To Post or Not to Post:

An Examination of Gender Differences in Undergraduates' Self-Disclosure on Facebook

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This project is dedicated to:

My Husband-Joseph Walls

I could not have done this without your support and encouragement. You have been my rock

during difficult times, and I cannot wait to see what is in store for our future.

and

My Parents-Dan and Staci Thompson

I would not be where I am today without all the love and support you have given me as well as

all the sacrifices you have made for me over the years.

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Abstract

Due to the popularity and role Facebook plays in society, the present study seeks to better

understand why undergraduates disclose on Facebook and what they are willing to share. The

research questions for the study include: RQ 1: Are undergraduate women, ages 18-23, or

undergraduate men, ages 18-23, more likely to disclose personal information on Facebook?, RQ

2: Are undergraduate women, ages 18-23, or undergraduate men, ages 18-23, more likely to

disclose contact information (e-mail address, phone number, address, instant message screen

name) on Facebook?, and RQ 3: Are the reasons for engaging in self-disclosure different

between undergraduate women, ages 18-23, and undergraduate men, ages 18-23? The sample

consisted of 507 participants, 244 males and 263 females. The participants took a 5 part online

survey that included closed-ended and open-ended questions. The results revealed that females

were more likely to disclose personal information about friends, family, holidays, school, and

religion. Men were more likely to disclose personal information about politics and sports. In

regards to contact information, men were more likely than women to include their e-mail

addresses and mobile phone numbers. Overall, the results revealed that the reasons for engaging

in disclosure were similar; however, a few differences emerged.

Key Words: Facebook, Self-Disclosure, Social Penetration Theory, Online, Gender Differences,

Personal Information, Contact Information, Reasons for Disclosure

To Post or Not to Post: An Examination of Gender Differences in Undergraduates' Self-

Disclosure on Facebook

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Chapter 1: Introduction

Facebook has swept the nation, becoming a staple in society. The popularity of Facebook is readily apparent by the number of users. David Kirkpatrick noted in his book *The Facebook Effect: The Inside Story of the Company that is Connecting the World* that as of February 2010, Facebook had 400 million active users (16). Kirkpatrick revealed the website is the second most visited site of all websites (16). The popularity of Facebook is due in large part to the nature of the website. Mark Zuckerburg, founder of Facebook, listed the mission statement on Facebook.com as: "to give people the power to share and make the world more open and connected" (n. pag.). As can be seen by the mission statement, Facebook was designed to be a place where users can reveal information about themselves and connect with others. Furthermore, scholars, such as Andrew Ledbetter and colleagues, acknowledged that "self-disclosure is an important Facebook communication behavior," which makes the website a prime candidate for studying gender differences in undergraduates' self-disclosure (32).

Past research has indicated that individuals are willing to reveal a wide variety of information on social networking sites such as Facebook (Strano 1). Research has also shown that many individuals feel more comfortable expressing intimate topics online than in face-to-face settings (Bond 30). Christofides, Muise, and Desmarais found that individuals disclosed more information about themselves on Facebook than they did in general (341). Past research on gender and self-disclosure revealed that, overall, women are more likely to engage self-disclosure than men (Dolgin, Meyer, and Schwartz 314; Edwards, Allen, and Hayhoe 98; Murstein and Adler 204). Those studies that have looked at gender differences in online settings have shown that men are more likely to share contact information such as phone numbers, home addresses, and e-mail addresses, while women disclose more personal information than men

(Taraszow et al. 93-95).

Despite this past research, there is still a great need for research on gender differences in undergraduates' self-disclosure on Facebook. Many of the studies that looked at gender differences in disclosure on Facebook were found in psychology journals or other journals that are not communication journals. Also, many of the studies focused only on one aspect of Facebook, such as profile pages, instead of exploring all of the features that encourage self-disclosure on Facebook. Previous studies are also deficient because they are a few years old, and Facebook is continuing to grow and add more features. Therefore, new research is necessary.

Significance

The present study is significant because it seeks to add more knowledge to communication scholarship on self-disclosure on Facebook. While it does test past findings, it also explores new aspects of self-disclosure on Facebook. For example, the study examines many features of Facebook that undergraduates use for self-disclosure, such as wall comments, statuses, notes, and About Me sections. These features have not been researched in previous studies. Also, this study explores more topics of self-disclosure than other studies, including political views, activities, interests, people who inspire the participants, languages spoken and other topics. Also, it applies social penetration theory to disclosure on Facebook. Other studies have examined self-disclosure on Facebook, but they have not used this theory to explain gender differences in disclosure on the site. Because social penetration theory is used, the study investigates more facets of self-disclosure, specifically depth and breadth. Other studies on self-disclosure on Facebook have not looked for depth and breadth of disclosure on Facebook.

The study also examines gender differences in the motivations for disclosure on Facebook. Past studies have not explored why undergraduates disclose on Facebook. Finally,

this study is significant because Facebook has become highly influential and worthy of study. Kirkpatrick writes, "Facebook is bringing the world together. It has become an overarching common cultural experience for people worldwide…it has become a technological powerhouse with unprecedented influence across modern life" (15). Therefore, this study will help explain the phenomenon of Facebook and why undergraduate men and women choose to disclose information on the website.

Purpose Statement and Overview

The purpose of this study is to explore gender differences in undergraduates' self-disclosure on Facebook. The study uses social penetration theory, particularly the concepts of self-disclosure, depth, and breadth, as the theoretical framework. The study takes a quantitative approach, utilizing an online survey to obtain the data. The sample will be a sample of convenience, consisting of undergraduate students enrolled in introductory communication courses at a Mid-Atlantic university. They were asked to complete a five section online questionnaire designed to answer the research questions of the study. The questions include:

RQ 1: Are undergraduate women, ages 18-23, or undergraduate men, ages 18-23, more likely to disclose personal information on Facebook?

RQ 2: Are undergraduate women, ages 18-23, or undergraduate men, ages 18-23, more likely to disclose contact information (e-mail address, phone number, address, instant message screen name) on Facebook?

RQ 3: Are the reasons for engaging in self-disclosure different between undergraduate women, ages 18-23, and undergraduate men, ages 18-23?

disclosure on Facebook. Also, RQ1 and RQ2 are different from other studies because they focus on a specific age range, 18-23 year olds.

The remaining chapters of this thesis include a literature review, the methodology, the results and discussion, and recommendations for future research. In the literature review, previous research on social penetration theory, self-disclosure, young adults' self-disclosure, gender differences in self-disclosure, and online self-disclosure will be presented. The methodology will provide an in-depth explanation of how the study was conducted as well as who the participants were. It will also provide a rationale for the choices of social penetration theory and Facebook for this study. The results and discussion section will present the data from the participants and provide answers to the research questions. The final chapter will present how this study could be changed for future research. Now that the study has been briefly explained, it is important to have a firm grasp on the previous research and past findings on undergraduates' self-disclosure on Facebook. Therefore, the next chapter will include a literature review that will provide numerous studies that serve as a background for the present study.

Chapter 2: Literature Review

Karel Baloun, one of Facebook's early engineers, wrote in his book *Inside Facebook: Life, Work and Visions of Greatness* that "Facebook is No. 1 in the amount of time spent on-site by visiting users. Think about that. A site that didn't even exist years ago is *the* place on the Internet where visiting users spend more time than any other site" (7). The popularity of this website is undeniable in current society, especially among college students. In fact, Baloun wrote, "Facebook is the most important site for folks in college" (7). One of the major reasons college students flock to Facebook is that it allows them to connect with others by forming and maintaining relationships. Facebook users are able to reconnect with old friends and build relationships with people they just met at college. The relationship development that occurs on Facebook is greatly affected by social penetration and the self-disclosure that occurs on the site.

Self-disclosure is defined in Kathleen Galvin, Carma Bylund, and Bernard Brommel's book *Family Communication: Cohesion and Change* as "occurring when one person intentionally tells another personal or private things about himself or herself that the other is unable to discern in a different manner " (132). Studies have shown that self-disclosure is a crucial aspect of relationships. For example, Nina Howe and associates noted that " disclosing or revealing intimate information about oneself is a critical component of close interpersonal relationships" (Howe et al. 439). This holds true for relationships on Facebook as well.

To gain a better understanding of the goal of the present study, which is to examine gender differences in undergraduate's self-disclosure on Facebook, this literature examines many key aspects involved in the study. The first section explains social penetration theory, from which the concept of self-disclosure was taken. The second section explores self-disclosure in greater depth, while the following section will focus specifically on undergraduates' self-

disclosure. The next part examines gender differences in self-disclosure, and the final section

explores self-disclosure in online settings, including Facebook.

