

A study of self-disclosure among school student of Ranchi town

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ABSTRACT

The purpose of this study is to find out the level of Self-disclosure with respect to different sub groups, Gender and Age group. Subjects were selected by Stratified Random Sample technique. The data was collected in a small group class room situation of 40 students with the help PDQ and Sinha Self-disclosure Inventory. In this study we found that different sub groups reported different level of Self-disclosure. Age group2 reported more disclosure as compared to Age group1 and Boys showed more disclosure as compared to Girls.

Keywords: *Self-disclosure, Gender (Boy & Girls), Age group*

Self-disclosure is a process of communication by which one person reveals information about himself or herself to another. The information can be descriptive or evaluative, and can include thoughts, feelings, aspirations, goals, failures, successes, fears, and dreams, as well as one's likes, dislikes, and favorites.

Social penetration theory posits that there are two dimensions to self-disclosure: breadth and depth. Both are crucial in developing a fully intimate relationship. The range of topics discussed by two individuals is the breadth of disclosure. The degree to which the information revealed is private or personal is the depth of that disclosure. It is easier for breadth to be expanded first in a relationship because of its more accessible features; it consists of outer layers of personality and everyday lives, such as occupations and preferences. Depth is more difficult to reach, and includes painful memories and more unusual traits that we might hesitate to share with others. We reveal ourselves most thoroughly and discuss the widest range of topics with our spouses and loved ones.

Self-disclosure is an important building block for intimacy and cannot be achieved without it. Reciprocal and appropriate self-disclosure is expected. Self-disclosure can be assessed by an analysis of cost and rewards which can be further explained by social exchange theory. Most self-disclosure occurs early in relational development, but more intimate self-disclosure occurs later.

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In intimate relationships

Social penetration theory

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.

Reciprocity and intimacy

Reciprocity is a positive response from the person with whom one is sharing information, whereby the person who received the disclosure self-discloses in turn. Self-disclosure usually influences whether two people will want to interact again. 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.

Mood

Those in a positive mood have been found to disclose more intimately than those in a negative mood. This may be because of informational effects whereby happy people tend to access more positive information which leads them to behave in a more optimistic and confident manner. Unhappy people tend to access more negative information which increases the likelihood of cautious, pessimistic and restrained communications.

Gender

Whether or not one sex shares more readily is a heated debate in social psychology, but sex-role identities play a large part in the amount one chooses to reveal to another. Androgynous people disclose more intimately across contexts than do notably masculine and feminine people.

Additional individual differences

Being shy decreases self-disclosure among men, those who are or appear more "tough" are less likely to disclose and express themselves.

Motivation for disclosure is also critical: does the individual need to present him-self or herself in a certain way in order to gain certain benefits, and does the self-disclosure match the person's sense of ideal self? We like to present ourselves in ways that we feel are congruent with our own self-concepts, and what we tell others about ourselves often becomes how we actually are.

In therapy

Nearly every school of thought is in agreement that self-disclosure is a necessary element of therapeutic technique. Self-disclosure by the therapist is often thought to facilitate increased disclosure by the client, which should result in increased understanding of the problem at hand. It helps to acknowledge the therapeutic relationship as a fundamental healing source, as an alliance between client and therapist is founded on self-disclosure from both parties. In some respects, it is similar to modeling appropriate social behavior. Establishing common interests between therapists and clients is useful to maintain a degree of reality. Establishing

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such interests is especially beneficial in therapists' relationships with children, especially teens, who need to understand that the therapist is not an authority in order to fully benefit from therapy.

History

The history of therapist disclosure has been a journey based largely on the therapists' perspectives. Early psychodynamic theorists strongly disagreed with the incorporation of therapist self-disclosure in the client-therapist relationship. Ferenczi notably maintained his belief that self-disclosure was of the utmost importance in children's therapy for traumas in that a neutral, flat therapist would only cause the child to relive the trauma. Object-relations theorists want the client to be able to see how he or she is seen by another and how what she shares is viewed by another, and the best way to operationalize these factors is through a trusting relationship with a therapist who also discloses. Self-theorists believe much the same as object-relations theorists. Inter subjective and relational schools of thought encourage disclosure due to its ability to bring subjectivity into therapy, which they deem a necessary element to real healing. They maintain that therapeutic relationships cannot be initiated and changed without intentional disclosures from both therapist and client.

Individual differences

Self-esteem

The use of social media for self-disclosure has shown to be very helpful for those with low self-esteem. 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.

Challenges

With implementing self-disclosure into the classroom, comes a set of negative consequences and challenges. As the teacher shares more about their personal life, the students may become overly comfortable with the teacher. This could lead to a lack of respect for the teacher or an inability to maintain appropriate superior relationship. Self-disclosure may blur the lines of the roles between the student and the teacher, which could disrupt the authority the teacher needs to maintain their role in the classroom and have an effective teaching persona. There is the case that not all students will connect to this method of teaching. Some students may not choose to participate in this environment which could lead them to feel alienated. Self-disclosure from the teacher needs to be taken into deep consideration so that the sharing of information does not take away from the education being transferred.

REVIEW OF LITERATURE

Duck & Wright (1993) Studies that reason for sex differences in self-disclosure is that women invest more in and expect to gain more reward from their relationships than do men. Hill and Stull (1987) also argue that situational factors affect self-disclosure by interacting with the sex of the discloser. That is, Hill and Stull believe that the sex of the target person moderates sex differences in self-disclosure. People tend to self-disclose more to females and same-sex targets than to males and opposite-sex targets.

