclosure attributes among undergraduates of FUOYE.

2.5 Operational definition of terms

Self-Esteem: In psychology, the term **self-esteem** is used to describe a person's overall sense of self-worth or personal value. Self-esteem is often seen as a personality trait, which means that it tends to be stable and enduring. Self-esteem can involve a variety of beliefs about the self, such as the appraisal of one's own appearance, beliefs, emotions, and behaviors.

Self-disclosure: self-disclosure is referred to as both conscious and unconscious act of revealing about oneself to others. Such revelations may include feelings, thoughts, aspirations, goals, plans, fears, likes and dis-likes.

Gender: Gender is the range of physical, biological, mental and behavioural characteristics pertaining to, and differentiating between, masculinity and femininity.

Social penetration theory states that the development of a relationship is closely linked to systematic changes in communication. Relationships generally begin with the exchange of superficial information and gradually move on to more meaningful conversations. In order to develop a more intimate relationship partners must increase the breadth and depth of their conversations. Breadth includes the variety of topics two people discuss and depth is the personal significance of these topics.

Social comparison theory: Its explains how individuals evaluate their own opinions and abilities by comparing themselves to others in order to reduce uncertainty in these domains, and learn how to define the self.

Social exchange theory is a social psychological and sociological perspective that explains social change and stability as a process of negotiated exchanges between parties. Social exchange theory posits that human relationships are formed by the use of a subjective cost-benefit analysis and the comparison of alternatives.

Communication privacy management (CPM), originally known as communication boundary management, is a theory about how people make decisions about revealing and concealing private information.

Reciprocity: reciprocity is a mutual or cooperation exchange of favour or privileges.

CHAPTER THREE

Method

3.1 Research Design

This study used a descriptive survey research design. This design is descriptive because the study made use of questionnaires in gathering data from the participants on all the variables under investigations. This is considered appropriate since the study aims to investigate the influence of gender and self-esteem on self disclosure attributes among undergraduates of FUOYE. The variable of interest in this study is; self disclosure attributes as the dependent variable while the Independent variables are gender with two levels (male and female) and self-esteem with two levels (High and Low).

3.2 Setting

Federal University Oye-Ekiti, located within Oye community, is one of the nine Federal Universities established in 2011 by the Federal Government of Nigeria, pursuant to an executive order made by the President of the Federal Republic of Nigeria, His Excellency, Dr. Goodluck Ebele Jonathan, GCFR. Federal University Oye-Ekiti, as at 2014/2015 academic session, has two campuses at Oye-Ekiti and Ikole-Ekiti with 4 Faculties. Federal University Oye Ekiti, is a new university created in the year 2011, the population is less than {5,000} students.

Faculty of Humanities and social sciences comprises six departments, which are; Psychology, Sociology, English and Literary Study, Economic and Development Study, Demography and Social Statistics, and Theatre and Media Arts.

Faculty of Sciences comprises ten departments, which are; Mathematics, Microbiology, Computer Science, Plant and Animal Science, Biochemistry, Industrial Chemistry, Geophysics, Geology, Animal and Environmental Sciences, Physics.

Faculty of Agricultural Science comprises twelve departments, which are, Animal production and Health, Soil Science, Fishery, Water Resources Management Agro-met,

Agronomy, Agricultural Economics Extension, Agricultural and Bio-resources, Agricultural Science, Food Science and Technology, Fishery and Aquaculture, Forest and Wild Life Management, and Crop Production and Horticulture.

Faculty of Engineering comprises seven departments, which are, civil Engineering, Electrical Electronic Engineering, Mechanical Engineering, Computer Engineering, Mechanical and Mechatronics Engineering, Metallurgical Engineering, and Material Engineering.

3.3 Sampling Technique

One hundred (100) Students of Federal University Oye Ekiti, Oye campus, which comprises two faculties (Humanities & social sciences and Sciences) was employed to participate in this study, and purposive sampling technique was used for this research.