Social Penetration Theory

Social penetration theory was developed by Irwin Altman and Dalmas Taylor in 1973

and was described in their book *Social Penetration: The Development of Interpersonal*

Relationships. This book focused on how relationships are formed and dissolved, and it

introduced key concepts of social penetration theory. Social penetration was defined by Altman

and Taylor as "overt interpersonal behaviors that take place in social interaction and internal

subjective processes which precede, accompany, and follow overt exchange" (5). The theory

presented two hypotheses about the formation of relationships. The first was that "interpersonal

exchange progresses from superficial non-intimate areas to more intimate, deeper layers of the

selves of the social actors" (Altman and Taylor 6). While the theorists believed the social

penetration process was orderly and went through stages, they acknowledged that individual

differences in personality would influence people to experience the process differently (Altman

and Taylor 7). The second hypothesis was that "people assess interpersonal rewards and costs,

satisfaction and dissatisfaction, gained from interaction with others, and that the advancement of

the relationship is heavily dependent on the amount and nature of the rewards and costs"

(Altman and Taylor 6). Therefore, if an individual believed the cost of the relationship

outweighed the rewards, he or she would not enter into or continue the relationship.

A famous feature of social penetration theory is the model of onion layers. This model

focused on an important element of social penetration theory, self-disclosure. This theory

suggested "self-disclosure is what drives relationships closer" (Baldwin, Perry, and Moffit 112).

The onion model brought to life two important components of self-disclosure, which are depth

and breadth of disclosure. Altman and Taylor viewed social penetration as a way to peel back

the "layers" of others, much like how one peels back layers on an onion. The outer layers of the onion represented more superficial information. This layer, commonly referred to as breadth, included information such as family background, geographic history, and general likes and dislikes. In contrast the inner layers, often referred to as depth, contained more personal information. The information disclosed becomes more intimate as the layers are peeled away. Altman and Taylor suggested that relationships start with outer layer topics and move to inner layer topics as the relationship grows (17-30). Rewards and cost also play a part in self-disclosure, with individuals weighing the benefits and risks of disclosure before they decide to disclose (Hallsten 113).

Altman and Taylor presented four stages of relationship development, which include orientation, exploratory affective exchange, affective exchange, and stable exchange (Hallsten 113). In the orientation stage, only public and superficial information is exchanged. If the rewards of this stage outweigh the costs, then the relationship enters the exploratory affective stage (Littlejohn and Foss 203). This stage includes a deeper level of self-disclosure than the first. It involves "exploring how each other feels" and getting a better idea of the other's personality (Hallsten 113). The third stage is the affective exchange, which is when individuals disclose even more personal information and begin discussing topics such as hopes, spiritual beliefs, and fears (Hallsten 113). The final stage, stable exchange, occurs when individuals reveal highly intimate information and their core personality, the center of the onion. At this stage the individuals begin to be able to predict the others' behaviors (Littlejohn and Foss 203). Depenetration occurs when the relationship begins to break down and deteriorate. During depenetration, individuals move from disclosing personal information to less personal information (Altman and Taylor 7).

Nicole Allensworth also described social penetration theory in her article "Social Penetration: A Description, Research and Evaluation." She explained, "Social penetration theory relates to each and every one of us on a daily basis—the formation of relationships in our lives" (Allensworth 12). According to Allensworth, the study of social penetration can help individuals learn how to better form and maintain relationships. Because of this, "studying social penetration theory is of great importance to the study of communication" (Allensworth 21). This reveals the value of using social penetration theory as a framework for study.

The depth and breadth of disclosure was examined in Dalmas Taylor's article "The Development of Interpersonal Relationships: Social Penetration Processes." Taylor wrote, "Social penetration refers to the reciprocal behaviors that occur between individuals in the development of an interpersonal relationship" (79). In this study, Taylor hypothesized that exchanges between individuals would increase over time. He also suggested that dyads composed of best friends would have greater breadth of penetration. Finally, Taylor posited that dyads that were high-revealing, rather than low-revealing, would experience a more rapid increase in depth of penetration (Taylor 80). The participants included 695 roommates who filled out two questionnaires (Taylor 81). The idea that the breadth of penetration would be greater in high-revealers was partially supported (Taylor 84). Also, high-revealers were found to disclose more intimate information and have greater depth of penetration at a faster rate then low-revealers (Taylor 89).

George Keiser and Irwin Altman looked at nonverbal behavior in the social penetration process. The researchers examined the nonverbal behaviors in conversations involving close friends and conversations of strangers (Keiser and Altman 147). They predicted good friends who were discussing a non-intimate topic would have high levels of immediacy behavior and

relaxed mannerisms. They also hypothesized that good friends discussing an intimate topic and casual acquaintances discussing non-intimate topics would experience a time of comfort and a time of tension, which would be reflected in their nonverbal behaviors (Keiser and Altman 148). The subjects included two pairs of actresses that were given scenarios to act out, which were videotaped by the researches (Keiser and Altman 149). The scenarios included the pairs being good friends or casual acquaintances discussing intimate or non-intimate topics. The actresses were not given scripts and were not told how to behave. They were given three minutes to improvise conversations based on their scenarios. After all of the scenarios were acted out, the researchers watched the videotapes and coded the behaviors of the actresses. The results showed good friends did, in fact, have more relaxed nonverbal behavior when discussing non-intimate topics (Keiser and Altman 158).

Social penetration theory was applied to marriages in James Honeycutt's article "A Model of Marital Functioning Based on an Attraction Paradigm and Social-Penetration Dimensions." In this study, Honeycutt proposed a model of marital functioning that included aspects of social penetration theory, including communication effectiveness, openness, attentiveness, flexibility, and expressiveness (Honeycutt 653). The sample included 383 married couples from several states. They were asked to complete paper questionnaires separately and send them back to the researcher (Honeycutt 654). The results showed that Honeycutt's model of marital functioning was supported. Also, the results suggested that "openness was the most important penetration variable leading to communication effectiveness" (Honeycutt 657). Attentiveness was the next important, followed by expressiveness. Communication effectiveness within marriages was influenced the least by flexibility (Honeycutt 657).

Joe Ayres compared social penetration theory to the uncertainty reduction theory in his

article "Uncertainty and Social Penetration Theory Expectations About Relationship

Communication: A Comparative Test." Ayers pointed out that social penetration theory posits

that strangers and friends will ask questions at similar rates, but the questions they ask will be

different (194). The goal of the study was to determine which theory, social penetration theory

or uncertainty reduction theory, was more effective in explaining relationship development. The

participants included 24 undergraduate students. They were split into six pairs, and their

conversations with the researchers were audio taped and later coded (Ayers 194). The results

supported Altman and Taylor's social penetration theory of relational development (Ayers 199).

Self-Disclosure

Self-disclosure is a key facet of social penetration theory. Hensley noted in his article "A

Theory of Valenced Other: The Intersection of the Looking-Glass-Self and Social Penetration"

that the idea of social penetration "rests squarely on the self-disclosure of the target to some

other individual" (299). Self-disclosure is often viewed as an innate response that individuals do

not have to learn to do (Hensley 299). This concept has been explored in several different types

of studies.

Dalmas Taylor and Irwin Altman explored self-disclosure in their article "Self-Disclosure

as a Function of Reward-Cost Outcomes." The researchers predicted that "positive

reinforcement would lead to greater disclosures of self and liking" (Taylor and Altman 21).

They also hypothesized that a change from negative reinforcement to positive reinforcement

would impact self-disclosure more than consistent positive reinforcement. Based on social

penetration theory, they believed that these differences would be greater in strongly committed

and highly intimate conditions. The sample included 56 sailors who participated in lengthy

interactions with others, which were examined by the researchers (Taylor and Altman 21). The

findings showed that the researchers were correct in all of their assumptions, with shifts in reinforcement affecting self-disclosure the most (Taylor and Altman 28-29).

Self-disclosure has also been associated with loneliness, which was the focus of Cecilia Solano, Phillip Batten, and Elizabeth Parish's study. The researchers suggested that those who do not feel that they have disclosed themselves to others would feel isolated. The sample consisted of 37 males and 38 females who completed two questionnaires (Solano, Batten, and Parish 525). The results showed that those who experienced feelings of loneliness were only moderately related to perceived self-disclosure. These findings only applied to friendships, not relationships with parents. The participants felt lonely only if they had not disclosed to either same-sex or cross-sex friends (Solano, Batten, and Parish 527).

