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Attitudes Toward Self Disclosure:

Based on Biological and Psychological Sex Identification,
Family Communication Patterns, and Individual Disclosure Levels

By

Valerie A. Green

B.S., Colorado State University, 1981

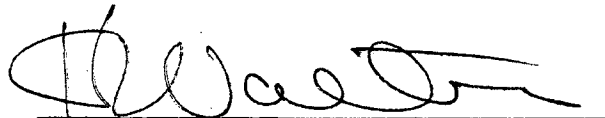
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Master of Arts

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1983

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Psychology

Attitudes Toward Self Disclosure: Based on Biological and Psychological Sex Identification, Family Communication Patterns, and Individual Disclosure Levels (111 pp.)

Director: Dr. Herman A. Walters

Two hundred and eighty-one introductory psychology students were subjects for the present study. Subjects were administered the Bem Sex Role Inventory, to determine psychological sex identification, the Self Disclosure Scale, to determine self disclosure levels, and the Background Information Sheet, to determine subjects' family communication patterns.

The present study is divided into three areas.

The purpose of the first area of study was to determine if psychological sex identification, or biological sex, or a combination of the two, contribute to a subjects' favorable or unfavorable judgments made toward a male or female discloser (on audiotape). Judgments were measured by the Perception of a Discloser Questionnaire. The experimental conditions represent a 2 by 2 by 2 analysis of variance factorial design. Biological sex has two levels: male and female. Psychological sex has two levels: androgynous and sex typed, and "sex of the discloser" has two levels: a male disclosing to a female versus a female disclosing to a male. The results indicated that androgynous subjects were more favorable in their judgments toward the female discloser than the male discloser. Sex typed subjects, on the other hand, were more favorable in their judgments toward the male discloser than the female discloser.

In the second area of study, it was hypothesized that sex typed females would be more self disclosive than sex typed males. To test this hypothesis a 2 (psychological sex: androgynous, sex typed) by 2 (biological sex: male, female) analysis of variance was computed. There were no statistically significant findings.

The third area of study included the development of several correlational matrices, through which family communication patterns, individual disclosure levels, and attitudes toward a discloser were explored. Of significance was the correlational pattern that subjects' who had reported having had a more nurturant home environment were more disclosive than subjects' who did not have a nurturant home environment. Also, children with older siblings appeared to have more positive feelings toward and liked the disclosers better than first born or only children did. The results are further discussed in terms of contributions to the field and implications for future research.

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CHAPTER I

INTRODUCTION

One of the ways we become known to each other is through the communication process called self disclosure. Within this process we let others know our thoughts, our wishes, our feelings, and our aspirations. However, by doing this we also take an interpersonal risk of being not understood, misunderstood, or even condemned by the listener. Therefore, it is important that we not only disclose (to become known to others) but that the self disclosure is appropriate (so as not to be misunderstood by others). Appropriate self disclosure patterns have been shown to vary as a function of biological sex (Jourard, 1971). For example, in Western society, females are more accepting of self disclosure than are males. However, current social trends such as the woman's movement are initiating the breakdown of social roles based solely on biological (male, female) sex. For example, it is becoming more appropriate for a male to show feelings than it has been in the past. One way to more broadly define social roles is through the concept of psychological sex identification. Psychological sex identification is a term used to represent gender related behaviors and attitudes, through which individuals are characterized as being masculine (having many male-type traits), feminine (having many female-type traits), or androgynous (having both masculine and feminine characteristics). For example, Bem (1975) has found that androgynous individuals were more flexible in their interpersonal behavior than were those individuals characterized as

masculine or feminine. But to what extent does psychological sex identification, biological sex, or a combination of the two influence a person's judgement of a male or female discloser? The present study is designed to help answer this question.

Within both the human communication and psychological literature, there exists a wide diversity of studies which emphasize different aspects of self disclosure. Among these are studies examining social situations, personal evaluations, anatomical or psychological sex differences, motivational bases, and family patterns (Chelune & Associates, 1979; Cozby, 1973; Goodstein & Reinecker, 1974). The results of these studies have failed to show consistent factors for the prediction of self disclosure.

The primary purpose of the present study is to examine the relationship between biological sex (male, female), psychological sex (androgynous, sex typed), and subjects' perceptions of male or female (audiotaped) disclosure. In several previous studies, psychological sex was found to be a more important and more sensitive variable than biological sex in determining a person's self disclosure style (Bender, Davis, Glover, & Stapp, 1976; Pearson, 1980). The present study will assess whether psychological sex is a more important variable than biological sex for determining a person's perception of a discloser's (audiotaped) adjustment.

An additional purpose of the present study is to examine two important and related factors in assessing another's disclosure patterns. (1) The report of individual self disclosure to the person's mother, father, male best friend, and female best friend. Assessing

self disclosure to four targets (two males and two females, or two family members and two friends) allows one to broadly determine the individual's self disclosure style. This purpose will also serve to replicate previous findings in which psychological sex was shown to be an important variable in determining the person's self disclosure style.

(2) Each individual's reported family communication patterns will be examined to determine if there is a relationship between report of emotionally-close family communication patterns and self report of high levels of self disclosure or a more favorable view of a disclosing individual.

The following review will examine these topic areas:

- 1) A review of the literature on self disclosure, including the following factors: biological sex effects, self disclosure topics, age and status interactions, personality adjustment of a discloser, family communication patterns related to self disclosure, and scales developed to measure reported self disclosure levels.
- 2) A review of the literature on the description of psychological sex and the measurement devices used to determine psychological sex orientation, such as the Bem Sex Role Inventory. Also characteristics of androgynous and sex typed individuals will be explored.
- 3) A review of the research studies which have included both psychological sex and self disclosure as primary variables.

Self Disclosure

Self disclosure has been defined multidimensionally. For the purpose of the present study self disclosure and the perception of a disclosing individual will be regarded as two dimensions of the same communication process. Self disclosure refers to a verbal communication

process wherein a person will voluntarily tell another person private and sometimes intimate information about his or her self (Chelune & Associates, 1979; Cozby, 1973; Jourard, 1971; Wilmot, 1980). Furthermore, self disclosure refers to both a personality construct and a process variable that occurs during interpersonal communication (Cozby, 1973). A comprehensive definition of self disclosure has been proposed by Derlega and Grzelak (1979), who stated, "Self disclosure includes any information exchange that refers to the self, including personal states, dispositions, events of the past and plans for the future" (p. 152). Additionally, these authors state that disclosure has several important aspects which include: reward value, informativeness, assessability, truthfulness, voluntariness, social norms, and effectiveness. This extensive definition highlights the multidimensional nature of self disclosure (Brooks, 1974; Chelune & Associates, 1979; Wheelless & Grotz, 1976). In fact Gilbert and Whiteneck (1976) concluded that "a multidimensional approach to the study of self disclosure is both justified and required" (p. 354).

However, self disclosure is not only a one way process. An individual's level of self disclosure has an effect on his/her interpersonal judgement of other disclosures (Bankiotes & Kubinski, 1981). For example, in some of the early studies of self disclosure Jourard (1971) found that females tended to have a greater degree of liking toward a self disclosing individual and they themselves were more self disclosive than males. Thus, in order to understand the effects of self disclosure within the communication process, examination of both personal and observational dimensions of self disclosure appear necessary.

Biological Sex Effects on Self Disclosure

Perhaps the most widely studied factor relevant to self disclosure is the effect of biological sex. Jourard (1971) found that females both self disclose more and were more accepting of self disclosure. He explained this finding by noting that females "are trained to assume 'expressive' roles . . . (and) men follow their role definition most closely when they keep their 'selves' to themselves" (p. 25). Tobacyk (1979) further reported that self disclosure is a more expressive behavior and thus is considered socially more appropriate for females. Fitzpatrick and Bochner (1981) found that males and females hold stereotypical views of their own communication behavior in that males perceived themselves as more controlling and detached, while females saw themselves as more nurturant and dependent. Furthermore, females have been shown to more freely express feelings (Highlen & Gillis, 1978; Rubin, Hill, Peplau, & Dunkel-Schetter, 1980), a common form of self disclosure. Self disclosure avoidance (Powell, 1969) also appears to be sex specific. In most cases, males avoid self disclosure to maintain control over their relationships; females avoid self disclosure in order to avoid personal hurt and problems in interpersonal relationships (Rosenfeld, 1979). The majority of studies within the current literature has shown females to be higher in self disclosure than males (Annis & Perry, 1974; Bath & Daly, 1972, Berger, Millham, & Jacobson, 1978; Chaikin & Derlega, 1974; Chelune, 1977; Derlega & Chaikin, 1976; Semat & Smyth, 1973; Stokes, Fuehrer & Childs, 1980). However, other studies have shown that females did not disclose more than males, especially when disclosure was measured in opposite sex dyads (Brooks, 1974; Kohen, 1975).

Kohen (1975) stated:

It is possible that sex differences do not characterize opposite sex interaction either because men increase their level of disclosure when interacting with women or because women decrease their disclosure output when interacting with men (p. 408).

However, this finding is not consistent in the literature. For example, Annis and Perry (1977) found that females self disclose more than males and it did not matter if the group was composed of both sexes or only one sex.

Another factor which has been shown to interact with sex differences in self disclosure is the topic content of the disclosure. Adult males and females did not differ in depth of disclosure on the topic of politics, but females were found to significantly disclose more than males, on topics of religion and sex (Lombardo & Berzonsky, 1979). Delega, Durham, Gockel, and Sholis (1981) also found that male and female college student disclosure levels, based on two judges' average ratings of the level of intimacy, did not differ on neutral topics (emphasizing logical thinking) or on masculine topics (emphasizing assertiveness) but did differ on feminine topics (emphasizing personal sensitivities and concerns). Morgan (1976) reported that males disclose less than females concerning intimate topics and that there were no significant sex differences for non-intimate topics. The categorization of intimate and non-intimate topics for Morgan's (1976) study was based upon a split of the 25 item Jourard Self Disclosure Scale (Jourard, 1971), in which ten items were rated for intimacy and ten items were rated for non-intimacy and five items were discarded. Solono (1981) using female and male college students found that males and females

differ on what they perceive as intimate. The dependent measure for this study consisted of subject ratings of intimacy for 197 topics from the Taylor Altman Scale combined into 13 different content categories or topics (religion, love and sex, family, parental family, hobbies, physical appearance, money, current events, emotions, relationships, attitudes, school/work, and biography). Using intimacy ratings of the 13 categories as a dependent measure, female subjects perceived topics on sexual activity as more personal than males did, and males regarded family history and personal feelings as more intimate than females did. Also, Solono found that males and females did not significantly differ with regard to intimacy ratings of topics of attitudes and religion. Rubin, et al (1980) found that females revealed more about their greatest fears than males. Kleinke and Kahn (1980) conducted five experiments in which the content of the disclosure was varied. The three self-disclosive content areas were report of a parental suicide, attitudes toward sex, and aggressive feelings of competitiveness. In each experiment college students rated an audiotape of a disclosing male or female (giving high, low or medium self disclosure) on several bipolar qualities such as friendly-unfriendly or likable-not likable. In experiment one subjects were 54 male and 54 female California State University students, and the disclosure content was parental suicide. In experiment two subjects were 54 male and 54 female college students at the Webster College (St. Louis), and the disclosure content was sexual attitudes. In experiment three, experiment two was replicated, and subjects were from Brandeis University. In experiment four 54 female college students from Wellesley College and 54 male students

from Massachusetts Institute of Technology were used, and the disclosure content was competitiveness. In experiment five, experiment four was replicated using 54 female and 54 male California State Polytechnic University students. These five experiments revealed that high disclosive females were preferred over medium and low disclosive females when the topic was parental suicide or sexual attitudes. However, when the topic was competitive (aggressive), highly disclosive females were less favorably viewed than medium or low disclosive females. Highly disclosive males were least favorably evaluated (than medium or low disclosing males) on all disclosure topics.

Appropriateness of Self Disclosure

Not only does the topic content interact with sex differences but there exists an interaction with the target person receiving the disclosure. Chelune, et al (1979) stated

when considering the relationship between a subject's anatomical sex and his or her self disclosing behavior we can conclude that, if the target is a stranger, topic and situational variables are not relevant considerations (p. 103).

However, these topic-by-target interactions become more complex because there have been several studies which have noted the disclosure levels to targets of young or old age vary. Also, self disclosure levels varied with high or low status positions. For example, Brooks (1974), in a study using 40 male and 40 female college students, found that high status males (as opposed to low status males) elicited more disclosure from all subjects. Also Brooks (1977) found that males disclose more to high status interviewers. Interviewers were confederate experimenters. High status interviewers were addressed as doctor, and low status

status interviewers were addressed as mister. Also manipulated were the receptionist's introduction and the actual interviewing room. In the high status condition, the interviewer was introduced as being really good, and the interview was conducted in a nicely furnished office room. In contrast the low status interviewers were introduced as being okay and the interview was conducted in a sparsely furnished basement room.

In another study Chaikin and Derlega (1974) using 120 male and female college students found that "disclosure to a peer was significantly more appropriate than disclosure to a different age target (age 45 or 75) . . . also . . . disclosure to a younger person ('child') was seen as least appropriate" (p. 592). They further reported that when the topic involved disclosure of a sexual activity disclosure was seen as more appropriate to a 45 year old than to a 75 year old individual.

Favorability of self disclosure also seems to depend upon whether the self disclosure occurred early or at the end of a ten minute conversation. Negative traits were given to an early discloser and he was liked less than a late discloser. Therefore, timing of an intimate disclosure effects a person's perception of the appropriateness of the disclosure (Wortman, Adesman, Herman, & Greenberg, 1976). Also, self disclosure was shown to be affected by different instructional sets. There was an increase in self disclosure when the subject answered "willingness" rather than "like to" disclose information (Fantasia & Lombardo, 1975).

As a result of the previously cited studies, the appropriateness of disclosure seems to be dependent upon the topic, content, status and

age of the target, timing, and the instructional set given to increase disclosure.

Self Disclosure and Psychological Well Being

Many studies have assessed the relationship of self disclosure with mental health and the degree of liking toward the disclosing individual. Chaikin, Derlega, Bayman, and Shaw (1975) using the Maudsley personality inventory to distinguish "neurotic" males from "normal" males found that neurotics appeared to maintain a characteristic middle level of intimacy regardless of what had been disclosed to them first. "Normals" used the confederate's intimacy level as a cue to their own disclosure level. Also, Chelune (1975) found that disclosure flexibility was an important aspect of mental health ratings. Weigel, Dinges, Dyer and Straumfjord (1972) found that members of a group perceived their therapists' self disclosure as a negative indicator of mental health. (However, they viewed other group members' self disclosure as a positive indicator of mental health and experienced a greater degree of liking for the self disclosive group member.) Additionally, therapists perceived self disclosing group members as more healthy and likable. This study seems to demonstrate specific appropriateness of disclosure based on social "roles", i.e., group members' disclosive behaviors were seen as more appropriate than therapists' disclosive behaviors.

Two studies on self disclosure and trustworthiness failed to show consistent results. Wheelless and Grotz (1977) found that lower levels of trust were related to lower disclosure on the intent and amount dimensions of the Self Disclosure Scale (SDS). Dowd and Boroto (1982) found that 217 college students rated a self disclosive therapist

(on videotape) as being more attractive but not more trustworthy or expert than when the same therapist provided a summary statement. Although this study seems to negate the findings in the Wheelless and Grotz (1977) study, perhaps the results again demonstrate the role specific appropriateness of a discloser.

Furthermore, self disclosure was found to be inversely related to loneliness (Chelune, Sultan, & Williams, 1980; Serfat & Smyth, 1973) and positively related to dominant self descriptions, loving self descriptions (Bath & Daly, 1972), and empathy (Neimeyer & Banikiotes, 1981).

Additionally, the relationship of self disclosure to positive perceptions toward a discloser was examined by Gilbert (1977). Gilbert (1977) hypothesized that persons of high self esteem would be more attracted to a high discloser than persons of moderate or low self esteem. Subjects which consisted of 60 male and 60 female college students, completed the Tennessee Self-Concept Scale, and then interacted with a female confederate who was giving high or low disclosures. Gilbert concluded that "medium self esteem subjects demonstrated the greatest degree of attraction for the confederate regardless of the level of disclosure by the confederate" (p. 370). Gilbert suggests that medium self esteem subjects perceive themselves as more similar to the discloser, than low or high esteem subjects, and thus were more attracted to the discloser.