3.4 Participant/ Sample

The sample of this study was drawn from Federal University Oye Ekiti, Purposive sampling technique was used to select one hundred (100) participants.

3.5 Instrument

The study made use of standardised instrument; it comprises three (3) sections. Section A, B and C.

3.5.1 Bio-data Form

Section A consist of information on socio-demographic characteristics of the participants, which include Age, Marital status, Religion, Level of education, Ethnicity and Gender.

3.5.2 Self-esteem Scale

To measure self-esteem we used the Rosenberg Self-Esteem Scale (Rosenberg, 1965). The 10 Likert-type items (1= strongly agree to 5= strongly disagree) assess a person's overall evaluation of his or her worthiness as a human being (Rosenberg, 1979). Rosenberg reported test-retest correlations (.82 to .88) and Cronbach's alphas (.77 to .88; see Blascovich & Tomaka, 1993; Rosenberg, 1986).

Rosenberg (1965) demonstrated that his scale was a Guttman scale by obtaining high enough reproducibility and scalability coefficients.

The validity of self-esteem scale Pearson rs of .67 with Kelly Repertory Test (Kelly 1955); of .83 with Health Self- Image Questionnaire (Heath 1965); of .56 with interviewers= ratings of self-esteem r of .60 with Coopersmith=s Self-Esteem Inventory (Coopersmith1967)

The reliability of the self-esteem scale 2-week test-retest coefficient of .85 (N=28) alpha of .74; One year later alpha was .77 (N=1,852) Difference between scores obtained with the 7 month interval was not significant (N=103) For the total RSE scale alpha of .80

3.5.3 Self-disclosure Scale

Self-disclosure attribute scale was developed by Elegbeleye 2008, An inter item validity check was conducted to establish the content validity of the instrument. The scores of the 40 respondents (comprising randomly chosen University undergraduates with a mean age of 20 years) in section2, which comprised a cluster of self assessment rating teasers, were correlated with their scores in section1, which comprise a set of disclosure identification labels. These two sections have same subject matter but are designed contradistinctively to allow for the disguise that would act as a 'lie-catcher' which can be used to detect uncommitted respondent. It is therefore logically expected that whatever significant other identified in section one would be rated high in section 2, which if otherwise, would expose a level of inconsistency capable of betraying a rather low validity rating. However, when the two sets of score were correlated, using the prescribed statistics, a correlation coefficient of $r = 0.78$ was obtained. This result was adjudged significant enough to justify a high validity rating of the test instrument. Likewise the score of anti self-disclosure respondents were correlated with those of the pro self-disclosure respondents, producing a correlation coefficient of $r = 0.28$, low enough to justify discrepant validity rating. These two taken in context, thus guarantee the validity of the instrument.

The reliability of the instrument was tested by checking for the error variance of time. The administration of the instrument was repeated on the same set of respondents after an interval of four weeks and a correlation coefficient of $r = 0.70$ was obtained when the scores from the two tests were correlated, thus attesting to a high reliability rating of the test.

3.6 Ethical Consideration

Appeal was made to the respondents during the conduct the research. They were assured of utmost confidentiality and all information collected was anonymously coded and cannot therefore be trace back to individual students.

3.7 Procedure

Participants were approached and were informed on the nature of the research, appeal was then made to the respondents to answer sincerely, they were guided in the filling of the questionnaire, and enough time was allocated to them. Adequate information about the completion of the questionnaire was given to them and they were assured of confidentiality of information provided as names were not required.

3.8 Statistical Analysis

Descriptive and inferential statistics was used in analyzing the data that was collected. Descriptive data such as mean, frequency distribution table and percentages was used to analyse socio-demographic variables such as age, gender, ethnicity, religion marital status and educational status. While inferential statistics was used to test the hypotheses. Two-Way Analysis of Variances (ANOVA) was used to test the first hypothesis, Pearson Correlation was used to test the second hypothesis and Independent t-test sample was used to test the third hypothesis. All analysis was carried out with the Statistical Package for Social Sciences (SPSS).