Rebecca Rubin, Alan Rubin, and Matthew Martin's article "The Role of Self-Disclosure and Self-Awareness in Affinity-Seeking Competence" also explored the importance of self-disclosure. The researchers posited that self-disclosure and affinity seeking were related. They believed those who were able to develop affinity would be more likely to engage in self-disclosure with the goal of increasing intimacy (Rubin, Rubin, and Martin 115). The participants included 400 students who completed surveys (Rubin, Rubin, and Martin 119). The results supported the assumptions of the researchers, with self-disclosure and affinity being positively related (Rubin, Rubin, and Martin 124).

Self-disclosure in spouse and stranger interactions was analyzed in Kathryn Dindia, Mary Anne Fitzpatrick, and David Kenny's article. The researchers wanted to determine if there were any individual difference variables in self-disclosures between spouses and strangers. Also, they wanted to see if reciprocity and level of relationship affected self-disclosure. The results showed that self-disclosure was not a personality trait, and there were no major individual differences

(Dindia, Fitzpatrick, and Kenny 391). However, the level of the relationship did affect disclosure, with individuals disclosing more to close friends than strangers (Dindia, Fitzpatrick, and Kenny 408).

Self-disclosure has also been researched within the context of marriages. Lawrence Rosenfeld and Sharon Welsh explored self-disclosure within marriages in their article "Differences in Self-Disclosure in Dual-Career and Single-Career Marriages." The goal of the study was to discover any differences in self-disclosure, paying particular attention to depth, breadth, and amount of disclosure, between single-career marriages and dual-career marriages (Rosenfeld and Welsh 253). The researchers hypothesized that "there is an interaction between careerness and sex in the reported breadth, depth, and amount of self-disclosure of dual-career and single-career husbands and wives, where initial differences between couples on several demographic family variables are corrected/controlled" (Rosenfeld and Welsh 256). The sample, which consisted of individuals from large organizations and a university in the southeast, filled out self-disclosure questionnaires (Rosenfeld and Welsh 256). The results revealed that dual career husbands indicated greater depth, breadth, and amount of self-disclosure than single-career husbands, while single-career wives demonstrated greater depth, breadth, and amount of self-disclosure than dual-career wives (Rosenfeld and Welsh 260).

Dalmas Taylor, Irwin Altman, and Ladd Wheeler explored self-disclosure in groups in their article "Self-Disclosure in Isolated Groups." In this study the participants, who were 18-20 year olds who just finished Naval boot camp, were assigned different conditions that differed in privacy, outside stimulation, and expected length of confinement (Taylor, Altman, and Wheeler 40). The participants were divided into groups and placed into confinement rooms that were 12X12 (Taylor, Altman, and Wheeler 40). The participants were also given questionnaires about

their self-disclosure to fill out. The findings showed that "opportunities to interact produced

increasingly greater amounts of disclosure over days" (Taylor, Altman, and Wheeler 45).

Furthermore, the researchers discovered that disclosure was greater in conditions that had no

outside influences (Taylor, Altman and Wheeler 45).

This concept has also been applied to research in family communication. Catrin

Finkenauer, Rutger Engles, Susan Branje and Wim Meeus' article "Disclosure and Relationship

Satisfaction in Families" looked at the link between relationship satisfaction and self-disclosure

in families (Finkenauer et al. 195). The study predicted that self-disclosure varies in families

based on members' characteristics and the families' disposition towards disclosure. They also

predicted that disclosure would be greater among horizontal relationships than vertical

relationships (Finkenauer et al. 197). The sample consisted of 285 Dutch families, with each

family having two parents and two adolescent children (Finkenauer et al. 198). Trained

interviewers were sent to the participants' houses to monitor the participants as they filled out

questionnaires (Finkenauer et al. 199). The results supported the researchers' predictions,

finding that family members' characteristics and dispositions toward disclosure affected the

amount of disclosure. The findings also suggested that disclosure occurs more in horizontal

relationships. For example, the adolescent children were more likely to disclose to their siblings

than their parents (Finkenauer et al. 205).

Self-disclosure in the context of student-teacher relationships was explored in David

Fusani's article "Extra-Class Communication: Frequency, Immediacy, Self-disclosure, and

Satisfaction in Student-Faculty Interaction Outside the Classroom." This study examined the

amount and types of self-disclosure in outside of class encounters between faculty and students.

The fourth research question asked, "How much self-disclosure is perceived to occur during

ECC (extra-class communication)? Do student and faculty perceptions about each other's

disclosures differ?" (Fusani 238). The participants included 282 undergraduate students and 63

faculty members at a community college. The students and faculty were given parallel surveys

to complete (Fusani 238). The results indicated that there were no significant differences in the

perceptions of self-disclosure between faculty and students (Fusani 249). However, the results

showed that there were slight differences in the perceptions of the amount of disclosure. A

comparison of the faculty and student surveys revealed that most faculty members believed they

engaged in self-disclosure more frequently than the students reported they did (Fusani 249).

The self-disclosure of college professors was also investigated in Scott Myers and Maria

Brann's article "College Students' Perceptions of How Instructors Establish and Enhance

Credibility Through Self-Disclosure." The goal of the study was to determine how college

students believe their instructors establish and enhance credibility through in-class self-

disclosure (Myers and Brann 9). The methodology for this study included the use of focus

groups. The participants, 67 undergraduate students who were enrolled in an introductory

communication course, were divided into nine focus groups, each focus group lasted between

30-50 minutes. The transcripts of the focus groups were coded and analyzed line-by-line

(Myers and Brann 11). The findings revealed that the instructors established credibility by

making their disclosure relevant to the students or course material. When the instructors revealed

information that was perceived as being relevant to the students, the students thought their

professors were caring and trustworthy (Myers and Brann 12). Also, the participants reported

that "when instructors disclosed personal experiences relevant to similar situations students

experience, they cared about the students, which is important or establishing credibility" (Myers

and Brann 13). In order to enhance credibility, the participants reported that instructors should

continue to make the disclosure relevant and to make proper use of the timing of self-disclosures. Professors must make sure the disclosure happens at an appropriate time and does not take away too much time from the course material. Furthermore, professors must make sure they do not reveal too much personal information (Myers and Brann 14).

The self-disclosure of police officers was examined in Elizabeth Stokoe's article "I've Got a Girlfriend: Police Officers Doing 'Self-disclosure' in Their Interrogations of Suspects." The purpose of the study is to determine "when, how and for what interactional function, police officers disclose something about their personal lives to the suspects they interview" (Stokoe 154). The data were collected by examining 120 interviews between police officers and suspects in the United Kingdom. Audio tapes of the interviews were given to the researcher and were then transcribed (Stokoe 159). After analyzing the data, the researcher found only six cases of police officers revealing personal information about their lives to the suspects. However, the researcher found more instances of other types of self-disclosure, including hypothetical self-disclosure (what the officer would do or feel), categorical self-disclosure (self-disclosure about job-related information rather than personal information), self-disclosure in assessments (personal opinions about suspects actions), and disclosing mental states (Stokoe 159).   The police officers engaged in self-disclosure to "pursue particular answers, including admissions and confessions, from suspects" (Stokoe 180).

Myria Watkins Allen and colleagues focused on self-disclosure of females in the workplace in their article "Making Sense of Barriers Women Face in the Information Technology Work Force: Standpoint Theory, Self-disclosure, and Casual Maps." The participants included 73 female employees in a top manufacturing organization. The participants were divided into 6 focus groups (Allen et al. 834). They were then asked to describe the

barriers they face in the workplace and why they left their previous jobs. One goal of the study

was to determine which topics the participants were willing to disclose in the focus groups

(Allen et al. 831). The results indicated that women would openly engage in self-disclosure on

the following topics: turnover, promotion barriers, work stress, discrimination, lack of

consistency, and managing family responsibilities. The participants were not willing to discuss

openly ageism or lack of respect (Allen et al. 838).

Marshall Prisbell and Janis Anderson investigated self-disclosure in broader context in

their article "The Importance of Perceived Homophily, Level of Uncertainty, Feeling Good,

Safety, and Self-Disclosure in Interpersonal Relationships." The researchers hypothesized that

the "level of uncertainty is inversely related to self-disclosure," "feeling good is positively

related to self-disclosure," and "safety is positively related to self-disclosure" (Prisbell and

Anderson 26). The participants included four different subject samples. The first sample

included 400 elementary and secondary school teachers. The next sample consisted of 61

undergraduate students. The third sample included ten child-development professionals, and the

last group included 20 "members of a local Lions Club." The participants were given a packet of

scales to complete (Prisbell and Anderson 26). The results showed that the hypotheses were not

significantly supported. The researchers concluded, "All correlations with self-disclosure

suggested little predictability from the variables examined" (Prisbell and Anderson 30).