Self Disclosure and Family Communication Patterns

In order to establish a more complete understanding of self disclosure, family communication patterns have been explored. Several researchers have hypothesized that early childhood experiences influence

self disclosure behaviors and that sex role stereotyping maintains one's level of disclosing behavior (Derlega and Chaikin, 1976). Therefore, ones' past experience of family communication patterns appears to correlate with the self disclosing behaviors. For example, children seem to be more disclosive if they perceive their parents as having been supportive and nurturant (Waterman, 1979). In several studies, which used college non-clinical populations and questionnaires to assess self disclosure, researchers found that mothers received more disclosure from their children than their fathers did. Additionally they added that mothers may find disclosive children more personally satisfying than fathers do (Waterman, 1979). Therefore, there appears to be an early sex specific discrimination of the appropriateness of a disclosing behavior. Bradic, Tardy, and Hosman (1980) used 105 undergraduate volunteers from a midwestern university as subjects and the Wheelless and Grotz (1976) Self Disclosure Scale (with minimal semantic changes). They found that family communication patterns were important variables in predicting self disclosive behaviors across the entire sample. Additionally, Bradic, et al (1980) stated that

tendencies to disclose are almost certainly learned, perhaps at an early age. Parental attitudes towards a child's communication seem likely to be important determinants of learned disclosive tendencies (p. 230).

Because of these previous findings the correlation of self disclosure and family communication patterns seem necessary.

The relationship of birth order to self disclosure behaviors has also been studied. When researchers used the Jourard Self Disclosure Questionnaire and high school students as subjects, they found that later borns reported being more disclosive than first borns (Archer, 1979).

However, this finding is inconsistent within the literature, because in other research studies (which also used the Jourard Self Disclosure Questionnaire but used college students rather than high school students as subjects) no overall effects of birth order were found (Archer, 1979). Because of this inconsistency in findings, the relationship between birth order and self disclosure warrant further study.

Measuring Self-Reported Self Disclosure

A variety of instruments have been used to assess the report of self disclosure (Cozby, 1973; Goodstein & Reinecker, 1974). The most widely used instrument has been the Jourard Self Disclosure Questionnaire (Jourard & Lasakow, 1958). This scale has been criticized for lack of validity and reliability (Cozby, 1973; Wheelless & Grotz, 1974). Cozby (1973) in a literature review on self disclosure, stated that "use of the Jourard Self Disclosure Questionnaire will only perpetuate the confusion that already exists in the lieterature" (p. 80). One problem with this scale is that it only measures two dimensions of self disclosure (intimacy and honesty); Gilbert and Whiteneck (1976) have suggested that research on self-disclosure should be assessed multidimensionally. The Wheelless and Grotz Self Disclosure Scale (SDS) (Wheelless & Grotz, 1976) was constructed in order to assess trait and state disclosure multidimensionally. The SDS focuses on the amount of disclosure, control of depth of disclosure, honesty-accuracy, intention to disclose, and valence (positive to negative nature) of disclosure. The SDS is the current scale of choice for measuring self-reported self disclosure (Delaney, Note 1).

Psychological Sex Roles

Sandra Bem (1974) developed a scale to measure the sex role stereotype which an individual acquires through early life experiences, such as modeling, self-identification, and cognitive structuring (Frieze, Parsons, Johnson, Ruble & Zellman, 1978; Block, 1973). This scale, entitled the Bem Sex Role Inventory (BSRI), consists of two independent dimensions (1) masculinity and (2) femininity. It was initially used to categorize an individual as masculine, or feminine, or androgynous. A subject received a score on both masculinity and femininity dimensions and then received an androgynous score. The androgynous score was based upon a student's t ratio of their masculine and feminine scores (Bem, 1974). This procedure was criticized by Spence and Helmreich (1975) because there was no differentiation between an androgynous individual who scored low on both masculinity and femininity scales and an androgynous individual who scored high on both masculinity and femininity scales. To address this issue, Bem (1977, 1981) devised a more sensitive scoring procedure that included taking the median split of each scale, masculine and feminine, and categorizing an individual based upon the relationship of their masculine and feminine scores to the median score. This procedure allows one to categorize an individual based upon four sex types. An individual may be (1) feminine: having many positive feminine characteristics (score above the median on the feminine scale) and few masculine characteristics (score below the median on the masculine scale), (2) masculine: having many positive masculine characteristics (score above the median on the masculine scale) and few positive feminine characteristics (score below the

median on the feminine scale), (3) androgynous: having many positive masculine and feminine characteristics (scoring above the medians on both the masculine and feminine scales), or (4) undifferentiated: having few masculine and few feminine characteristics (scoring below the medians on both the masculine and feminine scales). Bem (1977) reanalyzed her earlier laboratory studies on the BSRI, based upon the new scoring procedure, and concluded that a distinction between high masculine-high feminine, and low masculine-low feminine scorers seems warranted.

Validity of the Bem Sex Role Inventory

Bem has assessed the validity of the Bem Sex Role Inventory primarily by using behavioral observations. For example, an initial validity study conducted by Bem (1975) was based upon the hypothesis that "psychologically androgynous individuals might be more likely than masculine or feminine individuals to display sex role adaptability across situations" (p. 634). In order to test this hypothesis Bem conducted two experiments. The first experiment was designed to evoke a stereotypically masculine behavior in which a standard conformity paradigm was used to test if subjects would remain more independent (which was previously rated to be a masculine feature) or if they would conform to social pressure. For this experiment nine masculine, nine androgynous, and nine feminine subjects participated in groups of three. They were separately seated in three sound proof rooms and heard what they thought were others' ratings of humorous or non-humorous cartoons (actually, it was a pre-sequenced audiotape). The cartoons were pretested and rated (by 11 male and 11 female subjects) as very

funny (scored 1) to not very funny (scored 9). Then 92 different cartoons were presented to the actual subjects, 36 represented "critical trials". On the critical trials the subject was last to be called on, and the two previous voices (on audiotape) had agreed that the 18 funny cartoons were unfunny and that 18 unfunny cartoons were all funny. As predicted, masculine and androgynous individuals conformed on fewer trials than feminine subjects. In experiment two, 66 undergraduates (one third androgynous, one third feminine, and one third masculine males and females) participated. Subjects were explicitly instructed to play with a kitten, to play a challenging game, and then were given "free time" where they were allowed to do any activity for ten minutes. Observers coded the amount of time subjects interacted with the kitten. The feminine and androgynous males demonstrated significantly greater overall involvement with the kitten than did masculine males. Contrary to their prediction, feminine and androgynous females did not differ from masculine females in terms of involvement with the kitten. Overall,

androgynous subjects of both sexes displayed a high level of masculine independence, when under pressure to conform, and they displayed a high level of feminine playfulness when given the opportunity to interact with a tiny kitten (p. 642).

Additionally masculine and feminine males performed behaviors which were sex specific. However, feminine females failed to be differentiated from masculine females. Bem, Martyna and Watson (1976) then devised two additional experiments in which subjects were observed through a one-way mirror for a ten minute period. During this time, they had the opportunity to interact with an infant. In a second experiment, subjects were assessed during a ten minute interaction with a lonely student. Based on these experiments Bem, et al (1976) replicated her previous

study and demonstrated the low nurturance of the masculine male. Also, masculine males appeared high in independence (as opposed to conformity). Feminine individuals were high in nurturance but low in independence and androgynous individuals were both instrumental and expressive. That is they were high in independence (as opposed to conforming to peer pressure) and they strongly interacted with babies and offered a sympathetic ear to a lonely student.

Characteristics of Androgynous Individuals

Bem (1974) has stated that because androgynous individuals appear to be flexible in their behaviors "perhaps the androgynous person will come to define a more human standard of psychological health" (p. 162). However, Bem was not the first to feel that androgyny was correlated with mental health. Within Jung's Analytic Theory (Hall & Lindzey, 1978), it was "recognized and accepted that a human is essentially a bisexual animal . . . (and that) . . . masculine and feminine characteristics are found in both sexes" (p. 122). Jung (1956) termed the feminine side of a mans' personality as anima and the masculine side of a womans' personality as animus. He urged the union of these characteristics to achieve fulfillment in one's life.

Kohlberg (1966) suggested that individuals maintain sex roles because of a need to preserve a stable and positive self image. Additionally, research using Kohlberg's Moral Judgement Test indicate that greater maturity is accompanied by more androgynous, less sex typed definitions of self (Block, 1973). However not all researchers believe that androgyny is associated with greater psychological health. For example, Taylor & Hall (1982) suggest that masculinity rather than

androgyny predicts psychological well being. This finding has not been substantiated with a large volume of research like the findings of androgyny and psychological well being has been.

Highly androgynous individuals have been found to be high in self esteem (Bem, 1977; Kelly & Worell, 1977; Spence, et al, 1975), flexible in interpersonal behavior (Bem, 1975; Bem & Lenney, 1976; Bem, Martyna & Watson, 1976) and endorse the fewest number of undesirable self attributes (Kelly, Hathorn, O'Brien, 1977). Androgynous males reported affection from both parents while androgynous females reported greater maternal attention and stricter fathers (Kelly & Worrell, 1976).

Characteristics of Sex Typed Individuals

Persons who were categorized as feminine were more conforming (Bem, 1975), most dependent (Berzins, Welling & Wetter, 1978) and were higher in anxiety and openness (Biaggio & Nielson, 1976). Persons who were categorized as masculine were least dependent (Berzins, Welling, & Wetter, 1978), least nurturant (Bem, Martyna, & Watson, 1976) and more independent (Bem & Lenny, 1976) than feminine individuals. In addition, Bem (1981) has reported that sex typed individuals "differentiated between male and female stimulus persons significantly more than did androgynous subjects when asked to segment each persons videotaped sequence of behaviors into units that seemed natural and meaningful to them" (p. 358).

Overall, these studies demonstrate the validity of the Bem Sex Role Inventory, and the importance of determining psychological sex roles. Because psychological sex roles were found to be a more sensitive variable, than biological sex, for determining a persons'

self disclosure style (Bender, Davis, Glover, & Stapp, 1976; Pearson, 1980), and a person's self disclosure style was found to correlate with their perceptions of a discloser (Jourard, 1971), it appears necessary to evaluate a subjects' sex role when one determines their perception of a discloser's adjustment.

Self Disclosure and Psychological Sex Roles

There have been relatively few studies, reported in the literature, which have included both psychological sex roles and self disclosure as primary factors. Furthermore, most of these studies have only included written stimulus materials rather than audiotaped stimulus materials.

Bankiotes, Kubinski and Pursell (1981) used 104 male and 91 female college students as subjects. Subjects initially completed the Jourard Self Disclosure Scale (JSDS) and the Bem Sex Role Inventory (BSRI). Two weeks later these subjects returned and made interpersonal judgements of other individuals, based on their JSDS protocols. Actually, though, these protocols were contrived to represent high and low self disclosing males and females. Based upon this procedure, Bankiotes, et al (1981) found the sex role orientation of the subject, from BSRI differentiation, had no impact on the interpersonal judgements made toward a discloser's protocol. However, they found that when the "fake" protocols were marked as either male or female the subject viewed the discloser's adjustment differently. Female subjects did not make a differentiation between males or females on measures of psychological adjustment, liking, or interpersonal attraction. However, males viewed high female disclosers as better adjusted, likable, and would make more desirable partners in an experiment than high disclosing males. Therefore, they

concluded that "cognitive schemata differences may exist between men and women such that women are not effected by gender in making perceptual judgements, whereas men are" (p. 145). Additionally, they found that the subjects' own level of self disclosure had an effect on the perceptions of a disclosing individual. This finding supports the need for assessment of subjects' own self disclosure levels. Within this study the "fake" protocols of a disclosing individual seem to be a weak method of stimulus presentation. This may have been a factor for the lack of a sex role orientation interaction with interpersonal judgements of a disclosing individual.

Other studies have not assessed subjects' reactions to another's disclosure, but have included both self disclosure and sex roles as primary factors. Greenblatt, Hasenauer, and Freimuth (1980) used 304 subjects (169 male and 135 female college students). Disclosure was measured by the 60 item Jourard Self Disclosure Questionnaire toward both same sex and opposite sex friends. Use of the BSRI produced four categories of psychological sex orientations for each biological sex dichotomy. Student t tests were computed between the BSRI classification and self reported self disclosure. The study indicated the "psychological sex type is superior to biological sex categories in identifying patterns of self-reported self disclosure" (p. 117). More specifically, females reported greater self disclosure than males; androgynous females and androgynous males did not significantly differ with regard to self disclosure levels, and androgynous males reported more disclosure than masculine males. Also, androgynous males and females preferred to disclose to their female friends rather than their male friends.

Overall, "feminine females, androgynous females and androgynous males tended to report the highest total disclosure" (p. 123).

In another study, which was reported by Lombardo and Lavine (1981), 112 college students took the BSRI and the JSDQ aimed toward four targets (mother, father, male best friend and female best friend). Subjects were then selected, based upon their scores on the BSRI. The final subject pool consisted of 11 androgynous males, 14 androgynous females, 26 sex typed males and 32 sex typed females. The experimental design consisted of three way analyses of variance (sex by sex role by target of disclosure). The results of this study indicated that "androgynous persons, regardless of sex, reported more intimate disclosure to all targets" (male friend, female friend, mother and father) (p. 406). Whereas, sex typed males reported greater disclosure to both male and female friends than they did to parents, and sex typed females reported greater disclosure to male friends and mother than they did to fathers or female friends.

In a study conducted by Bender, Davis, Glover, and Stapp (1976) it was hypothesized that subjects high in femininity and low in masculinity would be more disclosive than subjects high in masculinity and low in femininity. Additionally, they proposed that heterosexual females and homosexual males would exhibit high femininity and thus, higher disclosure levels as compared to heterosexual males and homosexual females. The subjects used in this study were college students consisting of 18 homosexual males, 21 homosexual females, 27 heterosexual males and 26 heterosexual females. Homosexual or heterosexual orientations were determined by use of a 7-point Likert scale (1 = exclusively

homosexual, 7 = exclusively heterosexual). Categories 1 to 4 were considered homosexual and 5 through 7 were considered heterosexual.

The Personality Attribute Questionnaire (PAQ), the Bem Sex Role Inventory (BSRI) and the Jourard Self Disclosure Questionnaire (JSDQ) were used as further measurement and classification scales. The PAQ classifies individuals into various sex role categories similar to the BSRI, but the PAQ is less widely used.

Based upon these scales and subjects, "total self disclosure was significantly correlated with femininity as measured by the PAQ ($r = .28$) and the BSRI ($r = .45$)" (p. 153). They also found that heterosexual females had the highest self disclosure scores (on the SDQ) followed by homosexual males. This finding substantiated the Bender, et al (1976) hypothesis that individuals who are high in femininity would be more self disclosive than individuals high in masculinity. One problem within this study was that it lacked an assessment of psychological androgyny. Also there was no mention of how the BSRI was scored.

In terms of specific target disclosure and family patterns Bender, et al (1976) reported significant interactions for the targets of mother, father, best male friend and best female friend. Heterosexual females disclosed most to "mother," and heterosexuals, in general, disclosed more to parents than they did to friends. Whereas, homosexuals, in general, disclosed more to friends than to parents. Bender, et al (1976) based this finding on the concept that homosexual males and females may perceive themselves as more distant from their parents and may perceive their parents as low in nurturance.

The finding that individuals higher in femininity are also higher in self disclosure was not entirely supported by Pearson (1980). She found that masculine women self-disclosed more total information (assessed by the Self Disclosure Situations Survey) than women low in masculinity. (Psychological sex roles were designated by use of the BSRI.) However, she did support the finding that feminine men self disclosed more total information than men low in femininity. Again no mention of assessment of psychological androgyny was made.

Stokes, Childs and Fuehrer (1981) assessed psychological sex roles and self disclosure by using 109 male and 107 female college students as subjects. They concluded that "androgynous subjects reported more self disclosure than all other subjects" (p. 510). They also assessed self disclosure to three targets (intimate, stranger or acquaintance). The results indicated that scores on both masculinity and femininity dimensions of the BSRI were needed to predict disclosure to intimates. However, only scores on the masculine dimensions predicted disclosure to strangers or acquaintances.

Delany (note 1) also studied psychological sex roles and self disclosure. Subjects included 107 males and females (19 androgynous, 46 masculine, 24 feminine and 18 undifferentiated individuals). Self disclosure was measured by the Wheelless and Grotz (1976) Self Disclosure Scale (SDS). Differentiation into specific sex roles was based on the BSRI median split procedure, and then analyses of variance and correlations were computed. The primary finding was that feminine sex-typed subjects scored significantly higher on the valence dimension of the Self Disclosure Scale than masculine and undifferentiated subjects.

Additionally, androgynous subjects were significantly higher with respect to valence of disclosure than masculine sex typed subjects. No other significant interactions were found between self disclosure levels and psychological sex roles.