CHAPTER FOUR

Result

4.1 Descriptive Analysis

Table 4.1 Showing Socio-demographic information of the respondents in Federal University Oye Ekiti, Ekiti State.

Variable	Level	Frequency	%
Marital status	Single	99	99
	Married	1	1
	Total	100	100
Religion	Christianity	96	96.0
	Muslim	4	4.0
	Total	100	100
Age	12-15	1	1.0
	16-18	13	13.0
	19-21	42	42.0
	22-25	34	34.0
	26-30	10	10.0
	Total	100	100.0
Gender	Male	52	52.0
	Female	48	48.0
	Total	100	100
Ethnicity	Yoruba	95	95.0
	Igbo	3	3.0
	Other	2	2.0
	Total	100	100

Level	100	24	24.0
	200	19	19.0
	300	25	25.0
	400	32	32.0
	Total	100	100

Source: Author's filed survey 2015

As presented in Table 4.1, one hundred (100) students of Federal University Oye Ekiti, Ekiti State, responded to the psychological instruments. It presented the respondents by marital status, religion, age, gender, ethnic and level of education. Information gathered from the respondents indicate that majority of the students are single while just one of them is few of them is married. A higher percentage of the students of ninety nine (99.0%) respondents were single; one (1.0%) were married. Also, it showed that ninety six (96.0.0%) of respondents were Christian; four (4.0%) were Muslim. More so, one (1.0%) of respondents were within (12-15) years, thirteen (13.0%) were between 16-18years; forty two (42.0%) of them within (19-21) years, thirty four (34.0%) of the respondents were within age group of (22-25) years and lastly, ten (10.0%) of the respondents were in the age group of (26-30) years.

In all, fifty two (52.0%) of the respondents were Male while forty eight (48.0%) were female. It was reported that ninety five (95.0%) of the respondents were Yoruba, three (3.0%) were Igbo, while two (2.0%) were within other ethnic group. Educational level; twenty four (24.0%) were 100 level students, nineteen (19.0%) were in 200 level, twenty five (25.0%) of the respondents were 300 level students while a considerable high number of them thirty two (32.0%) were in 400 level.

Table 4.2: Showing Percentage Distribution of Respondents' Scores on self-esteem.

N/S ITEM	Strongly disagree	Disagree	undecided	Agree	Strongly agree	TOTAL
1. I feel i am a person of worth, at least on an equal plane with others	4 (4.0%)	6 (6.0%)	8 (8.0%)	39 (39.0)	43 (43%)	100 (100)
2. I feel that I have a number of good qualities	2 (2.0%)	1 (1.0%)	1 (1.0%)	40 (40%)	56 (56%)	100 (100)
3. All in all, I am inclined to feel that I am a failure.	2 (2.0%)	9 (9.0%)	8 (8.0%)	20 (20%)	60 (60%)	100 (100)
4. I am able to do things as well as most other People.	1 (1.0%)	5 (5.0%)	6 (6.0%)	48 (48%)	40 (40%)	100 (100)
5. I feel I do not have much to be proud of.	8 (8.0%)	25 (25.%)	10 (10.0%)	31 (31%)	26 (26%)	100 (100)

6. I take a positive attitude toward myself.	3 (3.0%)	3 (3.0%)	1 (1.0%)	38 (38%)	55 (55%)	100 (100)
7. On the whole, I am satisfied with myself	1 (1.0%)	9 (9.0%)	13 (13.0%)	36 (36%)	41 (41%)	100 (100)
8. I wish I could have more respect for myself	36 (36%)	35 (35%)	16 (16.0%)	7 (7.0%)	6 (6.0%)	100 (100)
9. I certainly feel useless at times.	2 (2.0%)	13 (13%)	14 (14.0%)	29 (29%)	42 (42%)	100 (100)
10. At times I think I am no good at all.	3 (3.0%)	8 (8.0%)	5 (5.0%)	29 (29%)	55 (55%)	100 (100)