Self-disclosure and culture were examined in Yea-Wen Chen and Masato Nakazawa's

article "Influences of Culture on Self-Disclosure as Relationally Situated in Intercultural and

Interracial Friendships from a Social Penetration Perspective." The researchers hypothesized

that "levels of relational intimacy in intercultural and interracial friendships are positively

correlated with depth and frequency of topics of self-disclosure," and "as the levels of relational

intimacy in intercultural and interracial friendships increase, the intercultural and interracial friends have greater intent to disclose, disclose in greater amount and depth, and engage in more negative and honest-accurate disclosure" (Chen and Nakazawa 82-83). The researchers also posited that the length of friendships would affect relational intimacy and self-disclosure, and they believed the more individualistic friend would disclose more (Chen and Nakazawa 83-84). Finally, they thought that a person's self-disclosure would mirror those of the intercultural or interracial friend (Chen and Nakazawa 85). The participants included 252 individuals, most of whom were college students. The individuals were given questionnaires to complete that measured individualism-collectivism, relational intimacy, reciprocity and self-disclosure (Chen and Nakazawa 86). The findings supported most of the researchers' hypotheses. The only one that was not supported at all was the belief that individualistic individuals would disclose more (Chen and Nakazawa 89). The idea that a person's disclosure would mirror the other's was only partial supported. They found individuals would mirror the topics that were talked about, but not how the friend talks (Chen and Nakazawa 92).

Nancy Collins and Lynn Miller conducted an analysis of past literature on self-disclosure in their article "Self-Disclosure and Liking: A Meta-Analytic Review." In order to be included in Collins and Miller's article, the past studies had to meet the following criteria: 1) "The study had to contain either a manipulation or self-report measure of self-disclosure," 2) "The study had to contain a measure or manipulation of liking or attraction toward a target," 3) The study could not include "a clinical population or a therapy analogue," and "[t]he report had to include sufficient statistical information so that an effect size could be estimated" (460-461). The sample consisted of 94 studies on self-disclosure. After analyzing the sample, the researchers found that people who participate more often in intimate self-disclosures are liked more than

those who do not. Also, individuals often disclose more to those they initially like. Self-disclosure often influences people to like those who disclosed to them (Collins and Miller 457).

Self-Disclosure of Undergraduates

Undergraduates' self-disclosure in relationships was looked at in C. Arthur Vanlear, Jr.'s article "The Formation of Social Relationships: A Longitudinal Study of Social Penetration." The study looked at three levels of self-disclosure, including public, semi-private, and private-personal. The researchers sought to determine how the three levels change over time and how reciprocity affects change (Vanlear 299). The participants included 15 dyads of undergraduate students from two different universities (Vanlear 304). The results indicated that the breadth of penetration changed in all three levels. Development in relationships moved faster early on in relationships. The researchers also found that public and semi-private information was disclosed throughout the relationships, while private information occurred systematically later on in the dyads (Vanlear 314).

Alicia Mathews, Valerian Derlega, and Jennifer Morrow's article "What is Highly Personal Information and How is It Related to Self-Disclosure Decision-Making? The Perspective of College Students," examined what college students view as highly personal information. The study also explored the effects of relationship type on self-disclosure (Mathews, Derlega, and Morrow 86). The sample consisted of 238 college students, with 113 men and 125 women, who completed questionnaires. The questionnaire had them describe a "highly personal experience, personal feeling, or private aspect about yourself that you consider to be very sensitive" (Mathews, Derlega, and Morrow 86). Then they indicated whether they disclosed this information to their "mother, father, same-sex friend, and current or most recent dating partner" (Mathews, Derlega, and Morrow 86). The results showed that the students were

least likely to disclose information to their fathers (Mathews, Derlega, and Morrow 87).

In the article, "The Father-Young Adult Relationship: Interpersonal Motives, Self-Disclosure, and Satisfaction," Matthew Martin and Carolyn Anderson looked at the role self-disclosure, interpersonal motives, and satisfaction play in the father-young adult child relationship. The researchers hypothesized that the young adults' patterns of self-disclosure with their fathers would be similar to the fathers' patterns of self-disclosure with their children (Martin and Anderson 121). The participants included 159 undergraduate students and their fathers. The students completed a questionnaire in a classroom setting, while the fathers were sent questionnaires in the mail. To measure self-disclosure, the survey included Wheeless' Revised Self-Disclosure Scale (Martin and Anderson 122). The results revealed that the researchers' hypothesis was supported (Martin and Anderson 123).

Matthew Martin, Carolyn Anderson, and Timothy Mottet studied self-disclosure in families in the article, "Perceived Understanding and Self-Disclosure in the Stepparent—Stepchild Relationship." The article examined the relationship between self-disclosure and perceived understanding in the stepparent-stepchild relational context (281). The study consisted of five research questions, including questions about the relationship between disclosure and perceived understating as well as the effect of gender on self-disclosure (Martin, Anderson, and Mottet 283). The participants included 165 college students who had at least one stepparent. The participants completed a questionnaire that utilized Cahn and Shulman's Feelings of Understanding/Misunderstanding Scale and Wheeless's Revised Self-Disclosure Scale (Martin, Anderson, and Mottet 284). The findings indicated that self-disclosure is positively related to perceived understanding (Martin, Anderson, and Mottet 286).   Self-disclosure between the stepchild and stepparent was affected by gender, with the stepdaughter and stepfather

relationship having the highest level of self-disclosure.

Mie Kito also researched self-disclosure in college students' romantic relationships. The researcher focused on both American and Japanese students. The goal of the study was to determine whether there were any differences across four types of relationships, including passionate love relationships, companionate love relationships, same-sex friendships, and cross-sex friendships (Kito 127). Participants included 145 college students (Kito 132). The participants were given surveys that contained three different scales, including the Self-Disclosure Index, the Passionate Love Scale, and the Companionate Love Scale (Kito 133). The findings suggested that American students reported higher levels of self-disclosure, regardless of relationship type. Kito also discovered that self-disclosure was significantly higher in romantic relationships (135).

Charles Tardy, Lawrence Hosman, and James Bradac investigated the topic of disclosure and target of disclosure in their article "Disclosing Self to Friends and Family: A Reexamination of Initial Questions." The researchers asked whether disclosure target and topic affected self-disclosure and honesty of disclosure (Tardy, Hosman, and Bradac 264). The sample consisted of 104 undergraduate volunteers who completed questionnaires (Tardy, Hosman, and Bradac 264). The results revealed that target and topic both affected the frequency and honesty of self-disclosure. If the targets were considered close friends, the participants were more willing to disclose negative aspects about themselves (Tardy, Hosman, and Bradac 266).

The appropriateness of self-disclosure in differing circumstances was examined in Alan Chaikin and Valerian Derlega's article "Variables Affecting the Appropriateness of Self-Disclosure," which included two studies. The first study predicted that based on social penetration theory, intimate self-disclosure "to a stranger should be rated as least appropriate,

followed by disclosure to an acquaintance, whereas disclosure to a close friend should be rated most appropriate" (Chaikin and Derlega 589). The sample for this study consisted of 120 undergraduate students. The participants were given a scenario to read and were asked to rate the behavior found in the scenario (Chaikin and Derlega 590). The results confirmed the researchers' prediction (Chaikin and Derlega 591). The second study explored the effect of age on the appropriateness of self-disclosure and predicted that "non-disclosure of intimate information would be regarded as equally appropriate, regardless of the age of the target" (Chaikin and Derlega 591). The sample included 120 undergraduates and used the same procedure as the first study. The findings supported the researchers' predictions (Chaikin and Derlega 592).

Undergraduates' self-disclosure in friendships was explored in Amy Johnson and colleagues article "Relational closeness: Comparing Undergraduate Students' Geographically close and Long Distance Friendships." The goal of the study was to examine how participants define relational closeness, including interaction patterns, in long distance and geographically close friendships (Johnson et al. 631). The participants included 137 undergraduate students who were enrolled in communication courses (Johnson et al. 635). The participants were randomly assigned to either a geographically close condition or a long distance condition. After given the condition, they were asked to respond to the following open-ended question about their same-sex friend who fell under the assigned condition: "What does being 'close' in this friendship mean to you?" (Johnson et al. 635). The results revealed that in every condition (female long-distance, female close distance, male long-distance, male close distance) self-disclosure was listed as the definition of closeness (Johnson et al. 636).