Based on this review of the literature the following hypotheses are proposed:

- H₁: Females will perceive the disclosers in more favorable terms than males perceive the disclosers as measured by the Perception of a Discloser Questionnaire. This will result in a main effect for biological sex.
- H₂: Both males and females will rate the tape with the female discloser in more favorable terms than males and females rate the male discloser as measured by the Perception of a Discloser Questionnaire. This will result in a main effect for sex of discloser.
- H₃: Sex typed females will perceive all tapes more favorably as measured by the Perception of Discloser Questionnaire than sex typed males. This will result in a biological sex by psychological sex interaction.
- H₄: Sex typed males will view the female discloser in more favorable terms as measured by the Perception of a Discloser Questionnaire than sex typed males view the male discloser. This will result in a biological sex by psychological sex by sex of the discloser interaction.

An additional four hypotheses are as follows. These hypotheses consider further aspects of self disclosure from both the reported family communication patterns and psychological sex variables. These four hypotheses which are of secondary interest, include:

- H₅: For all subjects there will be a positive correlation between scores on the Self Disclosure Scale and perceptions of a discloser (as measured by the Perception of a Discloser Questionnaire).
- H₆: For all subjects there will be a positive correlation between scores on the Self Disclosure Scale and the reported family communication patterns (that is families who communicate openly) measured by the Background Information Sheet.

- H₇: For all subjects there will be a positive correlation between reported family communication patterns (Background Information Sheet) that is families who communicate openly and perceptions of the discloser (Perception of a Discloser Questionnaire).
- H₈: Sex typed males will have lower self disclosure levels than sex typed females (as measured by the Self Disclosure Scale). This will result in a biological sex by psychological sex interaction.

CHAPTER II

METHODS

Subjects

Initially 11 male and 12 female undergraduate students in an introductory psychology course rated the stimulus material used in the present study (see page 28). Then 281 (154 female and 127 male) University of Montana undergraduate students, enrolled in an introductory psychology course, participated in the present study. All students were given credit to partially fulfill course requirements. Administration of the Bem Sex Role Inventory (BSRI) produced eight categories of subjects. These eight categories included: sex typed females, sex typed males, androgynous females, androgynous males, cross sex males, cross sex females, undifferentiated males, and undifferentiated females. To test the hypotheses based upon the 2 (biological sex: male, female) by 2 (psychological sex: sex typed, androgynous) by 2 (discloser sex: male, female) design only four of the eight categories were used. These four included: sex typed males, sex typed females, androgynous males and androgynous females. Data from these four categories of subjects were also used in the 2 (biological sex) by 2 (psychological sex) design. However, for correlational data on the family communication patterns (as measured by the Background Information Sheet), self disclosure patterns (as measured by the Self Disclosure Scale) and the perception of a discloser (as measured by the Perception of a Discloser Questionnaire) all prevalent categories of subjects were used. For the present study,

eight groups of approximately 30 to 40 subjects were tested for one hour.

Design

A between groups factorial design (Kazdin, 1980) was used for the present study. The experimental conditions represent a 2 by 2 by 2 factorial design. Biological sex has two levels: male and female. Psychological sex has two levels: androgynous and sex typed (as measured by the Bem Sex Role Inventory). "Sex of the discloser" has two levels: male disclosing to a female (on audiotape) and female disclosing to a male (on audiotape).

Instruments and Stimulus Materials

The Bem Sex Role Inventory (BSRI) (Bem, 1974) (Appendix D) was used to determine the sex role orientation of all subjects. The BSRI is a 60 item questionnaire. Subjects rate each of 60 adjectives on a 7-point Likert scale ranging from 1 ("never or almost never true of me") to 7 ("always or almost always true of me"). Twenty of the items are masculine traits, 20 are feminine, and 20 are neutral items. Subjects are then classified with a sex role orientation based upon their score on the masculine (M) and feminine (F) scales of the BSRI. A person classified as masculine will score above the median on the M scale and below the median on the F scale; a person classified as feminine will score above the median on the F scale and below the median on the M scale. A person classified as androgynous will score above the median on both the M and F scales. Bem (1974) has reported the following coefficient alphas for a reliability assessment of the BSRI:

masculine, $r = .86$, feminine, $r = .90$, and androgynous, $r = .93$.

One of the two 3-minute tape-recorded dyadic conversations (Wilmot, 1980) was presented to each of the eight groups. These two tapes were constructed and then judged by 23 (11 male, 12 female) psychology undergraduate students on objective criteria (rated on 8-point Likert Scales) for the following variables: appropriateness of the disclosure, realism, intimacy of content, amount of self descriptive statements, affective manner of presentation, and rate of verbalization (Chelune, 1976, 1977). The two tapes had consistent ratings on the objective criteria and the same script material (see Appendix B). Audiotapes were chosen as the preferred stimulus method because the concept of "conversation" normally enters through the sensory input as sound. A stronger mode of stimulus presentation would be videotapes and/or a real life presentation. However, these latter two modes introduce numerous uncontrollable variables such as non-verbal behaviors, and attractiveness variables, and therefore they were not chosen as the stimulus mode for the present study.

As a dependent measure a scale which is an extension of the "Person Perception Scales" (Chelune, 1976, 1977) was constructed and tentatively named the Perception of a Discloser Questionnaire (Appendix C) (PDQ). For the PDQ subjects were asked to rate the self disclosing individual on six bipolar qualities using 8-point Likert scales. These bipolar qualities included: (1) likable-not likable, (2) emotionally unstable-emotionally stable, (3) exciting-dull, (4) weak personality-strong personality. Further items included: (5) personal feelings about the disclosing individual from positive (scored 1) to negative feelings (scored 8), and (6) whether the observer would want to work

with the speaker (1 = "not at all" to 8 = "very much so"). These last two items were adapted from the interpersonal attraction items used by Banknotes, Kubinski, and Pursell (1981). For the data analysis of the PDQ, the items 1, 3, and 5 were reversed so that a score of 1 on each item represented least favorable qualities of a discloser and a score of 8 on each item represented favorable qualities of a discloser.

Also, two manipulation check items were included: (7) and (8) subjects were asked to list the sex of both the voices on the audiotape and to indicate which speaker talked more. This questionnaire also contained items similar to items used in a scale constructed by Derlega and Chaikin (1976), which determined observer's perception of a disclosing individual.

Two additional measurement devices were given, the Self Disclosure Scale (SDS) (Wheless & Grotz, 1976), and the Background Information Sheet (BIS). The Self Disclosure Scale (see Appendix D) is a 16 item, five factor questionnaire. The five factors are as follows:

(1) honesty--accuracy of disclosure, (2) amount including frequency and duration of self disclosure, (3) general depth--control of disclosure, (4) valence--positive to negative nature of disclosure, and (5) intent to disclose. Factor reliabilities were .64, .72, .62, .64, and .72 respectively. In addition, Wheless and Grotz (1978) have reported further reliabilities of 4 = .87 (honest accuracy), $r = .88$ (amount of disclosure), $r = .84$ (control of depth), $r = .91$ (valence of disclosure), and $r = .85$ (intended self disclosure).

The background information sheet (BIS) (see Appendix D) consisted of 11 different items. Eight of the items concern the subject's

emotional relationship with family members and family communication patterns. Other items include: age, birth order, sex and several items used to determine present interactions with peers. These items assess family communication patterns and emotional dependency toward family members and thus, provided additional information.

Procedure

A total of 127 male and 154 female subjects signed up to participate in an "impression formation" study. At this time the subjects were also informed that they would receive one hour of experimental credit. Eight groups of approximately 15 to 20 male and 15 to 20 female subjects were tested. The small group size was maintained in order for the subjects to clearly hear the audiotape. The female disclosing to a male audiotape was presented to four randomly chosen groups and the male disclosing to a female audiotape was presented to the remaining four groups. Therefore a total of 77 female and 65 male subjects were exposed to the audiotape of a female discloser and 77 female and 62 male subjects were exposed to an audiotape of a male discloser. During the testing sessions one male and one female experimenter were present to control for possible experimental bias (based on the sex of the experimenter). Additionally, during the audiotape presentation the experimenters walked towards the back or sides of the room so that no nonverbal (confounding) cues were given to the subjects.

After subjects entered the testing room, they were given the Consent Form (Appendix A) to sign and return to one of the experimenters. Then

the subjects were instructed to listen to the audiotape (Appendix B). Following the audiotape presentation, the Perception of a Discloser Questionnaire (Appendix C) was given to the subjects to complete and return. Then a packet containing the Bem Sex Role Inventory, the Self Disclosure Scale and the Background Information Sheet (Appendix D: prepared in counterbalance order to control for sequence effects) was given to all subjects, and they were asked to complete the remaining scales. When all subjects had completed the packet they were informed that they could arrange a meeting with the primary investigator to be debriefed (Appendix A). This debriefing occurred following the completion of the present study.

CHAPTER III

RESULTS

Pilot Study

An initial group of subjects were asked to rate two audiotapes. One audiotape had a female disclosing to a male listener (who spoke minimally). The second audiotape had a male disclosing to a female listener (who spoke minimally). Both the male and female disclosers read the same script material, and both male and female listeners responded to the discloser with the same scripted material. (See Methods section and Appendix B). In order to determine if the male and female disclosers were similar in communication styles and if the male and female listeners were also similar in communication styles the audiotapes were rated by 23 subjects. This initial group of subjects were asked to rate the two audiotapes using the six following 8-point Likert Scale items: (1) percent of self descriptive statements, (2) affective manner of presentation, (3) realism, (4) appropriateness of the discloser, (5) intimacy of content, and (6) rate of verbalization (see Appendix B). These communication styles were rated in order to rule out differential and possible confounding variables, such as differences in the rate of speech, in the disclosers presentation and/or the listeners responses. In order to statistically determine if the male and female disclosers were different (on the above six criteria) or if the male and female listeners were different (on the above six criteria), paired t tests were computed. All paired t tests, except one, were non-significant, meaning that on all but one paired

t test the disclosers were rated similarly and the listeners were rated similarly on the above mentioned Likert scale items. In other words, there were large variance overlaps between the distribution of subject responses for both the male and female disclosers and the male and female listeners on each of the six Likert scale items (above). The only significant difference between the male and female speakers (on audiotapes) was that the male listener (Paired $t = 2.54$, $p < .05$, $\bar{X}_1 = 6.8$, $\bar{X}_2 = 6.0$) was significantly more unemotional than the female listener. Because the listeners were not the focus of this study, the audiotapes were considered similar on the above mentioned criteria, and thus appropriate for use in the primary study.

Analyses of Variance

For the primary study the data were analyzed by a 2 (biological sex: male, female) by 2 (psychological sex: androgynous, sex typed) by 2 (sex of the discloser: male, female) analysis of variance (ANOVA). Newman-Keuls paired comparisons were performed when interactions (involving 4 or 8 cells) produced significant F ratios. When there were significant F tests for main effects Newman-Keuls analyses were not performed because only two means (averaged across all other variables) were obtained and thus only one mean can be significantly larger than the second mean. Therefore, multiple comparisons of main effects would be redundant. The ANOVA's were done by computer using the Statistical Package for Social Sciences Program (Norman, Hull, Jenkins, Steinbrenner, & Brent, 1975).

The Perception of a Discloser Questionnaire (PDQ) was used in this study as the primary dependent measure (see Methods section

titled "Instruments and Stimulus Materials", and see Appendix C). Based on this questionnaire, six 2 by 2 by 2 analyses of variance (and an intercorrelational matrix) were computed. As a review, the six PDQ 8-point Likert Scale items included: (1) likability, (2) exciting, (3) personality strength, (4) positive feelings toward the discloser, (5) emotional stability of the discloser, and (6) willingness to work with the discloser. A significant two way interaction of sex of the discloser (on audiotape) and psychological sex identification of the subject occurred with the dependent measure of likability ($F = 5.09$, $df = 1, 171$, $p < .05$; see Table 1). Newman-Keuls analyses revealed that Androgynous individuals reported that the female discloser (on audiotape) was significantly more likable than the male discloser (on audiotape) and significantly more likable than sex typed individuals perceived the female discloser (see Figure 1).

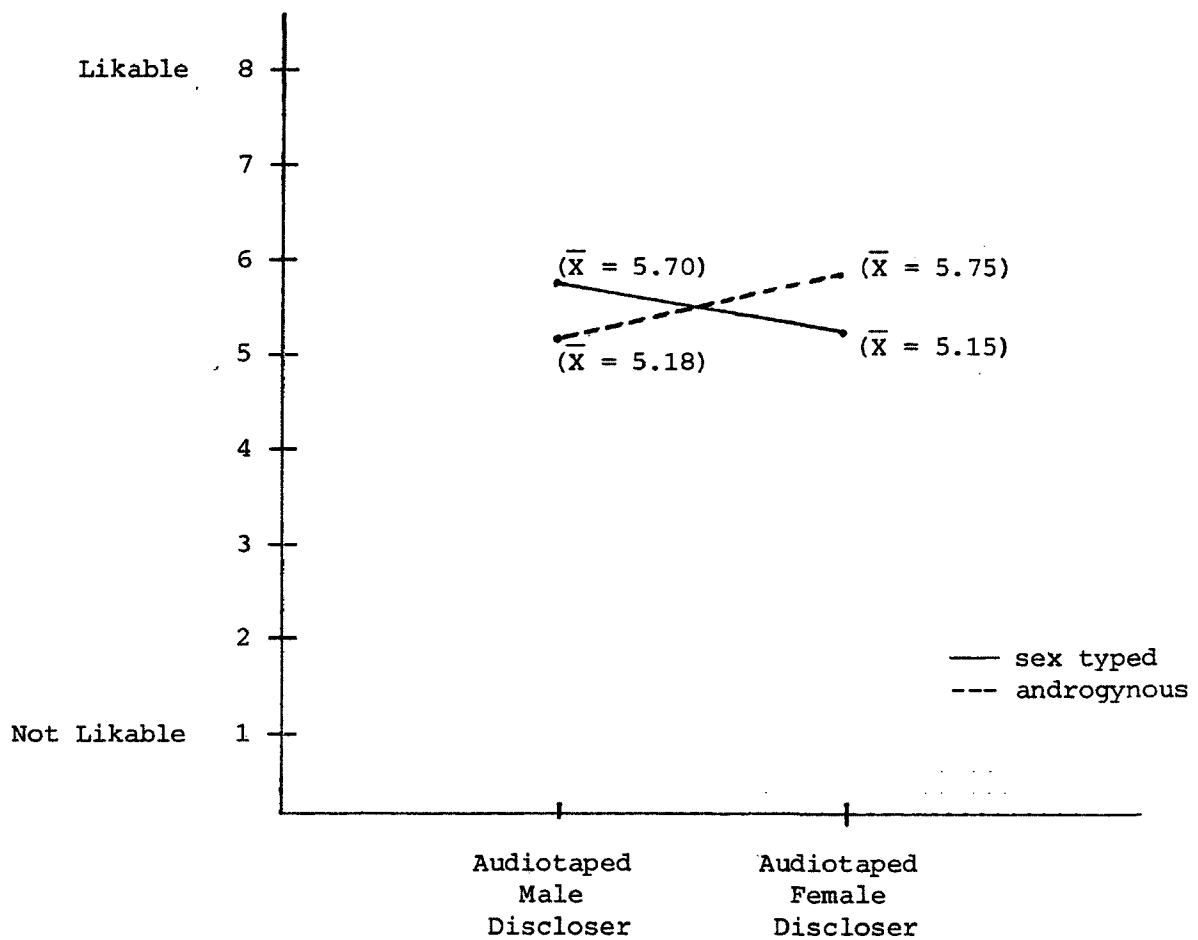
The Likert Scale item measuring how exciting the discloser was resulted in a significant psychological sex identification of the subject by sex of the discloser (on audiotape) interaction ($F = 8.52$, $df = 1, 171$, $p < .01$; see Table 2). Newman-Keuls analyses revealed that androgynous individuals perceived the female discloser (on audiotape) as being more exciting than androgynous individuals perceived the male discloser. Both of these findings were significantly different than the sex typed individuals' ratings of the male or female disclosers (see Figure 2a). Also, a main effect for sex of the discloser was found ($F = 7.57$, $df = 1, 171$, $p < .01$; see Table 2) on the exciting Likert Scale item of the PDQ. That is, both male and female subjects perceived the female discloser (on audiotape) as being

Table 1
Summary of Analysis of Variances on
Perception of a Discloser Questionnaire (PDQ),
Item Likability.

Source	MS	df	F
Sex of Subject (A)	.009	1	.003
Sex-Role Identity (B)	.128	1	.049
Audiotaped Discloser (C)	.623	1	.239
A x B	3.284	1	1.257
A x C	1.260	1	.488
B x C	13.303	1	5.093*
A x B x C	5.165	1	1.977
Residual	2.612	171	

* $p < .05$

Figure 1
Likability of the Discloser as a Function of
Subjects' Sex Role Identification and Sex of
the Discloser (Audiotaped).*



*Newman-Keuls Analyses: $\bar{X} = 5.75 > \bar{X} = 5.15$ & $\bar{X} = 5.18$

Table 2
Summary of Analysis of Variance on
Perception of a Discloser Questionnaire (PDQ),
Item Exciting.