Percentage distribution of respondents' scores on self-esteem shows that four of the respondents (4.0%) strongly disagreed that they are a person of worth and on equal plane with other, and six (6.0%) disagree, eight (8.0%) of them were undecided, thirty nine (39.0%) agree, while a large number of forty three (43.0%) strongly agree that they were persons of worth and on equal plane with others. A large number of the students fifty six (56.0%) strongly agree that they have a number of good qualities, and the forty (40.0%) agree, two (2.0%) strongly disagree and lastly one (1.0%) of them disagree and undecided respectively. Majority number of thirty one (31.0%) disagree that they do not have much to be proud of, twenty six (26.0%) strongly disagree, twenty five (25.0%) reported to have agreed, eight (8.0%) of them strongly agree, while ten (10.0%) of the respondent undecided. Respondents of forty one (41.0%) strongly agree that they take a positive attitude toward themselves, thirty six (36.0%) agree, thirteen (13.0%) of them undecided, nine (9.0%) of the respondents disagree while, only one (1.0%) strongly disagree. A considerable number of respondents forty two (42.0%) indicated that they felt useless at time strongly disagree, twenty nine (29.0%) disagree, fourteen (14.0%) of them were undecided, thirteen (13.0%) agree, while, the least two (2.0%) strongly agree to it. Largest number of the respondents fifty five (55.0%) strongly agree that at time they thought they are not good at all, twenty nine (29.0%) of them agree, five (5.0%) were undecided, eight (8.0%) disagree, while the least three (3.0%) of them were strongly disagree.

4.2 Hypothesis One

The hypothesis states that there will be significant joint influence of gender and self-esteem on self-disclosure attributes. Two-way ANOVA was employed to test the hypothesis at 0.05% significant level, in this study, gender has two levels (Male and Female) and self-esteem also has two levels (High and Low). Respondents were compared based on their mean scores on self-disclosure attributes; the analysis summary is presented in table 4.3

Table 4.3: Two way analysis of variances showing the joint influence of Gender and Self-esteem on Self-disclosure attributes.

Source	Type III Sum of Squares	Df	Mean square	F	Sig.
Corrected Model	332866.255 ^a	4	83216.564	8.585	.000
Intercept	565300.271	1	565300.271	58.316	.000
Gender	14507.797	1	14507.797	1.497	.224
Self-esteem-group	107498.885	2	53749.442	5.545	.005
Gender*self-esteem-group	18404.934	1	18404.934	1.899	.171
Error	920907.745	95	9693.766		
Total	5765150.000	100			
Corrected Total	1253774.000	99			

R Squared = .265 (Adjusted R Squared = .235)

The result presented above using two way ANOVA showed that there is no significant joint influence of gender and self-esteem on self-disclosure attributes { $F(1,17) = 1.899$ $p > 0.05$ }. The result of the analysis from the table further indicated that self-esteem has independent positive influence on self-disclosure attributes { $F(2) = 5.545$, $P < .05$ }. While gender has no significant influence on self-disclosure attributes { $F(1) = 1.497$, $P > .05$ }. Therefore, hypothesis which states that, there will be joint influence of gender and self-esteem on self-disclosure attributes was rejected.

4.3 Hypothesis Two

The hypothesis states that Self-esteem will have significant relationship with self-disclosure attributes among undergraduates of Federal University, Oye-Ekiti.

A Pearson Product Moment Correlation was employed to test the hypothesis at 0.05% significant level. The analysis procedure involve subjecting the respondents 'composites score on scale and their corresponding level of relationship test, the summary of the analysis is presented in table 4.4.

Table 4.4: Pearson Product Moment Correlation (PPMC) showing the relationship between self-esteem and self-disclosure attributes.