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Derlega et al. (1993) suggest that men may be less emotional than women in their overall self-disclosures but just as emotional as women in their self-disclosures to a best friend.

Caldwell and Peplau (1982) found that men value intimate relationships (e.g., friendships) as much as do women. However, women placed more value on relationships based around emotions, whereas men placed more value on relationships based around tasks.

Cooper and Sheldon (2002) also believe that relationships cannot be fully understood unless studied at the dyadic level. Just as self-disclosure must involve reciprocity, relationships must involve interactions between people. People are shaped by their distinct personalities which in turn factor into the relationships people form. Research on relationships is essential to understanding a major source of joy and sorrow in life. Future studies need to be conducted to better determine how self-esteem and self-disclosure affects the way people interact in social relationships.

Dindia and Allen (1992) performed a meta-analysis of 205 studies to determine whether there are gender differences in self-disclosure. When the target had a relationship with the disclose (i.e., friend, parent, or spouse), women disclosed more than men regardless of whether self-disclosure was measured by self-report or observation. When the target was a stranger, men reported that they disclosed similarly to women; however, studies using observational measures of self-disclosure found that women disclosed more than men. This study, however, surveys both men and women about their disclosure to a Facebook friend and disclosure to a face-to-face friend. Using observational measures of self-disclosure found that women disclosed more than men. This study, however, surveys both men and women about their disclosure to a Facebook friend and disclosure to a face-to-face friend.

Pearson (1981) noticed that claiming that women self-disclose more than men is not as simple as it seems. First, the concept of self-disclosure is not one-dimensional, but multidimensional.

Objectives of study

The objectives of the present research are as following:

- To assess the level of self-disclosure in different sub groups.
- To study the level of self-disclosure with respect to age groups.
- To study the gender difference on the level of self-disclosure.

Hypothesis

The hypotheses of the present research are as following:

- There will be different level of self-disclosure among school students.
- There will be higher level of self-disclosure in age group1 (13to14) students.
- There will be no gender difference in the level of self-disclosure.

METHODOLOGY

Subject

The subject consisted of 60 School students. They were selected by Stratified Random Sample technique. The Stratification was based on Age (Age1 and Age2) and gender (Boy and Girl). Thus, the sample design based on 2X2=4 factorial design. In each of four strata 15 cases were selected randomly making a total of 60 cases.

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Apparatus

- **Personal Data Questionnaire:** This Questionnaire will elicit information on the respondents' name, age, gender, religion, education (class), school, place of residence, family income and occupation etc.
- **Sinha Self Disclosure Inventory:** To assess the pattern of self-disclosure criteria of adolescent's self-disclosure inventory developed by Sinha (1971) was used. This inventory has been designed to measure the extent of self-disclosure of the Indian adolescent of both sexes. This inventory- assess the trend and magnitude of self-disclosure of adolescent in different areas of self namely Memory, Personality, Study, body interest, Feeling, Ideas, Vocation, and sex. This inventory contains total 80 items (10 items in each area). This is 3 point scale and there is no right and wrong answer.

Design

Age group	Age group 1(13-14)	Age group 2(15-16)
GENDER		
BOYS	15	15
GIRLS	15	15
G. TOTAL	60	

Procedure

The data was collected in small groups in classroom situation. During the testing session respondent were instructed in brief about the purpose of study. They were instructed to read the items carefully and give the score as instruct on the options. There was no time limit but they were asked not to take unnecessary time. They were asked to fill their personal details properly and then start the procedure. If any Confusion they could had asked to the investigator.

RESULTS

Showing Mean, SD, and t-ratio between both age groups.

Reglious	No of Student	Total	Mean	SD	T	P
Age group 1	30	60	390.93	18.83	7.93	NS
Age group 2	30		427.03	16.36		

Shows that the Mean score (427.03) of Age group 2 students is higher as compared to Age group 1 students. But t-ratio was not significant.

Showing Mean, SD, t-ratio of both Gender

Gender	No of Student	Total	Mean	SD	T	P
Boys	30	60	407.87	23.14	2.91	NS
Girls	30		400.1	24.07		

Shows the Mean score of boys is higher (407.87) as compared to girls (400.1). The t-ratio is not significant.

DISCUSSION

In pursuance of the aims and hypothesis of the study, we have analyzed the obtained data. It may be recalled that the first aim of the research was "To assess the level of self-disclosure of different sub groups". We also recalled that my hypothesis was "There will have different

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level of self-disclosure of school students”. But after statistical analysis of entire sample, we found that different sub groups different in level of self-disclosure. So we have to accept our first hypothesis.

The second aim was “To study the level of self-disclosure with respect to age groups”. We recalled the hypothesis is that “There will be higher level of self-disclosure in age group 1 students”. After statistical analysis of both samples, this hypothesis was not proved, but t-ratio showing no significant difference between both means.

The third aim of the study was “To study the gender difference on the level of self-disclosure”. The hypothesis was “There will be no gender difference in the level of self-disclosure”. But after Statistical analysis of these groups, we found that boys are more discloser as compared to girls. Calculated t-ratio is not significant at any level. Thus, the third hypothesis was rejected.

CONCLUSION

1. Different sub groups different in level of Self-disclosure.
2. Age group 2 are more discloser as compared to Age group 1 students.
3. Boys are more discloser as compared to Girls students.

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Conflict of Interest

The author declared no conflict of interest.

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