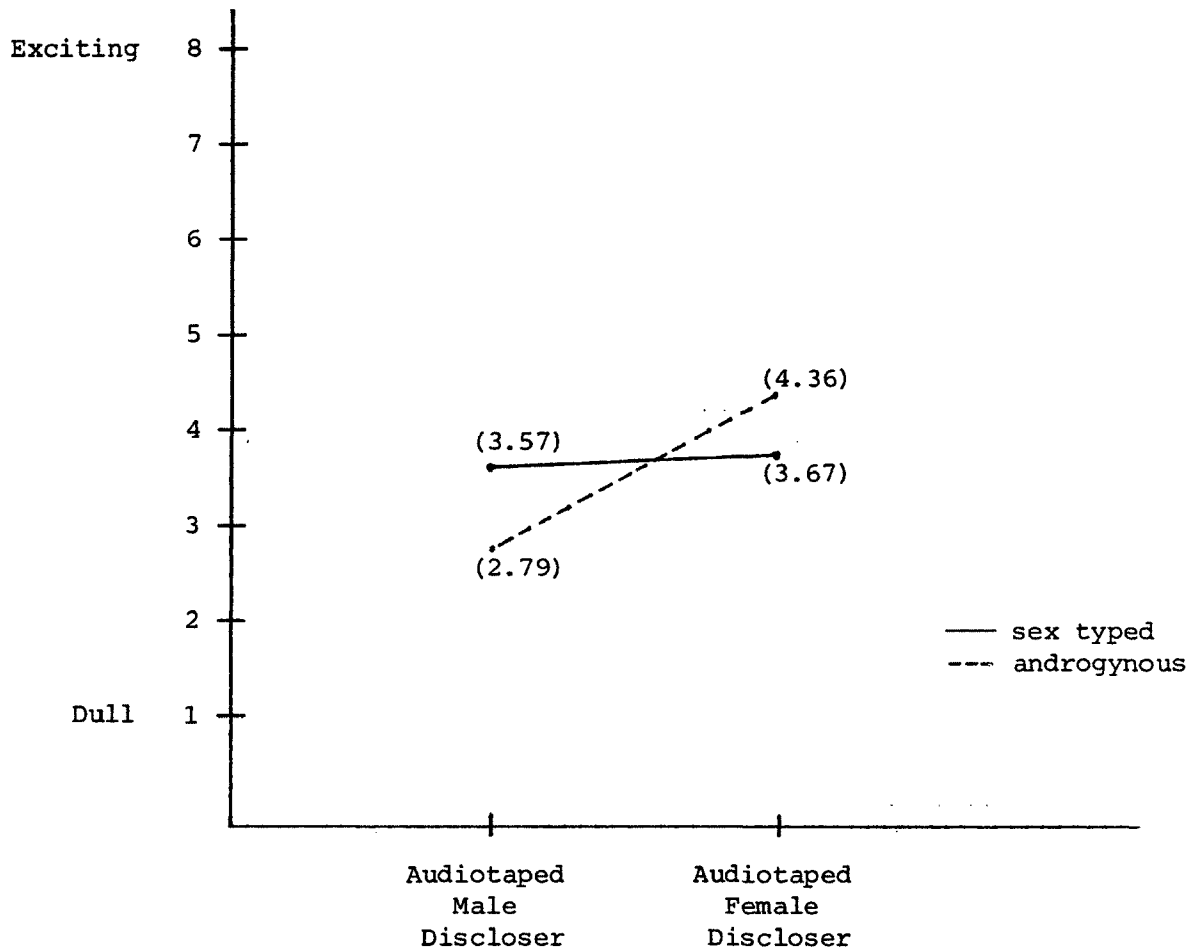
Source	MS	<u>df</u>	F
Sex of Subject (A)	0.222	1	0.085
Sex-Role Identity (B)	0.044	1	0.017
Audiotaped Discloser (C)	19.663	1	7.569**
A x B	0.020	1	0.008
A x C	7.756	1	2.985
B x C	22.141	1	8.523**
A x B x C	3.351	1	1.290
Residual	2.598	171	

*p < .05

**p < .01

Figure 2a

Enthusiasm of the Discloser as a Function of
Sex of the Discloser and Subjects' Sex Role Identification.*



*Newman-Keuls Analysis: $\bar{X} = 4.36 > \bar{X} = 3.57$ & $\bar{X} = 3.67 > \bar{X} = 2.79$

exciting than male and female subjects perceived the male discloser (on audiotape) (see Figure 2b). This finding supports the second hypothesis which stated that both male and female subjects would rate the tape with the female discloser in more favorable terms (more exciting) than male and female subjects rate the male discloser as measured by the PDQ. A significant two way interaction of biological sex identification of the subject and sex of the discloser was found on the item Strong Personality ($F = 4.51$, $df = 1, 171$, $p < .05$; see Table 3). A Newman-Keuls analysis was non-significant because all individual means were non-significant. However, there was a significant overall interaction as demonstrated by the 2 by 2 by 2 ANOVA (see Figure 3). Finally a significant psychological sex identification of the subject by sex of the discloser two way interaction was found for the ratings of positive feelings toward the discloser ($F = 8.61$, $df = 1, 171$, $p < .01$; see Table 4). Based on a Newman-Keuls analysis, androgynous subjects reported having positive feelings toward the female discloser. This finding was comparable to sex typed subjects reported positive feelings toward the male discloser and these two findings (androgynous subjects feeling positive toward the female discloser and sex typed subjects feeling positive toward the male discloser) were significantly greater than sex typed individuals viewed the female discloser (see Figure 4). All other analyses of variance on the Perception of a Discloser Questionnaire items were nonsignificant (see Tables 5 and 6).

As a summary, all significant sex of the discloser by psychological sex identification of the subject appeared to have similar trends.

Figure 2b

How Exciting the Discloser is as a Function of
Sex of the Discloser (Audiotaped).

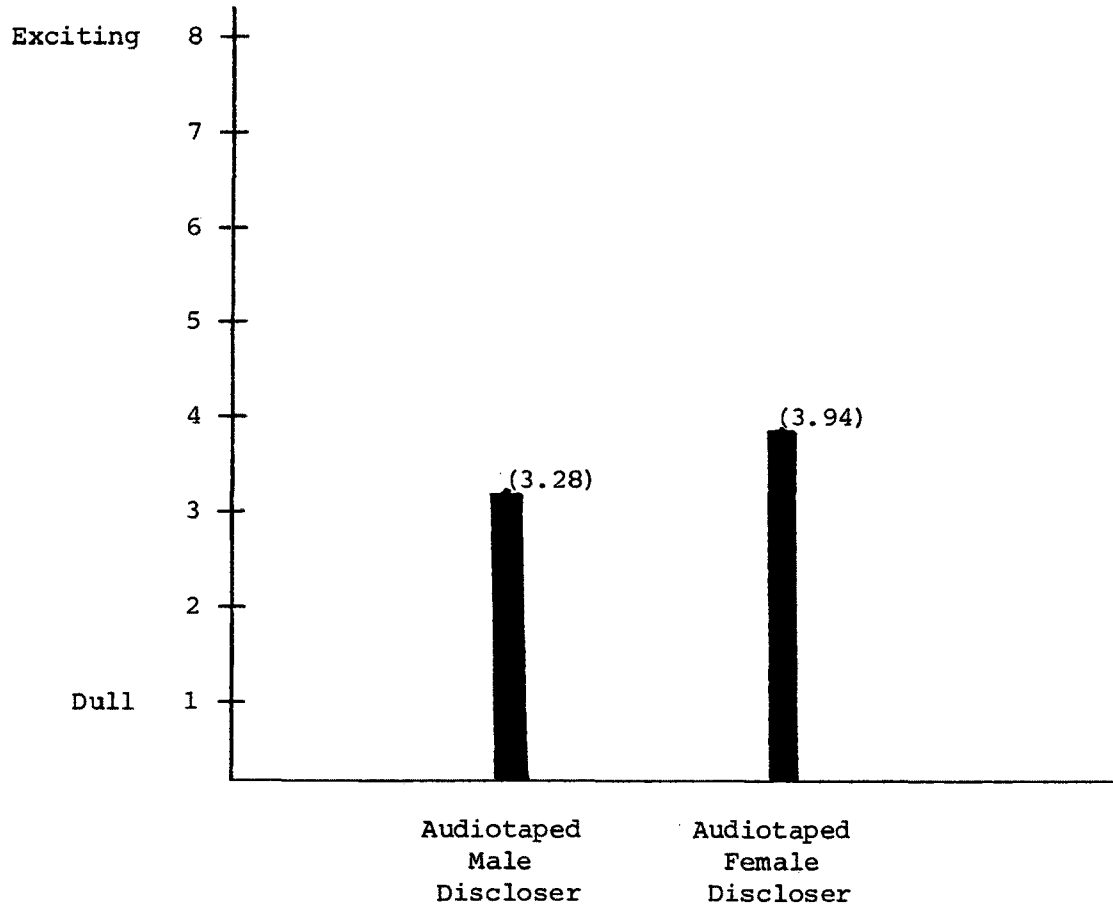
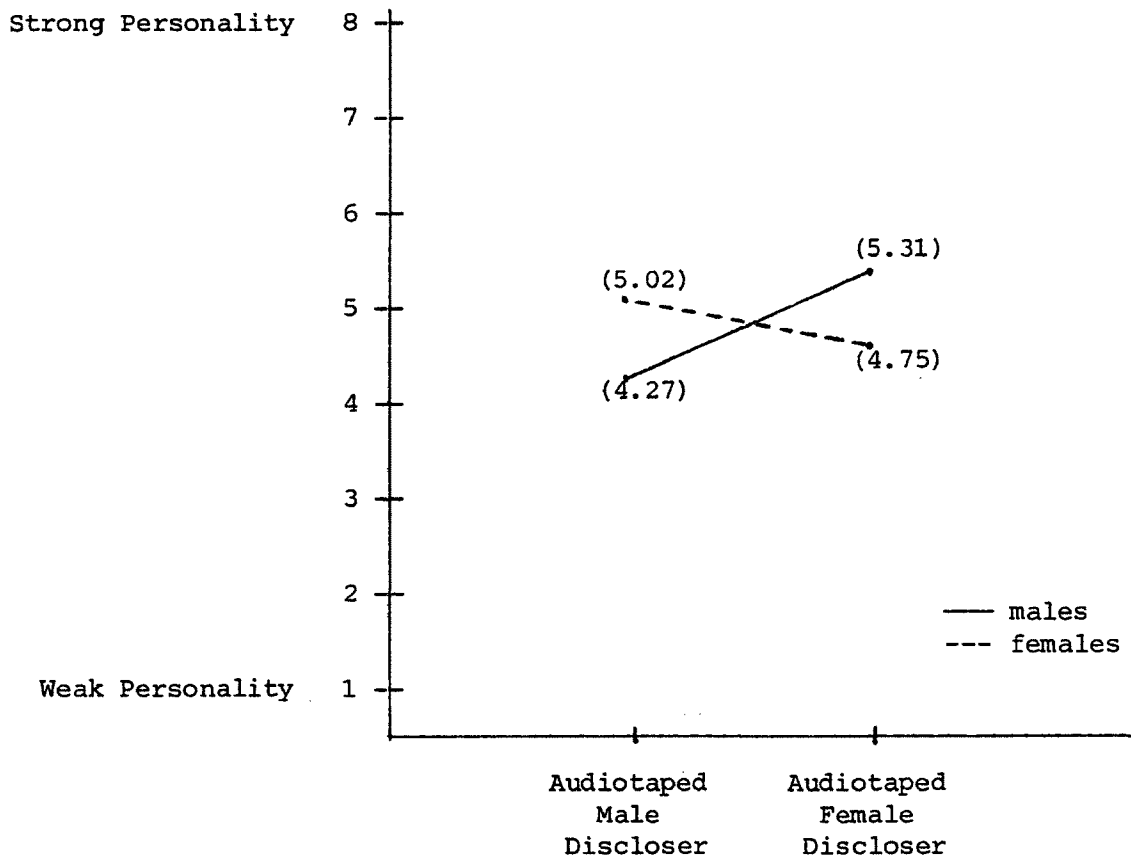


Table 3
Summary of Analysis of Variance on Perception
of a Discloser Questionnaire (PDQ),
Item Strong Personality.

Source	MS	df	F
Sex of Subject (A)	0.417	1	0.107
Sex-Role Identity (B)	4.056	1	1.044
Audiotaped Discloser (C)	4.530	1	1.166
A x B	0.062	1	0.016
A x C	17.525	1	4.511*
B x C	15.051	1	3.874 ⁻
A x B x C	3.898	1	1.003
Residual	3.885	171	

* $\underline{p} < .05$
⁻ $\underline{p} = .051$

Figure 3
Personality of the Discloser as a Function of
Subjects' Biological Sex Identification and
Sex of the Discloser (Audiotaped).*



*Newman-Keuls Analyses: no significant individual mean differences.

Table 4
Summary of Analysis of Variance on Perception
of a Discloser Questionnaire
Item Personal Feelings Toward the Discloser.

Source	MS	df	F
Sex of Subject (A)	9.518	1	2.887
Sex Role Identification (B)	1.226	1	0.372
Audiotaped Discloser (C)	1.982	1	0.601
A x B	0.003	1	0.001
A x C	4.575	1	1.388
B x C	28.393	1	8.613**
A x B x C	2.319	1	0.704
Residual	3.296	171	

* $\underline{p} < .05$
** $\underline{p} < .01$

Androgynous individuals viewed the female discloser more favorably than they viewed the male discloser whereas sex typed subjects viewed the male discloser in more favorable terms than they viewed the female discloser. These interactions were not hypothesized but they appear to be a consistent and significant finding, and will be further explored in the discussion section.

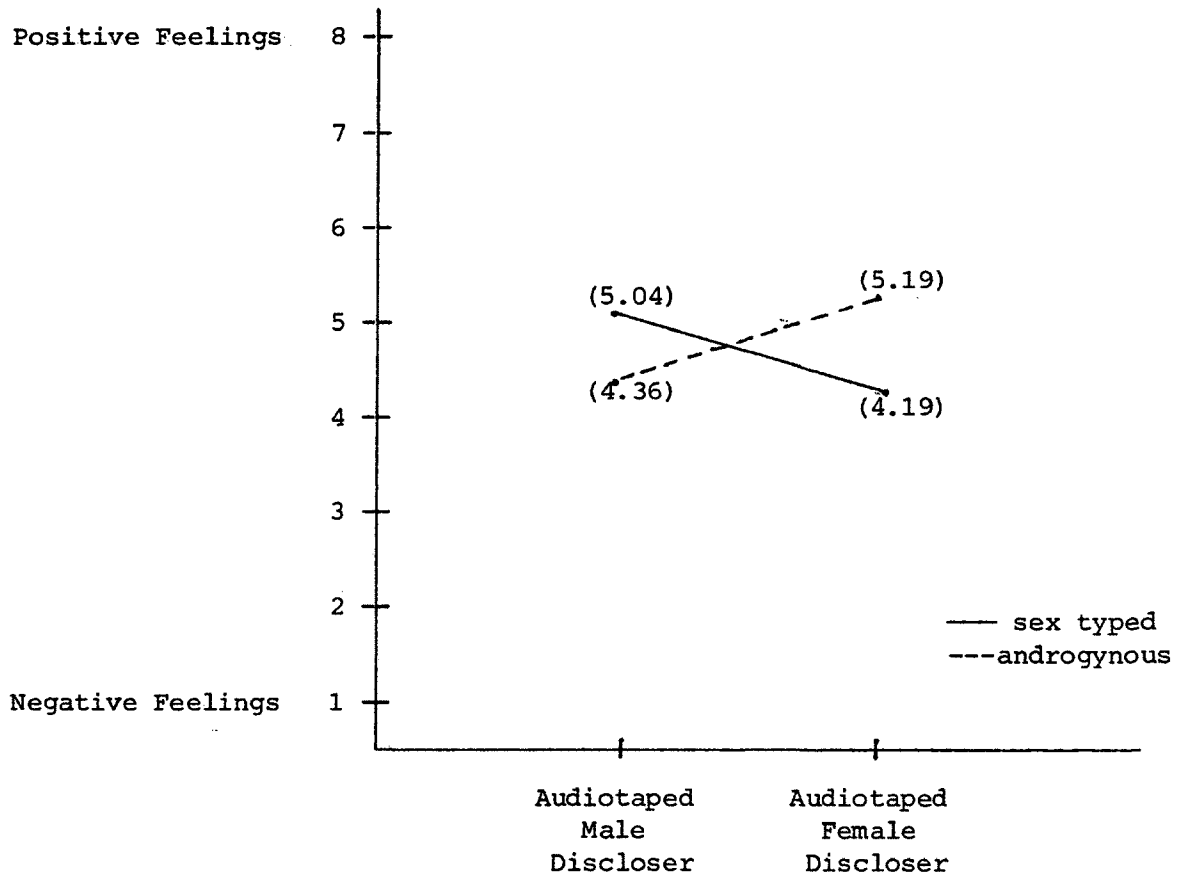
An hypothesis of secondary interest (see page 25, Hypothesis 8) was that sex typed males would have lower self disclosure levels than would sex typed females. Self disclosure levels were measured by the Wheelless and Grotz (1976) Self Disclosure Scale. The result from this hypothesis was predicted to be a biological sex of the subject by psychological sex identification of the subject two way interaction. However, all 2 (sex of the subject: male, female) by 2 (psychological sex identification: androgynous, sex typed) analyses of variance on the Self Disclosure Scale were non-significant (see Tables 7 through 12). Therefore, within this study, the subjects' reported self disclosure behaviors appear to be unrelated to the subjects' biological sex or psychological sex identification.