Variables	N	Mean	Std	Df	R	r-square	p-val
Self-esteem	100	30.34	7.42	98	.28	0.078	.05
Self-disclosure attribute	100	212.4	112.54				

($p < 0.05$)

Table 4.4 indicates that self-esteem has no significant relationship with self-disclosure attributes $\{r(98) = 0.28, p < 0.05\}$. This suggests that there is no significant relationship between self-esteem and self-disclosure attribute among undergraduates of Federal University Oye-Ekiti, Ekiti state.

Table 4.4.1 Correlational matrix showing relationship between self-esteem and self-disclosure attribute

Variables	(1)	(2)	(3)
Self-esteem (1)	1		
Breadth (2)	.43	1	
Depth (3)	.24	.614**	1

From table 4.4.1, the self-esteem is further tested on the two dimension of self-disclosure attributes (Breadth and Depth) respectively. It was found that self-esteem has no significant relationship with breath self-disclosure attribute $\{r(98) = .43, p>0.01\}$. Result of Correlation of self-esteem on depth self-disclosure attribute also showed no significant relationship $\{r(98) = .24, p>0.01\}$.

4.4 Hypothesis Three

The hypothesis states there will be gender difference on self-disclosure attribute among undergraduates of Federal University, Oye-Ekiti. An independent sample t-test was employed to test the hypothesis at 0.05% significant level, in this study, gender has two levels (Male and Female). Respondents were compared based on their mean scores on self-disclosure attributes; the analysis summary is presented in table 4.5.

Table 4.5: Independent sample-t-test showing Gender difference on Self-disclosure attributes

Variables		<i>N</i>	\bar{x}	<i>SD</i>	<i>Df</i>	<i>T</i>	<i>P-Val</i>
Self-disclosure attributes	Male	52	240.39	117.60	98	2.667	.009
	Female	48	182.08	99.32			
Breadth	Male	52	38.56	16.19	98	.718	.474
	Female	48	36.25	15.90			
Depth	Male	52	201.83	108.06	98	2.839	.006
	Female	48	145.83	87.05			

{ $t(420) = 2.667, p < 0.05$ }

Table 4.5 indicate that there is a significant gender difference on self-disclosure attribute { $t(98) = 2.667, p < 0.05$ }. Further analysis suggests that male students ($N=52, \bar{X}=240.39, SD=117.60$) displayed significant higher level of self-disclosure attributes than their female counterparts ($N=48, \bar{X}=182.08, SD=99.32$). Therefore, the hypothesis that states gender will be difference on self-disclosure attributes is accepted. More so, self-disclosure attributes is broken down into two dimensions (Breadth and Depth), the result showed that there is no gender difference on breadth of self-disclosure attribute { $t(98) = .718, p > 0.05$ }, while the

result on the other dimension of self-disclosure attribute (depth) indicates that there is a significant gender difference on depth-dimension $\{t(98) = 2.839, p < 0.05\}$.

CHAPTER FIVE

DISCUSSION OF RESULTS, CONCLUSION AND RECOMMENDATIONS

5.1 Discussion

Hypothesis one stated that there will be significant joint influence of gender and self-esteem on self-disclosure attributes. In this study, gender has two levels (Male and Female) and self-esteem also has two levels (High and Low). Respondents were compared based on their mean scores on self-disclosure attribute. The result showed that there is no significant joint influence of gender and self-esteem on self-disclosure attributes. Therefore, hypothesis which states that there will be joint influence of gender and self-esteem on self-disclosure attributes is however rejected. The result of the analysis from the table further indicated that self-esteem has independent positive influence on self-disclosure attribute. While gender has no significant influence on self-disclosure attribute.

Seamon, (2003), hypothesized that self-esteem, sex, and relationship closeness would affect self-disclosure attributes.