Self-disclosure in college friendships was also the focus of Valerian Derlega and

colleagues' article "Why Does Someone Reveal Highly Personal Information? Attributions for

and Against Self-Disclosure in Close Relationships." The article included the following research

questions: "1) What are research participants' attributions for the disclosure and nondisclosure of

highly personal information?." "2) Do attributions reflect concerns about rewards and costs of

disclosure or the tension between openness with another and privacy?," and "3) How often are

particular attributions for disclosure/nondisclosure used in various types of relationships?"

(Derlega et. al. 117). The sample consisted of 238 undergraduates who were asked to describe

something about themselves that they viewed as highly personal. They were then asked to

indicate whether they had revealed that information to significant others, which included their

parents, same-sex friend, or dating partner. They were then asked to explain their reasons for

disclosing or not disclosing the information (Derlega et al. 117). The findings demonstrated 11

reasons for disclosing to others, including "close relationship/trust, seeking help, duty to inform,

similarity, availability, other asked, other is involved in the situation, catharsis, educate, increase

intimacy/closeness, and self-clarification" (Derlega et al. 118). The researchers also found 12

reasons for not disclosing, which were:

> protecting the other, concern about losing the other's respect, privacy, superficial
>
> relationship, disclosing information is not important to the relationship, self-
>
> blame/low self-esteem, communication difficulties, other cannot be helpful,
>
> concern about putting the relationship at risk, other had prior knowledge about the
>
> information, other is unavailable physically, and dissimilarity. (Derlega et al. 118)

The findings also indicated that the participants perceived rewards and costs for disclosing,

which influenced their disclosures (Derlega et al 128). Self-disclosure also varied based on the

relationship. For example, participants reported they disclosed more to their mothers and same-

sex friends than to their fathers (Derlega et al 128).

The self-disclosure of male undergraduates was researched in Jonathan Bowman's article "The Influences of Attribution, Context, and Heterosexual Self-Presentation on Perceived Appropriateness of Self-Disclosure in Same-Sex Friendships." The purpose of the study was to determine what affects undergraduate heterosexual male self-disclosure to other males. Bowman hypothesized that "the fear of being perceived as gay will negatively associated with their belief in the appropriateness of same-sex friendship disclosure" (219). Bowman also believed that the context of the self-disclosure would affect perceived appropriateness. The participants included 135 heterosexual male undergraduates who were asked to complete two questionnaires (Bowman 220). The study confirmed Bowman's hypotheses, finding that context did impact disclosure and "the more concerned a man is of *appearing* gay, the less likely he is to feel that intimate self-disclosure is appropriate among same-sex male friends" (223).

Lawrence Hosman and Charles Tardy researched self-disclosure in their article "Self-Disclosure and Reciprocity in Short-and Long-Term Relationships: An Experimental Study of Evaluational and Attributional Consequences." The goal of the study was to investigate "the role of self-disclosure and reciprocity in simulated interactions between friends and acquaintances" (Hosman and Tardy 20). The sample included 127 undergraduate freshmen enrolled in a communication course. Each participant was randomly assigned to one of eight experimental conditions (Hosman and Tardy 23). This study used the same experimental design as that employed by Chaikin and Derlega. The participants were given transcripts of conversations and asked to respond to them by filling out a questionnaire (Hosman and Tardy 23). Some of the participants were told the messages were between two friends, while others were told they were strangers. The results showed that "self-disclosure is related to perceptions of trust" (Hosman

and Tardy 28). The researchers also discovered that the relationship and the speakers' level of intimacy made a large impact on the perception of self-disclosure, with participants finding high levels of self-disclosure between strangers not normal or appropriate. Self-disclosure between friends was viewed as normal and appropriate. As far as disclosure and reciprocity, Hosman and Tardy concluded, "Norms governing the appropriateness of a particular level of self-disclosure seem to be more important than norms governing the reciprocity of disclosure when assessing the predictability of a person's behavior" (29). Overall, they believed reciprocity of self-disclosure was more complex than many had previously thought.

Gender Differences and Self-Disclosure

While the previous section focused on self-disclosure itself, this section explores gender differences in disclosure. Many past studies on self-disclosure have looked for gender differences. Cecilia Solano looked at sex differences in self-disclosure by utilizing the Taylor-Altman Self-Disclosure Stimuli Scale. The Stimuli Scale was given to 167 students, with 65 females and 101 males (Solano 287). The results showed that females viewed topics on sexual activity as very intimate information that they would not disclose as often. In contrast, the topics men viewed as highly intimate were "family history, personal habits, opinions, feelings, and taste" (Solano 288). Overall, the study revealed that there were gender differences in the topics the participants were willing to disclose.

Gender differences in self-disclosures to different targets were explored in Joseph Stokes, Ann Huehrer, and Laurence Child's article "Gender Differences in Self-Disclosure to Various Target Persons." The first experiment looked at men and women's self-disclosure to strangers. The researchers predicted that males would be more willing to disclose to strangers than females (Stokes, Huehrer, and Child 192). The participants included 54 males and 54 females who

completed a questionnaire. The results showed that males were more likely to disclose to strangers and acquaintances, while women were more willing to disclose to those they know well (Stokes, Huehrer, and Child 192).

Self-disclosure and relationship satisfaction was examined in Elizabeth Vera and Nancy Betz's article "Relationships of Self-Regard and Affective Self-Disclosure to Relationship Satisfaction in College Students." The sample included 200 undergraduate students, 100 males and 100 females, who completed several questionnaires (Vera and Bertz 11). The results revealed that women had higher levels of emotional disclosure. However, self-disclosure was positively related to relationship satisfaction for both males and females (Vera and Bertz 17).

Gender differences in self-disclosure based on the source's and target's gender were also examined in Kim Dolgin, Leslie Meyer, and Janet Schwartz. Their study consisted of 172 undergraduate students who filled out the Jourard Self-Disclosure Questionnaire (Dolgin, Meyer, and Schwartz 314). They found that female-female best friend dyads disclosed the most information. Like Stokes, Huehrer, and Child, these researchers also found that men are more likely to disclose to acquaintances than females (Dolgin, Meyer, and Schwartz 327).

Sandra Petronio, Judith Martin, and Robert Littlefield discovered similar findings. Their sample consisted of 252 students who completed a questionnaire (Petronio, Martin, and Littlefield 269). The results showed that women placed a higher emphasis on sender and receiver characteristics. Women wanted to make sure the people they were disclosing were trustworthy and would accept what they are saying; whereas, men did not take those characteristics into consideration (Petronio, Martin, and Littlefield 271).

Helen Hacker also studied gender differences in self-disclosures by examining differences in disclosures among different types of friendships, including same-sex and cross-sex

dyads. The sample included 125 dyads, including female-female, male-male, and female-male.

The dyads were interviewed extensively by the researcher (Hacker 391). Hacker's results

reported that disclosure of both genders decreased in cross-sex dyads (392). The results showed

that women in general disclosed more than men (Hacker 392).

Gender differences in college students' self-disclosure about their financial situation to

their parents was the focus of Renee Edwards, Myria Watkins Allen, and Celia Ray Hayhoe's

article "Financial Attitudes and Family Communication about Students' Finances: The Role of

Sex Differences." The researchers hypothesized that men would be less open with their parents

about their financial information than women (Edwards, Allen, and Hayhoe 93). Another

hypothesis was that the students' attitudes toward finances in general would correlate with their

openness about their financial situations (Edwards, Allen, and Hayhoe 94).   The sample

included 1,317 undergraduate students from four different states (Edwards, Allen, and Hayhoe

94). The data were obtained through a multistate survey with students in Kansas taking an

online version, while students in Louisiana, Kentucky, and Missouri filled out a paper

questionnaire. The findings supported the first hypothesis by finding that sons were less likely

than daughters to disclose information about their financial situation. The results supported the

second hypothesis by finding that the students' attitudes toward finances in general correlated

with their openness about their financial situations. (Edwards, Allen, and Hayhoe 98).