Correlations

Items from the Perception of a Discloser Questionnaire (PDQ) were all significantly intercorrelated ($p < .001$) (see Table 13). Additionally, all items significantly correlated ($p < .001$) with the overall score. Therefore, each of the six items on the PDQ appear to be tapping the same domain. (Further development of this finding will be mentioned in the Discussion section, "Attitudes Toward a Discloser".)

The intercorrelations of the Self Disclosure Scale (SDS) were not consistent (see Table 14). The only pattern of data that was found was

Figure 4
Feelings toward the Discloser as a Function of
Subjects' Sex-Role Identification and
Sex of the Discloser (Audiotaped)*.



*Newman Keuls Analysis: $\bar{X} = 4.19 < \bar{X} = 5.04$ & $\bar{X} = 5.19$

Table 5
Summary of Analysis of Variance on Perception
of a Discloser Questionnaire
Item Emotional Stability.

Source	MS	<u>df</u>	F
Sex of Subject (A)	8.002	1	0.096
Sex-Role Identification (B)	3.710	1	0.256
Audiotaped Discloser (C)	3.191	1	0.292
A x B	0.888	1	0.310
A x C	5.536	1	1.935
B x C	0.004	1	0.001
A x B x C	3.278	1	1.145
Residual	2.861	171	

*p < .05

Table 6
Summary of Analysis of Variance on Perception
of a Discloser Questionnaire
Item Willing to Work with the Discloser.

Source	MS	<u>df</u>	F
Sex of Subject (A)	6.338	1	1.738
Sex-Role Identification (B)	0.034	1	0.009
Audiotaped Discloser (C)	1.322	1	0.362
A x B	2.893	1	0.793
A x C	7.218	1	1.978
B x C	3.675	1	1.008
A x B x C	11.743	1	3.228
Residual	3.647	171	

*p < .05

Table 7

Summary of Analysis of Variance on the Intended
Disclosure Factor of the Self Disclosure Scale.

Source	MS	df	F
Sex of Subject (A)	0.423	1	0.724
Sex-Role Identity (B)	1.231	1	2.106
A x B	0.278	1	0.476
Residual	102.2	175	

*p < .05

Table 8
Summary of Analysis of Variance on the Amount Factor
of the Self Disclosure Scale.

Source	MS	<u>df</u>	F
Sex of Subject (A)	0.779	1	0.702
Sex-Role Identity (B)	0.577	1	0.519
A x B	0.345	1	0.311
Residual	1.101	175	

*p < .05

Table 9

Summary of Analysis of Variance on the Positive-Negative
Factor of the Self Disclosure Scale.

Source	MS	<u>df</u>	F
Sex of Subject (A)	4.390	1	2.994
Sex-Role Identity (B)	0.023	1	0.016
A x B	0.071	1	0.048
Residual	1.466	175	

*p < .05

Table 10
Summary of Analysis of Variance on the Honesty-Accuracy
Factor of the Self Disclosure Scale.

Source	MS	<u>df</u>	F
Sex of Subject (A)	0.202	1	0.175
Sex-Role Identity (B)	0.225	1	0.195
A x B	0.023	1	0.020
Residual	1.156	175	

*p < .05

Table 11
Summary of Analysis of Variance on the
Control of General Depth Factor of
the Self Disclosure Scale.

Source	Ms	df	F
Sex of Subject (A)	2.015	1	2.121
Sex-Role Identity (B)	3.547	1	3.735
A x B	0.011	1	0.011
Residual	0.950	175	

*p < .05

Table 12
Summary of Analysis of Variance on the Overall
Self Disclosure Scale.

Source	MS	<u>df</u>	F
Sex of Subject (A)	0.055	1	0.187
Sex-Role Identity (B)	0.790	1	2.687
A x B	0.068	1	0.231
Residual	0.294	175	

*p < .05

Table 13

Pearson Correlations for the Perception of a Discloser Questionnaire (PDQ) ^a

Perception of a Discloser Questionnaire Items ^b	Perception of a Discloser Questionnaire						Overall Score
	Discloser is Likable	Discloser is Emotionally Strong	Discloser is Exciting	Discloser has a Strong Personality	Positive Feelings Toward Discloser	Want to Work With Discloser	
1. Discloser was Nonlikable- Likable	--	.433	.383	.409	.698	.537	.755
2. Discloser was Emotionally Unstable- Emotionally Stable		--	.370	.467	.469	.468	.704
3. Discloser was Dull- Exciting			--	.484	.491	.409	.686
4. Discloser had a Weak Personality- Strong Personality				--	.533	.482	.753
5. Please rate your feelings toward the discloser: Negative Feelings- Positive Feelings					--	.664	.850
6. Rate whether you would want to work with the discloser: Not at all- Very much						--	.789
Overall Score							--

^a = 281 subjects^a = for all correlations $p < .001$ ^b = rated on 8 point Likert Scales, Items 1, 3, and 5 have been recoded from the original scale

Table 14

Pearson Correlations for the Self Disclosure Scale (SDS)*

	Intended Disclosure Factor	Amount Factor	Positive- Negative Factor	Honesty- Accuracy Factor	Control of General Depth Factor	Total Overall Self Disclosure Factor
1. Intended Disclosure Factor	--	-.0226	.158 ^b	.228 ^c	.0657	.441 ^c
2. Amount Factor		--	.157 ^b	.197 ^c	.130 ^a	.641 ^c
3. Positive-Negative Factor			--	.254 ^c	.0594	.525 ^c
4. Honesty-Accuracy Factor				--	.158 ^b	.658 ^c
5. Control of General Depth Factor					--	.354 ^c
6. Total Overall Self Disclosure Score						--

* = 281 subjects

a = $p < .05$ b = $p < .01$ c = $p < .001$

that all five factors of the Self Disclosure Scale significantly correlated ($p < .001$) with the overall score. Also, the Honesty-Accuracy factor was significantly correlated with all other supposedly independent factors.

A correlational matrix was computed between the PDQ and the SDS in order to test the following hypothesis: For all subjects there will be a positive correlation between scores on the Self Disclosure Scale and perceptions of a discloser (as measured by the Perception of a Discloser Questionnaire). The PDQ item, "positive feelings toward the discloser", positively correlated ($p < .01$) with the valence (positive-negative) factor on the SDS. All other correlations between items of the PDQ and items on the SDS were non-significant (see Table 15).

Additional correlations were computed between the PDQ and items from the Background Information Sheet (BIS). The correlational matrix between these two measures showed no consistent patterns (see Table 16). However, there were some individual significant findings. For example, there was a significant negative correlation ($p < .01$) between the birth order of the subject and the discloser's likability, and the birth order of the subject and the subject's positive feelings toward the discloser. In other words, children with older siblings appeared to have more positive feelings toward and liked the discloser better than first born or only children did. There was a positive correlation ($p < .05$) between the subject's emotional closeness towards their siblings and a favorable impression of the disclosers likability. Also, there were positive correlations between the subjects' report of having had a very nurturant mother and the subjects' favorable

Table 15

Pearson Correlations between the Perception of a Discloser Questionnaire (PDQ) and the Self Disclosure Scale (SDS).*

Perception of a Discloser Questionnaire (PDQ) Items	Self Disclosure Scale (SDS) Items				
	Intended Disclosure Factor	Amount Factor	Positive- Negative Factor	Honesty- Accuracy Factor	Control of General Depth Factor
1. Discloser was Likable	.008	.029	.090	.055	-.072
2. Discloser was Emotionally Stable	.025	.083	.003	-.009	-.035
3. Discloser was Exciting	.049	.043	-.017	.009	.010
4. Discloser had a Strong Personality	.007	.071	-.026	-.007	-.053
5. Positive Feelings Toward the Discloser	.012	.019	.173 ^b	.075	-.096
6. Desire to Work with the Discloser	-.115 ^a	-.085	.095	.069	-.029

* = 281 subjects

^a = $p < .05$

^b = $p < .01$

Table 16

Pearson Correlations Between the Perception of a Discloser Questionnaire (PDQ) and
the Background Information Sheet (BIS).

Perception of a Discloser Questionnaire (PDQ) Items	Background Information Sheet (BIS) Items													
	Birth Order	Warm Open Communication Among Family Members	Emotional Closeness to Mother	Emotional Closeness to Father	Emotional Closeness to Siblings	Mother was very Nurturant	Father was very Nurturant	Mother was very Strict	Father was very Strict	Very good Communication During the Last Date	Good Ability to Develop Intimate Relationships	Good Ability to Develop Several Friendships	Good Ability to Develop a Few Good Friendships	Ease in making Casual Conversation with Strangers
1. Discloser was Likable	-.159 ^b	-.012	.012	.002	.109 ^a	.027	-.012	-.030	-.013	-.041	.020	.056	.089	-.064
2. Discloser was Emotionally Stable	-.011	.009	-.027	-.037	-.091	.136 ^a	.000	-.016	-.023	-.122 ^a	-.018	-.042	.050	-.042
3. Discloser was Exciting	-.035	-.028	.013	-.002	.090	.066	-.023	-.024	-.076	.023	.005	.031	.016	-.050
4. Discloser had a Strong Personality	-.071	.048	.035	.050	.010	.230 ^c	.101 ^a	.018	.016	-.120 ^a	.029	-.063	.018	-.068
5. Positive Feelings Toward the Discloser	-.144 ^b	.036	.054	.053	.046	.056	.006	.017	.023	-.023	.073	.045	.097	-.021
6. Desire to work with the Discloser	-.092	-.070	-.001	.025	.011	.129 ^a	.081	.004	-.042	-.087	.010	-.076	-.001	-.040

^a = 281 subjects

^a = $p < .05$

^b = $p < .01$

^c = $p < .001$

ratings of the discloser's emotional stability, personality strength, and the subject's desire to work with the discloser. Additionally, there was a significant positive correlation ($p < .05$) between the subject's report of having had a nurturant father and the subjects' favorable ratings of the discloser's personality. Therefore, it appears that individuals who had a more supportive (nurturant) childhood environment are more accepting of an individual who is disclosive than subjects who did not have a supportive (nurturant) home environment. There were no significant correlations between the subject's report of parental strictness or close relationship with their parents or open communication within the family and their ratings of the discloser's favorability or unfavorability. Therefore, overt communication within the family unit did not appear to be significantly correlated with the subjects' interpersonal judgement of a discloser. Nor were there any significant correlations between the subjects' reported ability to develop intimate, or good friendships or ease in conversing with strangers and their ratings toward the discloser's favorability or unfavorability. Thus, once again, overt communication levels appeared not to correlate with the interpersonal judgements of a discloser. These findings do not appear consistent with the hypothesis, which stated that those individuals who came from an openly communicating family or who could converse or make friends easily would appreciate individuals who are disclosive. Finally, those individuals who reported having had very good communication during their last date negatively ($p < .05$) correlated with their ratings of the discloser's emotional stability and personality strength. In other words, those subjects who reported

having had good communication during a date describe the discloser as having had a weaker personality and was more emotionally unstable than those individuals who had poor communication during their last date. Again this finding may lend support to the notion that open communication levels are not positively or strongly correlated with the subjects' interpersonal ratings of a discloser.

Finally, a correlational matrix between items on the Self Disclosure Scale (SDS) and items on the Background Information Sheet (BIS) were computed in order to test the following hypothesis: For all subjects there will be a positive correlation between scores on the Self Disclosure Scale and the reported family communication patterns (that is families who communicate openly) as measured by the Background Information Sheet. There were significant positive correlations (see Table 17) between overall high self-reported self disclosure levels and the subjects: report of open communication during their last date, ability to establish close or intimate friendships, ease in communicating with strangers, open family communication patterns, and emotional closeness with their own mothers. There was not a significant correlation between the subject's self disclosure level and the subject's birth order. Also, there were no significant correlations between the subjects overall self disclosure levels and their report of emotional closeness to their father, or siblings, or parental nurturance or parental strictness. Therefore, open family communication levels are positively correlated with measured self reported self disclosure levels but feelings of support (nurturance) from the family were not correlated with measured self disclosure level. These significant

Table 17

Pearson Correlations between the Self Disclosure Scale (SDS) and
Items from the Background Information Sheet (BIS).

Self Disclosure Scale (SDS) Items	Background Information Sheet (BIS) Items													
	Birth Order	Warm Open Communication Among Family Members	Emotional Closeness to Mother	Emotional Closeness to Father	Emotional Closeness to Siblings	Mother was Very Nurturant	Father was Very Nurturant	Mother was Very Strict	Father was Very Strict	Very Good Communication During the Last Date	Good Ability to Develop Intimate Relationships	Good Ability to Develop Several Friendships	Good Ability to Develop a Few Good Friendships	Ease in making Casual Conversation with Strangers
1. Intended Disclosure Factor	-.070	.226 ^C	.196 ^C	.225 ^C	.091	.139 ^b	.123 ^a	-.042	-.053	.106 ^a	.063	.213 ^C	.19 ^C	.698 ^C
2. Amount Factor	-.024	.025	.055	-.124 ^a	-.002	.067	-.028	.049	.019	.059	.204 ^C	.098	.158 ^b	.220
3. Positive- Negative Factor	-.116	.094	.060	.100 ^a	.094	.028	.061	.042	.040	.060	.083	.120 ^a	.037	.134 ^a
4. Honesty- Accuracy Factor	.001	.209 ^C	.151 ^b	.148 ^b	.084	.106 ^a	.112 ^a	.037	-.040	.214 ^C	.185 ^C	.247 ^C	.254 ^C	.119 ^a
5. Control of General Depth Factor	-.018	-.044	.104 ^a	-.049	-.040	.004	-.028	-.079	-.083	.046	.130 ^a	.059	.026	.281 ^C
6. Total Overall Self Disclosure Score	-.053	.187 ^C	.205 ^C	.087	.076	.131	.084	.014	-.043	.193 ^C	.268 ^C	.274 ^C	.270 ^C	.296 ^C

* = 281 subjects

a = $p < .05$ b = $p < .01$ c = $p < .001$

correlations can be contrasted with the lack of significant correlations between open family and past communication levels and the subjects judgements toward the disclosing individual (discussed earlier). In computing correlations with the individual Self Disclosure Scale factors and the Background Information Sheet items there were few apparent patterns (again see Table 17). As stated earlier, there were no significant correlations between the birth order of the subject and their scores on any of the SDS factors. Also, there were no significant correlations between the birth order of the subject and their scores on any of the SDS factors. Also, there were no significant correlations between parental strictness or emotional closeness to siblings and any of the SDS factors. However, there were significant positive correlations between the SDS Intended Disclosure Factor and the following BIS items: open communication among family members, parental nurturance, emotional closeness to parents, and also open communication during the subjects' last date and the subject's ability to establish intimate or good friendships, and ease in talking with strangers. There was a negative correlation ($p < .05$) between the SDS Amount Factor and the subjects' reported emotional closeness to his/her father, but there were significant positive correlations ($p < .05$) between the Amount Factor and the subjects' reported ability to develop good or several friendships and ease in talking with strangers. The SDS Positive-Negative (valence) Factor was positively correlated ($p < .05$) with the subject's report of emotional closeness with his/her father, ability to establish intimate relationships and ease in talking with strangers. The SDS Honesty-Accuracy Factor was positively correlated with 10 items

on the BIS including subject's parental nurturance, open family communication patterns, emotional closeness to parents, ability to establish several good or intimate friendships, good communication during the subjects last date and ease in talking with strangers. Finally, the SDS control of Disclosure Depth Factor positively correlated with the following items on the BIS: subjects emotional closeness to mother, subjects ability to establish several friendships and subjects reported ease in talking to strangers. All other correlations between the SDS factors and the BIS items were non-significant.