Hypothesis two stated that there will be significant relationship between self-esteem and self-disclosure attribute among undergraduates of FUYOYE. The analysis procedure involve subjecting the respondents 'composites score on scale and their corresponding level of relationship test. Its indicates that self-esteem has no significant relationship with self-disclosure attribute. This suggests that there is no significant relationship between self-esteem and self-disclosure attribute among undergraduate students in Federal University of Oye-Ekiti, Ekiti state. Therefore hypothesis stated that there will be significant relationship between self-esteem and self-disclosure attributes was rejected. Self-esteem was further tested on the two dimension of self-disclosure attributes (Breadth and Depth) respectively. It was found that self-esteem has no significant relationship with breadth self-disclosure attribute. Result of Correlation of self-esteem on depth self-disclosure attribute also showed no significant relationship.

Seamon, (2003), indicates that there was no main effect of self-esteem on self-disclosure attribute. Participants high in self-esteem were not more likely than those low in self-esteem to self-disclose attribute. There were no differences in self-disclosure attributes between high and low self-esteem individuals. Also several researchers have found that the use of social media for self-disclosure has shown to be very helpful for those with low self-esteem, Forest, Amanda, Wood, Joanne (2012). People with low self-esteem are more socially anxious and shy which can make it difficult to form close relationships with others. This can harm both their physical and mental health because feeling connected to others is considered a fundamental human motivation. Individuals with low self-esteem have difficulty disclosing to others because they are very focused on not revealing their flaws and fear criticism and disapproval from others. Disclosing less, therefore, protects them from the possibility of rejection or being ignored. In light of these fears, social media can provide a safe environment for people with low self-esteem to disclose personal information because they cannot see their partner's reactions which can help them to more freely express themselves. While many with low self-esteem do view social media as a safe outlet for disclosure, many do not receive positive feedback for their disclosures. People with low self-esteem tend to post more negative thoughts on social media which has been shown to make them less liked by readers. Forest, Amanda, Wood, Joanne (2012). Negative posts are also more likely to be ignored by readers in hopes that the discloser will stop and begin to post more positively. When someone who frequently shares negative thoughts posts something positive they do receive more positive feedback from readers. In contrast, someone with high self-esteem is more liked by readers and tends to post more positively. If they do post something negative they tend to get more responses than those with low self-esteem do.

Hypothesis three stated that there will be gender difference on self-disclosure attribute among undergraduate students of FUYOYE. The result indicates that there is a significant gender difference on self-disclosure. Further analysis suggests that male students displayed

significant higher level of self-disclosure attribute than their female counterparts. Therefore, the hypothesis that states that there will be gender difference on self-disclosure attributes is accepted. More so, self-disclosure attributes is broken down into two dimensions (Breadth and Depth), the result showed that there is no gender difference on breath of self-disclosure attribute. While the result on the others hand indicates that there is a significant gender difference on depth dimension.

In support of the present findings Elegbeleye (2008), revealed that a significant relationship exist between the self-disclosure attribute and interpersonal disposition of the participants. It was also found that male and female adolescents show significantly high readiness to self-disclose and be involved in interpersonal relationship. A closer look further reveals that male adolescents displayed higher degree of willingness to self-disclose than their female counterparts. The study succeeded in establishing that self-disclosure attribute is a strong psychological variable available for use in fostering healthy interpersonal attributes.

Previous research (Aries & Johnson, 1983; Buhrke & Fuqua, 1987; Petronio, 2002) indicates that women discuss intimate topics with friends more frequently and in greater depth than men do. However, this might also vary according to the topic that they are discussing, as well as the intimacy of the relationship and the channel that they are using to communicate. For example, several studies have found that males were more likely to disclose to strangers than women (Dindia & Allen, 1992; Stokes, Huehrer, & Child, 1980). All of these studies referred to disclosure face-to-face. We also know that many people use social networking sites to communicate with each other. No studies have been conducted to explore gender differences in self-disclosure on Facebook. However, we know that women spend more time on Facebook (Sheldon, 2008) and also use social networking sites more to compare themselves with others (Haferkamp, Eim-ler, Papadakis, & Kruck, 2012).