Gender differences in the disclosure of college students was further examined in

Rosenfeld's article, which looked at avoiding self-disclosure. The participants included 140

undergraduate males and 220 undergraduate females. They completed the Revised Self-

Disclosure Scale and Disclosure Avoidance questionnaires (Rosenfeld 69). The results showed

that males avoided self-disclosure to avoid a loss of control and to avoid having to make

changes. Females avoided self-disclosure to keep themselves from getting hurt by others. Overall, both men and women evaded self-disclosure in interpersonal relationships (Rosenfeld 74).

Gender differences in self-disclosure in dating and married couples were studied in Murstein and Adler's article "Gender Differences in Power and Self-disclosure in Dating and Married Couples." The researchers hypothesized that women would disclose more feelings and men would disclose more accomplishments (Murstein and Adler 199). The sample included 20 married and 20 dating couples that completed surveys (Murstein and Adler 202). Results showed that women did in fact disclose more feelings than males in both dating relationships and marriages. However, there were no significant gender differences in disclosing accomplishments (Murstein and Adler 204).

Self-disclosure in dating relationships was also the focus of Zick Rubin and colleagues' article "Self-Disclosure in Dating Couples: Sex Roles and the Ethic of Openness." The researchers posited that "a pattern of greater female disclosure would be most likely to be found among couples with traditional sex-role attitudes, while a pattern of full and equal disclosure would be likely to prevail among couples with egalitarian sex-role attitudes" (Rubin et al. 306). They also believed power would impact self-disclosure in the dating couples (Rubin et al. 307). The sample included 231 dating couples that were all undergraduate students. They were asked to complete a 38 page questionnaire that measure self-disclosure and sex-role attitudes (Rubin et al. 307). The results indicated that overall there were no significant gender differences in self-disclosures, with most of couples reporting equal amounts of disclosure (Rubin et al. 309). However, there were a few gender differences in the topics disclosed. Women were more likely to disclose information about their feelings towards their parents, their friends about their closest

same-sex friend, their feelings about classes or work, their fears, and their accomplishments at work or school (Rubin et al. 310). Men were more likely to disclose information about their political views, the things about themselves that they were most proud of, and the things they liked most about their dating partner (Rubin et al. 310). Also, there was only slight support that females from traditional sex-role couples would disclose more than those in egalitarian sex-role couples (Rubin et al. 312). The researchers also discovered that relational power did not have correlation with self-disclosure (Rubin et al. 313).

Dalmas Taylor and Melissa Hands looked at gender and self-disclosure in their article "Disclosure Reciprocity and Liking as a Function of Gender and Personalism." This study contained two experiments. The subjects of the first experiment included 90 females and 60 males. The participants watched each other being interviewed and then filled out questionnaires (Taylor and Hands 1141). They found that females showed a higher level of liking and a greater willingness to reciprocate self-disclosure. The findings also suggested reciprocity was greater in cross-sex interactions. The second experiment included 68 males and 68 females who performed the same procedure as the first study. The results of the second experiment showed that regardless of gender, individuals were more likely to disclose information to highly intimate partners (Taylor and Hands 1149). This goes against previous findings that males were more likely to disclose to acquaintances. Overall, Taylor and Hands suggested gender differences are subtle rather than significant (1151).

Consedine, Sabag-Cohen, and Krivoshekova had similar findings in their study. They researched gender differences and ethnic differences in young adult's self-disclosure. The participants included 203 undergraduates, half African-American and the other half European American, who filled out surveys (Consedine, Sabag-Cohen, and Krivoshekova 256).   These

researchers found no significant gender differences in self-disclosure for both ethnicities (Consedine, Sabag-Cohen, and Krivoshekova 259).

Gender differences in self-disclosure in the workplace was examined in Fehmidah Munir and associates' article "Gender Differences in Managing Chronic Illness at Work: Exploring Predictors for Disclosure." The goal of the study was to determine if there were any gender differences at work in disclosing chronic illness (Munir et al. 173). The sample included 734 employees from an organization in the United Kingdom who reported a chronic illness (Munir et al. 175). The participants were given questionnaires to fill out that contained measures relating to their illness and self-disclosure. The results indicated that women were "more likely to disclose their illness to line managers" (Munir et al. 178). The researchers also found that both men and women were more likely to disclose information about their illness if they believed their manager would provide practical or emotional support (Munir et al. 179).

Kathryn Dindia and Mike Allen conducted a meta-analysis focused on gender differences in self-disclosure. They examined 205 studies that centered on this topic (Dindia and Allen 109). The researchers used statistical analysis to discover the findings. The results indicated that overall, women were more likely to disclose than men (Dindia and Allen 110). They also discovered that interactions between two females included the highest level of self-disclosure rather than male-male or male-female interactions (Dindia and Allen 112). However, the researchers pointed out that the findings that women disclose more were not supported in every study that was included. They determined that the factors influencing inconsistent results across studies were sex of the target, measures of self-disclosure and interaction effects (Dindia and Allen 115). As a whole, this section provided important background information on gender differences in disclosure.

Online Self-Disclosure

Self-disclosure frequently occurs in online settings. Lisa Collins Tidwell and Joseph Walther explored self-disclosure through computer mediated communication in their article "Computer-Mediated Communication Effects on Disclosure, Impressions, and Interpersonal Evaluations: Getting to Know One Another a Bit at a Time." The goal of the study was to determine whether communication channels affected self-disclosure, question-asking, and uncertainty reduction during initial interactions (Tidwell and Walther 317). Tidwell and Walther hypothesized that during initial interactions those in the computer-mediated settings would use greater self-disclosure and questions than those in face-to-face settings (323). In reference to self-disclosure they also predicted that those in computer mediated communication settings would disclose more than those in face-to-face settings (Tidwell and Walther 325). The participants included 158 undergraduate students who were assigned either a computer mediated condition or a face-to-face condition (Tidwell and Walther 328). The participants either told to get to know each other to solve a decision-making problem. The results showed that communication channel did impact self-disclosure, with those in the computer mediated condition reporting a higher number of self-disclosures (Tidwell and Walther 331). The researchers also discovered that as "opposed to FtF, CMC led to higher proportions of more intimate questions and lower proportions of peripheral questions" (Tidwell and Walther 335).

Narissa Punyanunt-Carter also explored the online self-disclosure of college students in her study "An Analysis of College Students' Self-Disclosure Behaviors on the Internet." The sample included 492 undergraduate students who were enrolled in introductory communication courses (Punyanunt-Carter n. pag.). The participants completed questionnaires that contained Wheeless's Revised Self-Disclosure Scale, which measures the intent, amount, positivity,

honesty/accuracy, and depth of self-disclosure. The results suggested that females were more likely to be aware of their disclosures, had a higher amount of disclosures, were more honest in their disclosures, and communicated more personal information than men (Punyanunt-Carter n. pag.). On the other hand, males were more likely to reveal negative information about themselves than females (Punyanunt-Carter n. pag).

Gustavo Mesch and Guy Beker also researched self-disclosure online in their article "Are Norms of Disclosure of Online and Offline Personal Information Associated with the Disclosure of Personal Information Online?" The researchers predicted that online disclosure of personal and intimate information would be associated with online self-disclosure norms (Mesch and Beker 570). The results indicated that online social norms are affected by age, with older adolescents feeling more comfortable posting information about themselves on their social networking sites (Mesch and Beker 588).

The idea that self-disclosure leads to hyperpersonal settings was explored in Crystal Jiang, Natalie Bazarova, and Jeffrey Hancock's article "The Disclosure—Intimacy Link in Computer-Mediated Communication: An Attributional Extension of the Hyperpersonal Model" further examined self-disclosure in computer-mediated settings. The researchers hypothesized that high levels of self-disclosure lead to more intimacy in CMC than face-to-face settings (Jiang, Bazarova, and Hancock 61). The participants interacted with either confederates in online settings or in face-to-face interactions (Jiang, Bazarova, and Hancock 64). The results supported the hypothesis, finding that self-disclosure leads to greater intimacy in CMC. The results also found that the "receiver's inflated attributions of intimate disclosures can contribute to the creation of hyperpersonal states" (Jiang, Bazarova, and Hancock 71).

Susannah Stern examined the online self-disclosure of teenage girls in her article

"Virtually Speaking: Girls' Self-Disclosure on the WWW." The purpose of the study was to determine how teenage girls use their "personal home pages" online (Stern 225). Stern defines a personal home page as an "entire webs site created by the individual author" (Stern 253). The sample consisted of the personal home pages of ten teenage girls who were between the ages of 14 and 17. After the sample was selected, the researcher carefully examined the home pages to determine how self-disclosure was used by the girls (Stern 232). The results showed that the girls openly talked about personal problems or issues that they were unlikely to talk about in person with others, such as sex or depression. Stern also concluded, "These girls appeared to use their home pages as a forum for self-disclosure, especially self-clarification and self-expression" (223).