In summary, items from the Perception of a Discloser Questionnaire (PDQ) were highly intercorrelated. The Self Disclosure Scale (SDS) (Wheless & Grotz, 1976) with supposedly independent factors, was found to have nonsystematic correlated factors, thus making the scale a questionable measuring device for self-reported self disclosure levels. (See Discussion section titled, "Psychological Sex and Individual Disclosure Levels".) The correlational matrix between the PDQ and the SDS resulted in only one significant correlation between positive feelings toward the discloser and the Valence (positive-negative) factor in the SDS. A correlational matrix between the PDQ and items from the Background Information Sheet (BIS) resulted in a general finding in which individuals who had a more supportive (nurturant) childhood environment were more accepting of a disclosing individual than subjects who had a less supportive (nurturant) home environment. However, subjects' report of high levels of overt communication did not correlate with the subjects' interpersonal judgements of a

discloser. Finally, a correlational matrix between items on the SDS and BIS resulted in a general finding that high self reported self disclosure levels were positively correlated with the subjects' reported family closeness and the subjects' reported communication skills.

CHAPTER IV

DISCUSSION

Attitudes Toward a Discloser

The main purpose of the present study was to examine the relationship between biological sex (male, female), psychological sex (androgynous, sex typed), and subjects' perceptions of a male or female discloser. The current findings indicated that all significant psychological sex identification of the subject (androgynous, sex typed) by sex of the discloser (male, female) interactions appeared to have similar trends. These trends indicated the following: Androgynous individuals viewed the female discloser more favorably than they viewed the male discloser, and sex typed subjects viewed the male discloser more favorably than they viewed the female discloser. This finding does not appear to be consistent with a combination of previous research findings. For example, Jourard (1971) found that self disclosure is rated as a more appropriate female behavior, and a less appropriate male behavior. Also, Bem (1981) found that sex typed subjects "differentiated between male and female stimulus persons significantly more than androgynous subjects" (p. 358) when rating their appropriate "sex role" behaviors. Combined, these two research findings (Bem, 1981; Jourard, 1971) would predict that sex-typed subjects would perceive a female discloser in significantly more positive terms than sex typed subjects would perceive a male discloser. Also, that androgynous subjects would give similar ratings to the male and female disclosers with no strong favorable or

unfavorable preference toward either the male or female discloser. However, within the current study the results are reversed, in that sex typed subjects who were predicted to favor the female discloser over the male discloser (because disclosing is a more "appropriate" female behavior) actually favored the male discloser over the female discloser. Also, androgynous individuals (who were predicted to rate both the male and female disclosers similarly) significantly discriminated between the male and female disclosers. The present finding does not even substantiate Bankiotes, Kubinski, and Pursell's (1980) results. (Bankiotes, et al, found that sex role orientation of the subject had no impact on the interpersonal judgements made toward a discloser.) Because the findings are not consistent with previous research, nor are they consistent with the hypotheses of the present study, several explanatory possibilities will be considered. All three explanations that will be proposed to explain the present findings, are centered around the concept of stereotyped roles and the influence of these "roles" on social behavior in certain social situations. However, before these theories are very confidently advocated, replication of the present study is advised in order to establish the reliability of the current findings.

One possible explanation for the consistent two way interaction found in this study is that the script (which was designed for the present study to be a common situational experience for the subjects) may have inadvertently influenced the subjects' ratings of the audio-taped disclosers. It may be that traditional feminine roles were not used in the script content. It will be recalled that the script

content is about both a male and a female discussing the financial difficulty of attending college (see Appendix B). Perhaps, sex typed subjects liked the female discloser less because they felt that the female discloser was not portrayed in a "stereotypic role". That is, the female was portrayed as a woman struggling to overcome financial difficulties in order to remain in college and obtain a degree rather than becoming a mother or homemaker. Androgynous subjects, on the other hand, are more accepting of non-traditional social roles than are sex typed subjects, and therefore, would be less likely to perceive the female discloser unfavorably. Past research provides some support for this information in that topic content of the disclosure has been shown to interact with biological sex (male, female). For example, Kleinke and Kahn (1980) found that high disclosive females were preferred over medium and low disclosive females when the topic was parental suicide or sexual attitudes. However, when the topic was competitive, highly disclosive females were less favorably viewed than medium or low disclosive females. Perhaps, in the present study, concern over ones' financial situation in order to stay in college, represented a more competitive or unfeminine content area. Thus, the script may not have portrayed the female discloser acting in an appropriate stereotyped role. According to Jourard (1971) the male disclosure would have been acting outside the traditional male role also, but he may have been perceived according to theory two (see Discussion, page 68). To further establish this first theory, the audiotapes could be rated as to stereotyped content in terms of "how feminine does the female discloser appear to be in this situation", and "how masculine does the

male appear to be in this situation", when the situation is the script content of financial difficulty during college. Furthermore, differing levels of the disclosure (low, medium, high) could be designed to see if the script (of a college financial situation) produces similar results as the competitive script used in Kleinke and Kahn's (1980) study. By doing these future studies one may be able to support or reject the first proposed explanation.

A second possible explanation for these results, further extends the first explanation in that not only is it possible for the script to have influenced the results but the interaction of the disclosers and listeners may have influenced the outcome. The dyad may have been viewed in terms of a dominating-subservient dyad rather than the intended discloser-listener dyad. Again stereotypic role assignments of the disclosers may have influenced the subjects' favorable or unfavorable perceptions. Based on this theory, the male discloser would have been exhibiting an appropriate (sex typed) behavior, that is dominating the conversation. However, the female discloser acting in the same dominating way would have been acting against her "assigned stereotypic role", and thus would have been acting inappropriately. Sex typed subjects, who are attentive to stereotyped roles may have rated the female unfavorably because she was not acting "properly". Whereas, the male would have been acting within his stereotypic role, and thus was seen as acting appropriately (Bem, 1981). Fitzpatrick and Bochner's (1981) study supports this theory. In their study they found that males and females hold stereotypic views of their own communication behavior. Males perceived themselves as more controlling

and detached than females. Females, however, saw themselves as more nurturant and dependent than males. Perhaps, the present study indicated that sex typed subjects (who are more likely to perceive and rate others according to proper sex typed behaviors) (Bem, 1981) viewed the male discloser as taking more "control of the conversation" (domination) which is congruent with the male stereotype. However, if the female discloser was seen as dominating the conversation, she would be acting against her assigned "sex role" and thus may be perceived unfavorably, by sex typed subjects. In contrast, androgynous subjects represent a group of individuals who are less oriented towards stereotyped roles (Bem, 1981) and these subjects may have viewed the female as acting appropriate whether she was representing her traditional role or not. Whereas androgynous individuals may have rated the male discloser less favorably because of other reasons. For example, he may have been seen as acting egocentrically, during the short conversation with a woman. In order to determine if this theory is a viable explanation of the results, future research is necessary. It is recommended, as for the first theory, that future research include ratings of the audiotapes for feminine behavior on the part of the female and masculine behavior on the part of the male. Of course one exception to the construction of stereotypic roles would be the independent variable or the disclosure levels. However, by assigning stereotypic roles to all other variables confounded results may be decreased. Furthermore, to determine if the subjects were reacting to the domination-subservient dyad rather than the discloser-listener dyad, they could be rated during a pilot study. This rating could give some indication as to

what behavior (disclosure or domination) is more apparent or approved of in the female discloser and the male discloser.

A third reasonable explanation for the consistent psychological sex of the subject by sex of the discloser interaction may be based on the setting for the social interaction. In audiotape one, one male was disclosing to one female. In audiotape two, one female was disclosing to one male. There were no other apparent listeners or disclosers. Perhaps, a female disclosing to one male was seen in less favorable terms by sex typed subjects (those subjects who are more rigid in their stereotyping) than by androgynous subjects (those subjects who are more flexible in their views of others). Whereas, the audiotape in which a male disclosed to a female may have been seen as being consistent with stereotyped sex roles (usually males take the initiative during an initial meeting more often than females do) and thus judged more favorably by sex typed subjects. Androgynous subjects may have rated the female discloser favorably because she acted on a more unique or on a more personable level than in a characteristic sex typed way. Once again androgynous subjects may have rated the male discloser less favorably because of other reasons, possibly his egocentric attitude. In order to determine the validity of this theory, future research is necessary. One possible way to determine if the dyad composition (where one male disclosed to one females or vice versa) effected the ratings, additional audiotapes could be made. The additional audiotapes could represent not only a male-female dyad but a female/female and male/male dyad as well. This may allow the researcher to determine if stereotypic roles change when the participants in the discussion

change. Again, as with all the other theories, of the present study, ratings of the speakers in terms of appropriate stereotyped roles appears necessary. No previous research on self disclosure or on the perceptions of a discloser has stressed this possible confounding variable. Therefore, the findings and further theories advanced to explain the results appear to be significant findings for the future production of research in the area of perceptions of a discloser. If one is aware of possible confounding variables, they can be controlled through pilot study work, therefore making a "cleaner" study.

Another significant contribution of the present study is developing a scale to measure the perceptions of a discloser. Although similar scales to measure the perceptions toward a discloser have been used in previous studies (Bankiotes, et al, 1981; Chelune, 1976, 1977; and Derlega & Chaiken, 1976) no reliability or validity studies have been reported. Based on the intercorrelational matrix of the Perception of a Discloser Questionnaire the items appear to be highly intercorrelated, and the items are highly correlated with the overall score and therefore the PDQ looks promising as a reliable and valid scale for measuring attitudes toward a discloser. Initially, further statistical analyses of items of the PDQ are required. For example the data could be analyzed by Chronbach's alpha test which would give a measure of internal consistency of the items (which is also a form of reliability). Also, test-retest reliability measures could be obtained in order to test the stability of the items over time. Then the scale could be given to diverse populations (in order to establish a norm group). The development of a reliable and valid scale for measuring the

perception of a discloser would significantly improve the research findings, and would be of great utility in this area of research.

Psychological Sex and Individual Disclosure Levels

In the present study there were no significant findings that psychological sex was a more important variable than biological sex in determining a person's self disclosure style as did Bender, et al (1980) found. Also, the present study did not support Lombardo and Levine (1981) or Stokes, Childs, and Fuehrer's (1981) findings that androgynous persons regardless of sex reported more disclosure to all target persons. Nor did the present study support Greenblatt's, et al (1980) study in which females reported greater self disclosure than males; androgynous females and androgynous males did not significantly differ with regard to self disclosure levels, and androgynous males reported more disclosure than masculine males. For the majority of these other studies self-reported self disclosure was measured by the Jourard Self Disclosure Scale (Jourard, 1971). However, because Cozby has stated that "use of the Jourard Self Disclosure Questionnaire will only perpetuate the confusion that already exists in the literature" (1973; p. 80), and Delaney (Note 1) stated that the self disclosure measurement device, the Self Disclosure Scale (Wheeless & Grotz, 1976) was the "scale of choice", the Self Disclosure Scale was used. Wheeless and Grotz (1976) indicate that self disclosure needs to be measured as a multidimensional trait, and that separate factors of self disclosure need to be addressed. However, the intercorrelational matrix indicated that the Self Disclosure Scale did not have five independent factors, but the factors significantly intercorrelated with each other in a nonconsistent

fashion. For example, the Honesty-Accuracy factor significantly correlated with all other factors, but the Control of Depth factor and the Amount factor did not correlate with the Intended to Disclose factor. However, the Self Disclosure Scale appeared to be valid in the sense that those items of open or disclosive behaviors on the Background Information Sheet highly correlated with the Self Disclosure Scale. Therefore, the scale appeared to have some valid utility. However, Wheelless and Grotz (1976) designed the scale to measure separate factors of self-reported self disclosure. The present study's inter-correlational matrix of the scale indicates that it does not appear to measure separate factors. Therefore, it may not be valid in the sense for which it was designed. Because of these questionable results, further research on construction of a reliable and valid self-reported self disclosure scale appears to be necessary.

Family Communication Patterns

Several researchers have hypothesized that early childhood experiences influence self disclosive behaviors (Derlega & Chaikin, 1976). Waterman (1979) has stated that children seem to be more disclosive if they perceive their parents as having been supportive and nurturant. This finding was partially upheld in the present study. Subjects who perceived their parents as being nurturant also had higher scores on the Intended to Disclose and Honesty-Accuracy factors of the Self Disclosure Scale, but they did not have higher scores on the Amount, Valence, and Control of Depth factors of the Self Disclosure Scale. Additionally, subjects who perceived their mother as being nurturant also had a stronger desire to work with the disclosing individual and

felt that the discloser had a strong personality and was emotionally stable. Subjects who stated that their father was nurturant also felt that the discloser had a strong personality. These findings may indicate that individuals who grew up in a more supportive/nurturant family atmosphere may be more accepting of a disclosive individual and may be more accurate in their intended disclosure but not necessarily more disclosive overall.

The relationship of birth order to self disclosure has also been studied. Archer (1979) found, using the Jourard Self Disclosure Scale that high school students who were later borns reported being more disclosive than first borns, and when Archer performed the same experiment with college students he found no overall effects. The present study supports Archer's latter findings. In the present study college students were used and their self disclosure behaviors were measured by the Wheelless and Grotz (1976) Self Disclosure Scale. No significant correlations were found between birth order and self disclosure levels. However, this finding must be viewed with caution in that the Self Disclosure Scale did not appear to be an entirely valid scale for measuring self disclosure. Also, birth order negatively correlated with the subject's perception of likability and positive feelings toward the discloser. Therefore, later borns liked and had more positive feelings toward the discloser than first borns. These findings may suggest that later borns who had more opportunities for social interaction with others at an "impressionable" age may be more accepting of disclosive individuals than first or only born children.

SUMMARY

The present study was designed to address three areas. In the first area, the effects of biological sex and psychological sex identification on the (favorable or unfavorable) perceptions of a male or female discloser were explored. In the second area, the effects of biological sex and psychological sex identification on subjects' self-reported self disclosure levels were explored. In the third area, the effects of family communication patterns on both the attitudes toward a discloser and individual disclosure levels were explored. All three of these areas were arrayed around the common theme of self disclosure.

Two hundred and eighty-one male and female introductory psychology students served as subjects in the present study. The subjects' psychological sex identification (androgynous, sex typed) was determined by use of the Bem Sex Role Inventory (BSRI) (Bem, 1974). Both biological sex and psychological sex identification were factors in the first and second area of study.

In the first area of study, subjects rated a male or female discloser in favorable or unfavorable terms (as measured by the Perception of a Discloser Questionnaire). A 2 by 2 by 2 between groups factorial design was used. Biological sex had two levels (male and female). Psychological sex identification had two levels (androgynous, sex typed); "Sex of the discloser" had two levels (male and female). The results indicated that psychological sex identification interacted with

with the subjects' ratings of male or female disclosers. However, the resulting pattern (where androgynous subjects rated the female discloser more favorably than androgynous subjects rated the male discloser and sex typed subjects rated the male discloser more favorably than sex typed subjects rated the female discloser) did not appear to be consistent with previous research studies. Therefore, several possible explanations for the results were given. These explanations centered around the concept of stereotyped roles and the influence of these "roles" on social behavior. No previous research has stressed the possible confounding influence of stereotyped roles on the judgements of male or female disclosers. Thus, the present study contributed valuable information for increasing the "exactness" of future research in the area of attitudes toward a discloser.

Another contribution from the first area of study was the development of a "scale" to measure unfavorable or favorable attitudes toward a discloser. This "scale" was developed for the present study and was tentatively called the Perception of a Discloser Questionnaire. All six Likert scale items that made up the questionnaire significantly intercorrelated and significantly correlated with the overall score. Therefore, the PDQ appears to have a promising value for measuring attitudes toward a discloser.

In the second area of study, biological sex by psychological sex identification were assessed with regard to self disclosure levels (as measured by the Self Disclosure Scale). No statistically significant results were found. Therefore, within the present study neither the subjects biological sex or psychological sex identification were

related to the subjects self-reported self disclosure levels. This finding was discussed in terms of the questionable reliability of the Self Disclosure Scale.

The third area of study included the assessment of family communication patterns with regard to both attitudes toward a discloser and individual disclosure levels. The results indicated that subjects who had reported experiencing a more supportive (nurturant) home environment were more accepting of an individual who was more disclosive than subjects who did not have a supportive (nurturant) home environment. These results may indicate that a supportive home environment is advantageous in developing more accepting attitudes toward others.

Overall, the present study confirmed some of the earlier research findings, in the area of Self Disclosure, refined current methods for measuring attitudes toward disclosers, and contributed ideas for future research.

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APPENDIX A

Human Research Form

Consent Form

Debriefing

DATE: 11/11/82

85

TO: Institutional Review Board, University of Montana

FROM: Valerie Green, Department of Psychology

RE: Self Disclosure and its relationship to gender, family communication patterns, and observation of another's disclosure.