5.2 Conclusion

Based on the result of the research work, it can first be concluded that there is no significant joint influence of gender and self-esteem on self-disclosure attributes of undergraduates of Federal University Oye-Ekiti, Ekiti State. Second, there is no significant relationship between self-esteem and self-disclosure attribute among undergraduates of Federal University Oye-Ekiti, Ekiti State. This means students of FUYOYE level of self-esteem and self-disclosure attributes are not significantly related to each other. Lastly, there is a significant gender difference on self-disclosure attribute among undergraduates of Federal University Oye-Ekiti, Ekiti State. That is, Male students displayed significant higher level of self-disclosure attributes than their female counterparts, also there is a significant gender difference on the level of importance attached to a piece of information about oneself or person readiness to confide in another person (depth dimension) of FUYOYE students and there is no significant gender difference on one's readiness to disclose (breadth dimension). As there were no significant differences found on the breadth, the present study showed the statistically significant difference of the depth of self-disclosure attributes between male and female. As it was stated above, male tendency to disclose deeper may be explained by the general male propensity to talk about personal and intimate things.

5.3 Limitation and Recommendation

The findings of the study support the idea that people are more likely to disclose to male than to female. It may be caused by the widely used stereotype which says that male can understand people better than female do. It is also possible that people see male as being self-confident, truthful and able to keep information secret. Despite the conclusions described above, there are some specific limitations of the study which should be mentioned too. First, is the small number of participants purposively selected which makes generalising the result of the study nearly impossible. Second is the time constraint in completing the research work, which was why the researcher utilized the purposive sampling. Another limitation is funding which made the researcher limit the study to Oye- Ekiti Campus.

The results of this study suggest several possibilities for future research. One suggestion is to study self-disclosure attribute and relationship satisfaction with male and female. This would give us a better understanding of how self-disclosure attributes influences relationship satisfaction as an intimate relationship changes over time. A second suggestion for future research is to refine the self-disclosure attribute instruments. Third, future studies need to be conducted to better determine how self-esteem and self-disclosure attribute affects the way people interact in other aspect of social relationships (like religious settings). Fourth some suggestions that I have for further research is to examine with other types of relationships, such as married couples, homosexual couples, and friendships.

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Appendix

FEDERAL UNIVERSITY OYE-EKITI

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF PSYCHOLOGY

RESEARCH QUESTIONNAIRE

Dear Respondent,

The questionnaire is designed to seek for information from you. Your name is not required, rather your honest and your open responses are needed. There is no right or wrong answer. All information given is assured utmost confidentiality and will be used only for the research purposes.

Thanks for your co-operation.

SECTION A

Personal Profile

- (a) Marital Status: Single(), Married()
- (b) Religion: Christianity() Islam(), Other()
- (c) Age:
- (d) Gender: Male(), Female()
- (e) Ethnic : Yoruba(), Igbo(), Hausa(), Other()
- (f) Level: 100(), 200(), 300(), 400()

SECTION B

This section seek to know your level of Self-esteem you are therefore required to provide answers indicating your view on statement provided below .

1=Strongly Disagree (SD), 2=Disagree (D), 3=Undecided (UD), 4=Agree (A), 5=Strongly Agree (SA)

Please tick only one of the opinions and rate your response to the scale of 1-5 as provided below.

Items	SD	D	UD	A	SA
1. I feel that I am a person of worth, at least on an equal plane with others.					
2. I feel that I have a number of good qualities					
3. All in all, I am inclined to feel that I am a failure.					
4. I am able to do things as well as most other people					
5. I feel I do not have much to be proud of					
6. I take a positive attitude toward myself.					
7. On the whole, I am satisfied with myself					
8. I wish I could have more respect for myself.					
9. I certainly feel useless at times.					
10. At times I think I am no good at all.					