The disclosure of sexual information online was the focus of Chin-Sheng Wan, Su-Hsiang Chung and Wen-Bin Chiou' article. Their goal was to determine the role of sex differences in the disclosure of sexual information in online dyads. The participants were 192 college students who reported engaging in sexual disclosures online (Wan, Chung, and Chiou 1026). Gender played a significant role on the results. Females were far less likely to discuss sexual information with others (Wan, Chung, and Chiou 1029). This goes against many previous findings that females are more likely to disclose than males. Dyads with same gender partners were more willingly to disclose than mixed-gender dyads (Wan, Chung and Chiou 1029). This revealed that females were more comfortable disclosing information to other females and males with fellow males.

Trust and comfort in computer-mediated self-disclosure was explored in Nancy Frye and Michele Dornisch's article. The researchers wanted to determine whether topic intimacy and perceived privacy influenced comfort of online self-disclosure (Frye and Dornisch 1120). The

participants included 214 individuals, with an age range of 14-60 years old. The participants

completed online questionnaires (Frye and Dornisch 1122). The findings indicated the people

feel more comfortable revealing less personal information online. Both experience and trust

affected the level of self-disclosure. Individuals were less likely to disclose if they did not trust

the privacy of the conversation. They also found that users who were experienced in using

online tools for communication were more comfortable disclosing information regardless of

privacy issues (Frye and Dornisch 1125).

Doo-Hee Lee, Seunghee Im, and Charles Taylor also investigated online self-disclosure

in their article "Voluntary Self-Disclosure of Information on the Internet: A Multimethod Study

of the Motivation and Consequences of Disclosing Information on Blogs." The researchers

sought to "examine the psychological characteristics of consumers who engage in voluntary self-

disclosure" (Lee, Im, and Taylor 693). This article contains two studies. In the first, the sample

consisted of ten bloggers in Korea, and the data were collected through in-person interviews with

the participants. The researchers also thoroughly examined the blogs of the participants (Lee,

Im, and Taylor 697). The analysis of the interviews revealed seven motives for online self-

disclosure and three perceived consequences of online self-disclosure. The motives included the

following: "self-presentation, relationship management, keeping up with trends, storing

information, sharing information, entertainment, and showing off" (Lee, Im, and Taylor 697).

The perceived consequences of disclosure included two positive consequences and one negative.

The first positive consequence was that participants believed online self-disclosure made them

more successful in relationship management. The second positive consequence reported by the

participants was that disclosing online "resulted in positive feelings or helped them to relieve

stress" (Lee, Im, and Taylor 702). The final consequence, a negative one, was that online self-

disclosure could become a "habit that is both time-consuming and difficult for them to stop

engaging in" (Lee, Im, and Taylor 702).

After the qualitative portion of the study was completed, the researchers used a

quantitative approach to test their findings. They turned the seven motivations and three

consequences into hypotheses. The sample consisted 259 Korean bloggers who filled out

questionnaires (Lee, Im, and Taylor 704). The findings revealed that the hypotheses were

accurate for explaining the motivations and consequences of disclosing online (Lee, Im, and

Taylor 705).

Another avenue for self-disclosure online is through instant messaging, which is explored

in Joshua Fogel's article "Instant Messaging Communication: Self-Disclosure, Intimacy, and

Disinhibition." In this study, Fogel analyzed past research on this topic. The researcher would

only include past studies that met the following criteria: the study had to come from a peer

reviewed journal, it could not be a theoretical article, it could not contain anecdotal information,

and it had to be written in English, and finally it had to associate instant messaging with either

self-disclosure, intimacy, or disinhibition (Fogel 14). The sample included seven articles that

met the researcher's criteria. The results indicated that individuals sometimes use instant

messaging for intimate online self-disclosure (Fogel 17).

Self-disclosure in friendships that were formed through blogging is the focus of Qing

Tian's article "Social Anxiety, Motivation, Self-Disclosure, and Computer-Mediated Friendship:

A Path Analysis of the Social Interaction in the Blogosphere." The purpose of the study was to

examine "not only the direct association between social anxiety and online friendships but also

the mediating effects of motivation and self-disclosure on the relation through path analysis"

(Tian 2). In regards to online self-disclosure, Tian hypothesized that "social anxiety will be

negatively related to self-disclosure in blogs," "self-disclosure will be positively related to the number of new friends made through blogs," and "self-disclosure will be positively related to the quality of new friendships established via blogs" (6). The participants included 385 bloggers who all had their own personal blog that they maintained (Tian 9). The participants completed an online questionnaire that asked about their blogging behaviors (Tian 8). The findings revealed that the hypothesis that social anxiety would be negatively related to self-disclosure was not supported. However, the other two hypotheses were supported with significant positive relationships between self-disclosure and the quality and quantity of friendships (Tian 11).

Friendships formed online was the focus of Malcolm Parks and Kory Floyd's article "Making Friends in Cyberspace." The researchers focused on Internet discussion groups, which are often referred to as newsgroups. The study included four basic research questions, which were: "How often do personal relationships form in Internet newsgroups, who has them, how close or developed do they become, and do relationships started on line migrate to other settings?" (Parks and Floyd 80). The sample consisted of 176 individuals, ranging in age from 15-57 who participated in Internet newsgroups (Parks and Floyd 85). The results to the first research question, how often do relationships form, suggested that formations of relationships through newsgroups was common, with two-thirds of the participants stating they formed friendships in their groups (Parks and Floyd 85). In reference to who forms relationships, the researchers found that women were significantly more likely than men to form relationships online. Age and marital status did not have an impact on the likelihood of forming friendships online; instead, "the best predictors of whether an individual had developed a personal relationship were the duration and frequency of their participation in newsgroups" (Parks and Floyd 86). The findings of the third research question, that focused on how close the online

relationships became, revealed that the participants reported moderate to high levels of breadth

and depth of disclosures in their relationships online (Parks and Floyd 88). The researchers

reported that 30% of the participants had developed highly personal friendships (Parks and Floyd

92). The results for the last research question revealed that those who formed relationships

through Internet newsgroups were likely to communicate through other channels, such as

through e-mails, telephone calls, mail, and face-to-face communication (Parks and Floyd 92).

Jennifer Gibbs, Nicole Ellison, and Chih-Hui Lai investigated self-disclosure in the

online setting of internet dating. The focus of their article, "First Comes Love, Then Comes

Google: An Investigation of Uncertainty Reduction Strategies and Self-Disclosure in Online

Dating," is to investigate "relationships between privacy concerns, uncertainty reduction

behaviors, and self-disclosure among online dating participants" (Gibbs, Ellison, and Lai 70). In

regards to self-disclosure, the researchers hypothesized that participants who engage in

uncertainty reduction strategies will report higher levels of self-disclosure in their online

interactions on dating sites (Gibbs, Ellison, and Lai 80). In order to be included in the study, the

participants had to meet the following criteria: 1) They had to be current paid subscribers to at

least one online dating site, 2) They had to have at least one month of experience with online

dating, 3) they could not be married, and 4) they had to be at least 18 years old (Gibbs, Ellison,

and Lai 82). The sample consisted of 562 individuals, ranging in age from 18-60, that met the

researchers' criteria. The participants completed online questionnaires (Gibbs, Ellison, and Lai

82). The results revealed that the hypothesis regarding self-disclosure was supported by the data.

In fact, uncertainty reduction strategies had a significant positive effect on amount of self-

disclosure (Gibbs, Ellison, and Lai 85).

Self-disclosure on online dating sites was further looked at in Gibbs, Ellison, and

Heino's article "Self-Presentation in Online Personals: The Role of Anticipated Future Interaction, Self-Disclosure, and Perceived Success in Internet Dating." The researchers hypothesized that those looking for long term face-to-face relationships would self-disclose more online (Gibbs, Ellison, and Heino 157). They also posited that the self-disclosure of those looking for long-term relationships would be more intentional and more positive (Gibbs, Ellison, and Heino 158). Three hundred and forty-nine Match.com users completed an online survey (Gibbs, Ellison, and Heino 161). The results revealed that those looking for long-term relationships had more intentional self-disclosure, but their disclosures were not more positive (Gibbs, Ellison, and Heino 169).