1) Brief Description of Research

The present study is an attempt to determine the effect gender has on the perception of self-disclosure. Subjects will first listen to an audiotape. The audiotape will be a three minute taped conversation in which a male or female will be giving voluntary personal information about himself/herself to an opposite sex listener. Subjects will then complete a short questionnaire answering such questions as how trustworthy or likable was the person who was speaking. Following the completion of this questionnaire, subjects will be asked to fill out the Bem Sex Role Inventory (Bem, 1974), a background information sheet, and the Self Disclosure Scale (Wheless & Grotz, 1976). This latter scale will be used to assess the individual subject's self disclosure style when conversing with a friend of the same or opposite sex, and with the subject's mother and father. Subjects will be debriefed following the completion of this research study. Total testing time will be approximately one hour.

2) Benefits to Subjects and Scientific Knowledge

The subjects will be debriefed by giving them knowledge of the study and its research implications. Hopefully, this information will increase each subject's awareness of his/her personal style of communication, and by increasing this awareness, each person could make their communication more effective.

Further benefits would be to increase the knowledge of sex role orientation and self-disclosure. The information from this study will hopefully increase our understanding of the effects self-disclosure has on various people.

3) Use of Experimental Subjects

As described in section one above. Additionally, 20 (10 male and 10 female) subjects will be needed to rate the two audiotapes on various objective criteria. They will be debriefed as in section 2 above.

4) Description of Subjects

Subjects needed for this study initially include 10 male and 10 female undergraduate students enrolled in an introductory psychology course at the University of Montana. For the actual study, 130 female and 130 male undergraduate students enrolled in an

introductory psychology course at the University of Montana are needed to complete the present research study.

5) Risks and Discomforts to Subjects

The initial subjects will not be exposed to any known discomforts or deceptions. Subjects in the actual study will not be exposed to any great risks.

6) Means to Minimize Deleterious Effects

A debriefing will be given to all subjects following the completion of the present study.

7) Means to Protect Privacy and Confidentiality

Subjects will read and sign a consent form before participating in the present study. All subjects will be asked to sign only their first and middle initials and their birthdate to all questionnaires. Following the completion of the study all data will be coded using only group numbers and gender identifiers.

8) Consent Form

Please see the attached written consent form.

9) Waiver of Written Informed Consent

N.A.

10) Other information pertaining to researcher's ethical responsibilities

N.A.

I consent to serve as a subject in this research investigation entitled "impression formation" study. The nature and general purpose of the experiment have been explained to me by the experimenters. They are authorized to proceed with the experiment on the understanding that I may terminate my services as a subject in this research at any time I so desire, and still receive a full one hour of experimental credit.

I understand that my answers to this survey will be used only for scientific research purposes without identification of individual participants. I further realize that reasonable safeguards have been taken to minimize both the known and the potential, but unknown, risks.

Subject _____ Witness _____

Date _____

Debriefing

You have participated in an experiment which was specifically designed to look at the ways males and females view a male or female discloser (a person who tells others a lot about him/her self). Past research has indicated that females perceive both male and female disclosers more favorably than males view male and female disclosers. Also, males view the female discloser more favorably than they view the male discloser. Therefore, your biological sex identification was taken into account when the scores of "discloser favorability" were analyzed.

You also were given the Bem Sex Role Inventory. By analyzing the scores on this test you were assigned to one of two categories. If you are a female, you were assigned to a (1) feminine (sex typed) female category, or (2) an androgynous female category. A feminine (sex typed) female would probably report having high amounts of understanding and warmth; an androgynous female would report having high amounts of both masculine and feminine traits, that is she may report being independent and understanding. If you are a male, you were assigned to a (1) masculine (sex typed) male category, or (2) an androgynous male category. A masculine (sex typed) male would probably report having high amounts of independence and assertiveness; an androgynous male may report having high amounts of both masculine and feminine traits, that is he would report being independent and understanding (similar to the androgynous female). In the study in which you participated, it was hypothesized that masculine(sex typed) males will perceive the disclosers more negatively than androgynous individuals or feminine (sex typed) females perceive a discloser. Also, feminine (sex typed) females will view the disclosers as most favorable, as compared to masculine (sex typed) males and androgynous individuals.

Also, you were given the Wheelless and Grotz (1976) Self Disclosure Scale to assess your level of disclosure to your mother, father, best female friend, and your best male friend. Past research has indicated that androgynous individuals report more disclosure to all targets (mother, father, best female friend, and best male friend). Whereas, masculine (sex typed) males reported greater disclosure to both male and female friends than they did to parents, and feminine (sex typed) females reported more disclosure to male friends and mother than they did to father or female friends (Lombardo & Lavine, 1981).

Finally, you were given the background information sheet. It basically measured how nurturant (warm, loving, giving) your family was. High nurturance has been highly correlated with a high level of self disclosure, as opposed to a cold, non-communicative family where their children are more non-disclosive.

If you have any additional questions, please contact Valerie Green, PHP room 345, University of Montana, Psychology Department.

I would like to thank you for your participation and cooperation in this experiment.

APPENDIX B

Script 1

Script 2

Audiotape Rating Sheet

In a minute you will hear two people conversing. The conversation was recorded at the Financial Aid Office at the Lodge. Standing in line waiting to receive information, were students Sally and Fred. They had never met previous to this conversation.

Please listen to the conversation and then answer the following questionnaire, based upon your impression of these individuals.

The time is 10 a.m. A financial aid officer has just left the reception area to answer the telephone.

Fred: It's such a nice day, I'd like to get out of here and enjoy the sun.

Sally: Yeah, that'd be nice.

Fred: I really shouldn't say that though, I have a million things that need to get done. My clothes pile is as high as my desk top. I have a carton of milk and a jar of pickles left in the fridge. (pause) Boy, it really makes me mad to have to stand in line all this time.

Sally: I know what you mean.

Fred: (sigh) But I guess there isn't much choice about it. (pause) I really need the money.

Sally: Same here.

Fred: Last quarter I didn't have to stand in these lines. My Dad had a good job then, he was sending me enough money each month to help pay the rent on my apartment, but I just found out that he got laid off. (sigh) I guess that's happening to a lot of people these days. I feel really bad for him though, because I have four younger brothers and sisters at home. He's struggling to make ends meet (laugh), but so am I. (pause) I finally decided to put up for a loan.

Sally: So did I, but I didn't get one.

Fred: Yeah, I didn't get my loan either. I felt really bad about it. When I realized that I couldn't make ends meet, and I wouldn't have my Dad's financial help to fall back on, I got kinda depressed. I guess the only thing left for me to do is to get a work study job. It'll be hard to find a job, let alone studying and working at the same time. It's my only choice. (pause) With all this though, I just hope I don't get too burnt out. I've gotta keep my grades up, or all the time I've already spent is a total waste. But the only way to keep food on the table, and heat in the apartment, and still have time to go to school is to find a part time job. If that doesn't work, I'll just have to find a full time job that doesn't require a bachelor's degree.

Sally: It's such a nice day, I'd like to get out of here and enjoy the sun.

Fred: Yeah, that'd be nice.

Sally: I really shouldn't say that though, I have a million things that need to get done. My clothes pile is as high as my desk top. I have a carton of milk and a jar of pickles left in the fridge. (pause) Boy, it really makes me mad to have to stand in line all this time.

Fred: I know what you mean.

Sally: (sigh) But I guess there isn't much choice about it. (pause) I really need the money.

Fred: Same here.

Sally: Last quarter I didn't have to stand in these lines. My Dad had a good job then, he was sending me enough money each month to help pay the rent on my apartment, but I just found out that he got laid off. (sigh) I guess that's happening to a lot of people these days. I feel really bad for him though, because I have four younger brothers and sisters at home. He's struggling to make ends meet (laugh), but so am I. (pause) I finally decided to put up for a loan.

Fred: So did I, but I didn't get one.

Sally: Yeah, I didn't get my loan either. I felt really bad about it. When I realized that I couldn't make ends meet, and I wouldn't have my Dad's financial help to fall back on, I got kinda depressed. I guess the only thing left for me to do is to get a work study job. It'll be hard to find a job, let alone studying and working at the same time. It's my only choice. (pause) With all this though, I just hope I don't get too burnt out. I've gotta keep my grades up, or all the time I've already spent is a total waste. But the only way to keep food on the table, and heat in the apartment, and still have time to go to school is to find a part time job. If that doesn't work, I'll just have to find a full time job that doesn't require a bachelor's degree.

Please rate the audiotape you just heard. Circle the one number which you believe to be true, as far as you are concerned. Be sure to select the one number that you actually believe to be true rather than the one you would like to be true. This is a measure of your impressions, thus there are no right or wrong answers.

1a. Sally's disclosure seemed

very unappropriate	1	2	3	4	5	6	7	8	very appropriate
-----------------------	---	---	---	---	---	---	---	---	---------------------

1b. Fred's disclosure seemed

very unappropriate	1	2	3	4	5	6	7	8	very appropriate
-----------------------	---	---	---	---	---	---	---	---	---------------------

2. The social interaction between Sally and Fred seemed

extremely unrealistic	1	2	3	4	5	6	7	8	extremely realistic
--------------------------	---	---	---	---	---	---	---	---	------------------------

3a. The content of Fred's part of the conversation was

extremely intimate (revealed a lot of information)	1	2	3	4	5	6	7	8	extremely casual (revealed little information)
--	---	---	---	---	---	---	---	---	--

3b. The content of Sally's part of the conversation was

extremely intimate (revealed a lot of information)	1	2	3	4	5	6	7	8	extremely casual (revealed little information)
--	---	---	---	---	---	---	---	---	--

4a. The amount of self descriptive statements made by Fred was (please circle one number)

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

4b. The amount of self descriptive statements made by Sally was (please circle one number)

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

5a. Sally seemed

extremely emotional	1	2	3	4	5	6	7	8	extremely unemotional
------------------------	---	---	---	---	---	---	---	---	--------------------------

5b. Fred seemed

extremely emotional	1	2	3	4	5	6	7	8	extremely unemotional
------------------------	---	---	---	---	---	---	---	---	--------------------------

6a. Fred seemed to talk

very slowly	1	2	3	4	5	6	7	8	very quickly
----------------	---	---	---	---	---	---	---	---	-----------------

6b. Sally seemed to talk

very slowly	1	2	3	4	5	6	7	8	very quickly
----------------	---	---	---	---	---	---	---	---	-----------------

APPENDIX C

Instructions for the
Perception of a Discloser Questionnaire (PDQ)

Perception of a Discloser Questionnaire (PDQ)

PDQ Scale Instructions

This is a questionnaire designed to find out how different people feel about certain aspects of a social interaction.

Most questions can be answered on the following eight point scale. Please select the number which you believe to be true as far as you are concerned. Be sure to select the one number that you actually believe to be true rather than the one you think you should choose or the one that you would like to be true. This is a measure of your impressions; thus there are no right or wrong answers. Once you have decided upon an answer, circle the number following the question.

Please rate Sally on the following qualities. Circle the number which most closely represents your impression of Sally:

- | | | | | | | | | | |
|-------------------------|---|---|---|---|---|---|---|---|--------------------|
| 1) Likable | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Not Likable |
| 2) Emotionally Unstable | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Emotionally Stable |
| 3) Exciting | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Dull |
| 4) Weak Personality | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Strong Personality |

Please rate your feelings toward Sally:

- | | | | | | | | | | |
|----------------------|---|---|---|---|---|---|---|---|-------------------|
| 5) Positive Feelings | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Negative Feelings |
|----------------------|---|---|---|---|---|---|---|---|-------------------|

Rate whether you would want to work with Sally or not:

- | | | | | | | | | | |
|---------------|---|---|---|---|---|---|---|---|-----------|
| 6) Not at all | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Very Much |
|---------------|---|---|---|---|---|---|---|---|-----------|

Please rate Fred on the following qualities. Please circle the number which most closely represents your impression of Fred.

- | | | | | | | | | | |
|-------------------------|---|---|---|---|---|---|---|---|--------------------|
| 1) Likable | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Not Likable |
| 2) Emotionally Unstable | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Emotionally Stable |
| 3) Exciting | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Dull |
| 4) Weak Personality | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Strong Personality |

Please rate your feelings toward Fred:

- | | | | | | | | | | |
|----------------------|---|---|---|---|---|---|---|---|-------------------|
| 5) Positive Feelings | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Negative Feelings |
|----------------------|---|---|---|---|---|---|---|---|-------------------|

Rate whether you would want to work with Fred or not:

- | | | | | | | | | | |
|---------------|---|---|---|---|---|---|---|---|-----------|
| 6) Not at all | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Very Much |
|---------------|---|---|---|---|---|---|---|---|-----------|

Please list the name and sex of both individuals you heard on the tape.

7) Name _____ and sex _____

8) Name _____ and sex _____

Please indicate which speaker talked more:

9) Name _____ and sex _____

PDQ Scale Instructions

This is a questionnaire designed to find out how different people feel about certain aspects of a social interaction.

Most questions can be answered on the following eight point scale. Please select the number which you believe to be true as far as you are concerned. Be sure to select the one number that you actually believe to be true rather than the one you think you should choose or the one that you would like to be true. This is a measure of your impressions; thus there are no right or wrong answers. Once you have decided upon an answer, circle the number following the question.

Please rate Fred on the following qualities. Circle the number which most closely represents your impression of Fred:

- | | | | | | | | | | |
|-------------------------|---|---|---|---|---|---|---|---|--------------------|
| 1) Likable | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Not Likable |
| 2) Emotionally Unstable | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Emotionally Stable |
| 3) Exciting | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Dull |
| 4) Weak Personality | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Strong Personality |

Please rate your feelings toward Fred:

- | | | | | | | | | | |
|----------------------|---|---|---|---|---|---|---|---|-------------------|
| 5) Positive Feelings | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Negative Feelings |
|----------------------|---|---|---|---|---|---|---|---|-------------------|

Rate whether you would want to work with Fred or not:

- | | | | | | | | | | |
|---------------|---|---|---|---|---|---|---|---|-----------|
| 6) Not at all | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Very Much |
|---------------|---|---|---|---|---|---|---|---|-----------|

Please rate Sally on the following qualities. Please circle the number which most closely represents your impression of Sally.

- | | | | | | | | | | |
|-------------------------|---|---|---|---|---|---|---|---|--------------------|
| 1) Likable | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Not Likable |
| 2) Emotionally Unstable | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Emotionally Stable |
| 3) Exciting | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Dull |
| 4) Weak Personality | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Strong Personality |

Please rate your feelings toward Sally:

- | | | | | | | | | | |
|----------------------|---|---|---|---|---|---|---|---|-------------------|
| 5) Positive Feelings | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Negative Feelings |
|----------------------|---|---|---|---|---|---|---|---|-------------------|

Rate whether you would want to work with Sally or not:

- | | | | | | | | | | |
|---------------|---|---|---|---|---|---|---|---|-----------|
| 6) Not at all | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Very Much |
|---------------|---|---|---|---|---|---|---|---|-----------|

Please list the name and sex of both individuals you heard on the tape.

7) Name _____ and sex _____

8) Name _____ and sex _____

Please indicate which speaker talked more:

9) Name _____ and sex _____

APPENDIX D

Instructions for the Bem Sex Role Inventory (BSRI)

Bem Sex Role Inventory (BSRI)

Split of the Bem Sex Role Inventory (BSRI)

Instructions for the Self Disclosure Scale (SDS)

Self Disclosure Scale (SDS)

Background Information Scheet (BIS)

Full Name: _____ 99

Sex: _____ Age: _____ Year in School: _____

On the following page, you will be shown a large number of personality characteristics. We would like you to use those characteristics in order to describe yourself. That is, we would like you to indicate, on a scale from 1 to 7, how true of you these various characteristics are. Please do not leave any characteristic unmarked.

Example: sly

Mark a 1 if it is NEVER OR ALMOST NEVER TRUE that you are sly.

Mark a 2 if it is USUALLY NOT TRUE that you are sly.

Mark a 3 if it is SOMETIMES BUT INFREQUENTLY TRUE that you are sly.

Mark a 4 if it is OCCASIONALLY TRUE that you are sly.

Mark a 5 if it is OFTEN TRUE that you are sly.

Mark a 6 if it is USUALLY TRUE that you are sly.

Mark a 7 if it is ALWAYS OR ALMOST ALWAYS TRUE that you are sly.

Thus, if you feel it is sometimes but infrequently true that you are "sly", never or almost never true that you are "malicious", always or almost always true that you are "irresponsible", and often true that you are "carefree", then you would rate these characteristics as follows:

Sly

3

Irresponsible

7

Malicious

1

Carefree

5

Describe Yourself

1	2	3	4	5	6	7
Never or Almost Never True	Usually Not True	Sometimes but Infre- quently True	Occa- sionally True	Often True	Usually True	Always or Almost Always True

<input type="checkbox"/> Self reliant	<input type="checkbox"/> Sympathetic	<input type="checkbox"/> Tender
<input type="checkbox"/> Yielding	<input type="checkbox"/> Jealous	<input type="checkbox"/> Friendly
<input type="checkbox"/> Helpful	<input type="checkbox"/> Has leadership abilities	<input type="checkbox"/> Aggressive
<input type="checkbox"/> Defends own beliefs	<input type="checkbox"/> Sensitive to the needs of others	<input type="checkbox"/> Gullible
<input type="checkbox"/> Cheerful	<input type="checkbox"/> Truthful	<input type="checkbox"/> Acts as a leader
<input type="checkbox"/> Moody	<input type="checkbox"/> Willing to take risks	<input type="checkbox"/> Childlike
<input type="checkbox"/> Independent	<input type="checkbox"/> Understanding	<input type="checkbox"/> Adaptable
<input type="checkbox"/> Shy	<input type="checkbox"/> Secretive	<input type="checkbox"/> Individualistic
<input type="checkbox"/> Conscientious	<input type="checkbox"/> Makes decisions easily	<input type="checkbox"/> Does not use harsh language
<input type="checkbox"/> Athletic	<input type="checkbox"/> Compassionate	<input type="checkbox"/> Unsystematic
<input type="checkbox"/> Affectionate	<input type="checkbox"/> Sincere	<input type="checkbox"/> Competitive
<input type="checkbox"/> Theatrical	<input type="checkbox"/> Self-sufficient	<input type="checkbox"/> Loves children
<input type="checkbox"/> Assertive	<input type="checkbox"/> Eager to soothe hurt feelings	<input type="checkbox"/> Tactful
<input type="checkbox"/> Flatterable	<input type="checkbox"/> Conceited	<input type="checkbox"/> Ambitious
<input type="checkbox"/> Happy	<input type="checkbox"/> Dominant	<input type="checkbox"/> Gentle
<input type="checkbox"/> Strong Personality	<input type="checkbox"/> Soft-spoken	<input type="checkbox"/> Conventional
<input type="checkbox"/> Loyal	<input type="checkbox"/> Likable	
<input type="checkbox"/> Unpredictable	<input type="checkbox"/> Masculine	
<input type="checkbox"/> Forceful	<input type="checkbox"/> Warm	
<input type="checkbox"/> Feminine	<input type="checkbox"/> Solemn	
<input type="checkbox"/> Reliable	<input type="checkbox"/> Willing to take a stand	
<input type="checkbox"/> Analytical		

Items on the Masculinity, Femininity, and
Social Desirability Scales of the BSRI

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<u>Masculine Items</u>	<u>Feminine Items</u>	<u>Neutral Items</u>
49. Acts as a leader	11. Affectionate	51. Adaptable
46. Aggressive	5. Cheerful	36. Conceited
58. Ambitious	50. Childlike	9. Conscientious
22. Analytical	32. Compassionate	60. Conventional
13. Assertive	53. Does not use harsh language	45. Friendly
10. Athletic	35. Eager to soothe hurt feelings	15. Happy
55. Competitive	20. Feminine	3. Helpful
4. Defends own beliefs	14. Flatterable	48. Inefficient
37. Dominant	59. Gentle	24. Jealous
19. Forceful	47. Gullible	39. Likable
25. Has leadership abilities	56. Loves children	6. Moody
7. Independent	17. Loyal	21. Reliable
52. Individualistic	26. Sensitive to the needs of others	30. Secretive
31. Makes decisions easily	8. Shy	33. Sincere
40. Masculine	38. Soft spoken	42. Solemn
1. Self-reliant	23. Sympathetic	57. Tactful
34. Self-sufficient	44. Tender	12. Theatrical
16. Strong personality	29. Understanding	27. Truthful
43. Willing to take a stand	41. Warm	18. Unpredictable
28. Willing to take risks	2. Yielding	54. Unsystematic

Note: The number preceding each item reflects the position of each adjective as it actually appears on the inventory.

On the following page you will be given 16 questions. You are asked to respond to these questions as you would communicate with each of four people (Best Female Friend, Best Male Friend, Mother, Father). That is we would like you to indicate on a scale from 1 to 7 how true of you these communication statements are. Please do not leave any box unmarked. Mark the following statements to reflect how you communicate with your Best Female Friend, your Best Male Friend, your Mother, and your Father.

Example A

	Best Female Friend	Best Male Friend	Mother	Father
I usually disclose positive things about myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Mark a 1 in the appropriate box if it is NEVER OR ALMOST NEVER TRUE that you do.

Mark a 2 in the appropriate box if it is USUALLY NOT TRUE that you do.

Mark a 3 in the appropriate box if it is SOMETIMES BUT INFREQUENTLY TRUE that you do.

Mark a 4 in the appropriate box if it is OCCASIONALLY TRUE that you do.

Mark a 5 in the appropriate box if it is OFTEN TRUE that you do.

Mark a 6 in the appropriate box if it is USUALLY TRUE that you do.

Mark a 7 in the appropriate box if it is ALWAYS OR ALMOST ALWAYS TRUE that you do.

Thus if you feel it is OFTEN TRUE that you disclose positive things about yourself to your Best Female Friend, OCCASIONALLY TRUE that you disclose positive things about yourself to your Best Male Friend, ALWAYS OR ALMOST ALWAYS TRUE that you disclose positive things to your Mother, and SOMETIMES BUT INFREQUENTLY TRUE that you disclose positive things to your Father then you would rate these answers as follows:

	Best Female Friend	Best Male Friend	Mother	Father
I usually disclose positive things about myself.	<input type="checkbox" value="5"/>	<input type="checkbox" value="4"/>	<input type="checkbox" value="7"/>	<input type="checkbox" value="3"/>

Self Disclosure Scale

1	2	3	4	5	6	7
Never or Almost Never True	Usually Not True	Sometimes But Infrequently True	Occasionally True	Often True	Usually True	Almost or Almost Always True

	Best Female Friend	Best Male Friend	Mother	Father
1. When I wish, my self disclosures are always accurate reflections of who I really am.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. When I express my personal feelings, I am always aware of what I am doing and saying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. When I reveal my feelings about myself, I consciously intend to do so.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I do not often talk about myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. My statements of my feelings are usually brief.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. My conversation lasts the least time when I am discussing myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Only infrequently do I express my personal beliefs and opinions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I usually disclose positive things about myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. On the whole, my disclosures about myself are more negative than positive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I cannot reveal myself when I want to because I do not know myself thoroughly enough.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I am often not confident that my expression of my own feelings, emotions, and experiences are true reflections of myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I am not always honest in my self-disclosures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I do not always feel completely sincere when I reveal my own feelings, emotions, behaviors, or experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I intimately disclose who I really am, openly and fully in my conversation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Once I get started, my self-disclosures last a long time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I typically reveal information about myself without intending to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

On the following page you will be given 16 questions. You are asked to respond to these questions as you would communicate with each of four people (Best Male Friend, Mother, Father, Best Female Friend). That is we would like you to indicate on a scale from 1 to 7 how true of you these communication statements are. Please do not leave any box unmarked. Mark the following statements to reflect how you communicate with your Best Male Friend, your Mother, your Father, and your Best Female Friend.

Example A

	Best Male Friend	Mother	Father	Best Female Friend
I usually disclose positive things about myself.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Mark a 1 in the appropriate box if it is NEVER OR ALMOST NEVER TRUE that you do.

Mark a 2 in the appropriate box if it is USUALLY NOT TRUE that you do.

Mark a 3 in the appropriate box if it is SOMETIMES BUT INFREQUENTLY TRUE that you do.

Mark a 4 in the appropriate box if it is OCCASIONALLY TRUE that you do.

Mark a 5 in the appropriate box if it is OFTEN TRUE that you do.

Mark a 6 in the appropriate box if it is USUALLY TRUE that you do.

Mark a 7 in the appropriate box if it is ALWAYS OR ALMOST ALWAYS TRUE that you do.

Thus if you feel it is OFTEN TRUE that you disclose positive things about yourself to your Best Male Friend, OCCASIONALLY TRUE that you disclose positive things about yourself to your Mother, ALMOST OR ALWAYS TRUE that you disclose positive things to your Father, and SOMETIMES BUT INFREQUENTLY TRUE that you disclose positive things to your Best Female Friend then you would rate these answers as follows:

	Best Male Friend	Mother	Father	Best Female Friend
I usually disclose positive things about myself.	<input type="text" value="5"/>	<input type="text" value="4"/>	<input type="text" value="7"/>	<input type="text" value="3"/>

On the following page you will be given 16 questions. You are asked to respond to these questions as you would communicate with each of four people (Father, Best Female Friend, Best Male Friend, Mother). That is we would like you to indicate on a scale from 1 to 7 how true of you these communication statements are. Please do not leave any box unmarked. Mark the following statements to reflect how you communicate with your Father, Best Female Friend, Best Male Friend, and Mother.

Example A

	<u>Father</u>	<u>Best Female Friend</u>	<u>Best Male Friend</u>	<u>Mother</u>
I usually disclose positive things about myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Mark a 1 in the appropriate box if it is NEVER OR ALMOST NEVER TRUE that you do.

Mark a 2 in the appropriate box if it is USUALLY NOT TRUE that you do.

Mark a 3 in the appropriate box if it is SOMETIMES BUT INFREQUENTLY TRUE that you do.

Mark a 4 in the appropriate box if it is OCCASIONALLY TRUE that you do.

Mark a 5 in the appropriate box if it is OFTEN TRUE that you do.

Mark a 6 in the appropriate box if it is USUALLY TRUE that you do.

Mark a 7 in the appropriate box if it is ALWAYS OR ALMOST ALWAYS TRUE that you do.

Thus if you feel it is OFTEN TRUE that you disclose positive things about yourself to your Father, OCCASIONALLY TRUE that you disclose positive things about yourself to your Best Female Friend, ALWAYS OR ALMOST ALWAYS TRUE that you disclose positive things to your Best Male Friend, and SOMETIMES BUT INFREQUENTLY TRUE that you disclose positive things to your Mother then you would rate these answers as follows:

	<u>Father</u>	<u>Best Female Friend</u>	<u>Best Male Friend</u>	<u>Mother</u>
I usually disclose positive things about myself.	<input type="checkbox" value="5"/>	<input type="checkbox" value="4"/>	<input type="checkbox" value="7"/>	<input type="checkbox" value="3"/>

Self Disclosure Scale

1	2	3	4	5	6	7
Never or Almost Never True	Usually Not True	Sometimes But Infrequently True	Occasionally True	Often True	Usually True	Almost or Almost Always True

	<u>Father</u>	<u>Best Female Friend</u>	<u>Best Male Friend</u>	<u>Mother</u>
1. When I wish, my self disclosures are always accurate reflections of who I really am.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. When I express my personal feelings, I am always aware of what I am doing and saying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. When I reveal my feelings about myself, I consciously intend to do so.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I do not often talk about myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. My statements of my feelings are usually brief.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. My conversation lasts the least time when I am discussing myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Only infrequently do I express my personal beliefs and opinions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I usually disclose positive things about myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. On the whole, my disclosures about myself are more negative than positive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I cannot reveal myself when I want to because I do not know myself thoroughly enough.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I am often not confident that my expression of my own feelings, emotions, and experiences are true reflections of myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I am not always honest in my self-disclosures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I do not always feel completely sincere when I reveal my own feelings, emotions, behaviors, or experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I intimately disclose who I really am, openly and fully in my conversation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Once I get started, my self-disclosures last a long time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I typically reveal information about myself without intending to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

On the following page you will be given 16 questions. You are asked to respond to these questions as you would communicate with each of four people (Mother, Father, Best Female Friend, Best Male Friend). That is we would like you to indicate on a scale from 1 to 7 how true of you these communication statements are. Please do not leave any box unmarked. Mark the following statements to reflect how you communicate with your Mother, your Father, your Best Female Friend, and Best Male Friend.

Example A

	<u>Mother</u>	<u>Father</u>	<u>Best Female Friend</u>	<u>Best Male Friend</u>
I usually disclose positive things about myself	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Mark a 1 in the appropriate box if it is NEVER OR ALMOST NEVER TRUE that you do.

Mark a 2 in the appropriate box if it is USUALLY NOT TRUE that you do.

Mark a 3 in the appropriate box if it is SOMETIMES BUT INFREQUENTLY TRUE that you do.

Mark a 4 in the appropriate box if it is OCCASIONALLY TRUE that you do.

Mark a 5 in the appropriate box if it is OFTEN TRUE that you do.

Mark a 6 in the appropriate box if it is USUALLY TRUE that you do.

Mark a 7 in the appropriate box if it is ALWAYS OR ALMOST ALWAYS TRUE that you do.

Thus if you feel it is OFTEN TRUE that you disclose positive things about yourself to your Mother, OCCASIONALLY TRUE that you disclose positive things about yourself to your Father, ALMOST OR ALWAYS TRUE that you disclose positive things to your Best Female Friend, and SOMETIMES BUT INFREQUENTLY TRUE that you disclose positive things to your Best Male Friend then you would rate these answers as follows:

	<u>Mother</u>	<u>Father</u>	<u>Best Female Friend</u>	<u>Best Male Friend</u>
I usually disclose positive things about myself	<input type="text" value="5"/>	<input type="text" value="4"/>	<input type="text" value="7"/>	<input type="text" value="3"/>

Self Disclosure Scale

1	2	3	4	5	6	7
Never or Almost Never True	Usually Not True	Sometimes But Infrequently True	Occasionally True	Often True	Usually True	Almost or Almost Always True

	Mother	Father	Best Female Friend	Best Male Friend
1. When I wish, my self disclosures are always accurate reflections of who I really am.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. When I express my personal feelings, I am always aware of what I am doing and saying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. When I reveal my feelings about myself, I consciously intend to do so.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I do not often talk about myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. My statements of my feelings are usually brief.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. My conversation lasts the least time when I am discussing myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Only infrequently do I express my personal beliefs and opinions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I usually disclose positive things about myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. On the whole, my disclosures about myself are more negative than positive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I cannot reveal myself when I want to because I do not know myself thoroughly enough.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I am often not confident that my expression of my own feelings, emotions, and experiences are true reflections of myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I am not always honest in my self-disclosures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I do not always feel completely sincere when I reveal my own feelings, emotions, behaviors, or experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I intimately disclose who I really am, openly and fully in my conversation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Once I get started, my self-disclosures last a long time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I typically reveal information about myself without intending to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 1) Age: _____ years
- 2) Sex: _____ Male, _____ Female
- 3) Birth Order: _____ First Born (Oldest Child)
 _____ Middle Child
 _____ Youngest Child
- 4) a. Number of older sisters: _____
 b. Number of younger sisters: _____
- 5) a. Number of older brothers: _____
 b. Number of younger brothers: _____
- 6) During my home life (ages birth to 18 years) I would rate the atmosphere in my home as: (please circle the one number which you believe to be most true)

Extremely
 warm, open
 communication
 among family
 members (over-
 all loving)

1 2 3 4 5 6 7

Extremely
 cold, no open
 communication
 among family
 members (overall
 hostile)

- 7) a. Please rate, by circling one number, how emotionally close you felt to your mother.

very
 emotionally
 close

1 2 3 4 5 6 7

not
 emotionally
 close

- b. Please rate, by circling one number, how emotionally close you felt to your father.

very
 emotionally
 close

1 2 3 4 5 6 7

not
 emotionally
 close

- c. Please rate, by circling one number, how emotionally close you felt to your siblings (sisters and brothers) in general.

very
 emotionally
 close

1 2 3 4 5 6 7

not
 emotionally
 close

- 8) a. Please rate, by circling one number, how nurturant (warm, loving, giving) you felt your mother was while you were growing up (ages birth to 18 years).

not at all
 nurturant

1 2 3 4 5 6 7

very
 nurturant

- 8) b. Please rate, by circling one number, how nurturant (warm, loving, giving) you felt your father was while you were growing up (ages birth to 18 years).

not at all nurturant 1 2 3 4 5 6 7 very nurturant

- 9) a. Please rate, by circling one number, how strict (set limits, punished) your mother was.

very strict 1 2 3 4 5 6 7 not very strict

- b. Please rate, by circling one number, how strict (set limits, punished) your father was.

very strict 1 2 3 4 5 6 7 not very strict

- 10) On the last date I had, before coming to this study, I would rate our communication level as:

Very poor, we did not talk to each other about intimate or hard to talk about topics.

1 2 3 4 5 6 7

Very good, we talked about a lot of intimate or hard to talk about topics.

- 11) a. I feel my ability to develop several friendships is:

Good, I'm very sociable. 1 2 3 4 5 6 7 Poor, I'm very shy.

- b. I feel my ability to develop an intimate (strong, close, positive) relationship is:

Good 1 2 3 4 5 6 7 Poor

- c. I feel my ability to develop a few good friendships is:

Good 1 2 3 4 5 6 7 Poor

- d. The statement, "I feel I can easily make casual conversation with strangers," is:

Very true of me 1 2 3 4 5 6 7 Very not true of me