Michele Strano examined self-disclosure through Facebook profile page images. The researcher wanted to determine what meanings users ascribe to the images and what prompted them to change their pictures (Strano 1). The participants included 427 undergraduates who answered an open-ended online survey (Strano 4). The findings suggested that women were more likely than men to change their profile pictures. Individuals who were older were more likely to keep the same profile picture for a longer period of time. Women were more likely to display pictures that conveyed friendships, while both men and women were equally likely to post images of family and romantic relationships (Strano 8-10).

Amanda Nosko, Eileen Wood, and Seija Molema also researched disclosure on the social networking site Facebook. Three studies were conducted to obtain information. The researchers wanted to determine what information was disclosed and how often (Nosko, Wood, and Molema 406). To obtain the data, 400 Facebook profiles were examined (Nosko, Wood, and Molema 407). The results indicated that age and gender were often disclosed on Facebook. They also found that individuals who were older disclosed more information than the younger participants.

Those who were looking for a relationship disclosed the most personal information out of all the other groups (Nosko, Wood, and Molema 415-417).

Information disclosure and information control was the focus of Emily Christofides, Amy Muise, and Serge Desmarias' article. The study looked at what information was posted on Facebook, how individuals controlled access to that information, and how personality traits affected information control and disclosure (Christofides, Muise, and Desmarias 341). The participants included 343 college students in Canada. The data were collected through a questionnaire (Christofides, Muise, and Desmarias 342). The findings indicated that the participants were more likely to disclose information on Facebook than in their everyday lives. However, they also noted that information control and privacy were important to them (Christofides, Muise, and Desmarias 343).

Joseph Mazer, Richard Murphy, and Cheri Simonds' study examined how teachers' self disclosure on Facebook affected students' perceived credibility of the teachers. The hypothesis of the study was that teachers who were high in self-disclosure would be viewed as more credible (Mazer, Murphy, and Simonds 177). The sample consisted of 129 college students who viewed professors' Facebooks and then filled out a questionnaire (Mazer, Murphy, and Simonds 177). The results supported the hypothesis, with students viewing teachers with higher levels of self-disclosure as more credible (Mazer, Murphy, and Simonds 180).

Self-disclosure in an academic setting was further explored in Rebecca DiVerniero and Angela Hosek's article "Students' Perceptions and Communicative Management of Instructors' Online Self-Disclosure." The purpose of the study was to determine how students perceived their professors' self-disclosure on social networking sites and whether the information presented affected how the students interacted with the professors (DiVerniero and Hosek 429). The

majority of the profiles viewed were from Facebook. The data were obtained through semi-structured interviews of the participants, which included 21 university students (DiVerniero and Hosel 434). The analysis revealed seven themes concerning the students' perception of their instructors' online disclosure (DiVerniero and Hosek 435).

The first theme was "humanizes instructors," which meant that students admitted that viewing the professors' profiles made them realize the professors were actual human beings who had a life outside of the university (DiVerniero and Hosek 435). The second theme was "awkwardness," which was seen through the fact most students reported discomfort or experienced dissonance after viewing their professors' profiles (437). The next theme was "teacher as friend." The students mentioned that seeing their instructors' profiles reduced barriers and caused them to view professors as friends (DiVerniero and Hosek 438). The fourth theme was "stalking versus befriending." This theme referred to the fact that the participants reported they would tell their professors about viewing their online profile, but would instead continue to view the professors' profiles secretly, which is commonly known as "Facebook stalking" (DiVerniero and Hosek 439). The fifth theme was impression management, meaning that viewing the professors' profiles made the students realize that others could be viewing their own profiles, including their professors (DiVerniero and Hosek 441). "Sanctioning professionalism" was the next theme, which referred to the idea that students believed their professors are held to a higher standard online and should always reflect professionalism (DiVerniero and Hosek 441). The last theme was "creating confirmed realities." The students "indicated that they treated the online disclosures as 'honest' information, and used it as a tool to better understand their instructors, as well as to measure how 'truthful' the instructors were in class" (DiVerniero and Hosek 442). Overall, the results met the purpose of the study and

demonstrated how students respond to the online disclosure of their professors.

Andrew Ledbetter and colleagues also investigated self-disclosure on Facebook in their article "Attitudes Toward Online Social Connection and Self-Disclosure as Predictors of Facebook Communication and Relational Closeness." The researchers wanted to discover how attitudes towards online self-disclosure (OSD) and online social connection (OSC) affected participants' communication on Facebook (Ledbetter et al. 28). This study included the following hypotheses: 1)"OSD positively predicts frequency of Facebook communication," 2)"OSD inversely predicts frequency of offline communication," 3)"OSC positively predicts frequency of Facebook communication," and 4)"OSC positively predicts frequency of offline communication" (32-33). In order to obtain participants the researches utilized three approaches:

> First, with the consent of the computing services department at a large Mid-western university, a random sample was drawn from the list of all students enrolled in undergraduate courses. Second, other participants were recruited through announcements on the Facebook pages of various members of the research team. Third, we posted a call for participants on the listserv of a professional organization interested in technology and communication. (Ledbetter et al. 35)

The sample, which included 325 participants, filled out an online questionnaire (Ledbetter et al. 36). The participants included both young and older adults (Ledbetter et al. 27). The results only supported hypothesis 3, revealing that online social connection is positively related to Facebook communication and online self-disclosure is not (Ledbetter et al. 44). The findings also suggested that online self-disclosure and online social connection did not predict offline self-disclosure (Ledbetter et al 45).

Tatijana Taraszow and colleagues' article focused on privacy issues and Facebook use. The researchers explored if there were any gender differences in the disclosure of personal and contact information on Facebook profiles (Taraszow et al. 81). The participants included 131 Facebook members ranging in age from 14-29. The data were obtained by analyzing the participants' Facebook profiles (Taraszow et al. 88). The results revealed that the majority of individuals, both males and females, made their full names, facial pictures, hometowns, and e-mail addresses visible to others. However, some gender differences emerged, including males being more likely to disclose their phone numbers, home addresses, and instant messaging names (Taraszow et al. 93-95).

The purpose of Bradley Bond's article "He Posted, She Posted: Gender Differences in Self-Disclosure on Social Networking Sites" was to determine whether gender affected self-disclosure in online social networks. The researcher hypothesized that women would be more likely to disclose images and personal information on their social networking sites (Bond 31). The study also contained two research questions, including what gender differences exist in the type of information disclosed and what gender differences exist in expressing sexuality on their profiles (Bond 31). The participants included 157 young adults who completed a questionnaire on their self-disclosure (Bond 32). The results indicated that Facebook was the most used social networking site. Also, the findings supported the hypothesis that females would disclose more than males. To answer the first research question, the results indicated that males were more likely to disclose information about sports, while females were more likely to disclose information about friends, families, significant others, and holidays. Finally, the data revealed that women were more likely than men to express sexuality on their profiles (Bond 35).

Summary

Overall, this literature review provided a framework for the present study. The research demonstrated that self-disclosure was an important facet of social penetration theory. Many of the past findings revealed several themes, including the fact that women were more likely to engage in self-disclosure than men. There were several studies that contradicted that finding, but the majority of studies did find a gender difference. Another theme found in the research was that self-disclosure was related to greater relational closeness. Those who engaged in self-disclosure also experienced greater satisfaction in relationships regardless of gender.

The research also indicated that individuals were more likely to disclose personal information to close friends than to other friends. The overall findings also indicated that age affected self-disclosure. The literature review also included studies that specifically examine self-disclosure on Facebook. These studies presented findings that were tested by the present study and were used to develop research questions that will be further explained in the following methodology section.

Chapter 3: Methodology

The previous literature review provided important information about key components of the present study including social penetration theory, self-disclosure, undergraduates' self-disclosure, gender differences in self-disclosure, and online self-disclosure. The research provided findings and methods that will serve as a framework for this methodology. The literature review also revealed that there is a need for more studies on gender differences of undergraduates' self-disclosure on Facebook. Research has shown that as of January 2010 "more than 120 million users log on to Facebook at least once each day" (Reid 73). Also, "more than 5 billion minutes are spent on Facebook each day" (Reid 73). Due to the popularity of the website and its influence on individuals, more research should be done to better understand Facebook. Therefore, this study seeks to add to the research by furthering knowledge on this topic.

As described in the literature review, previous research found that women were more likely than men to disclose personal information on Facebook and other online settings (Bond 38). Researchers also discovered that women have more Facebook "friends" than men and spend more time communicating with others on the site (Acar 62; Sheldon 1835). Men were more likely to disclose information about sports, and they are more likely to include their home address and phone numbers (Bond 35; Taraszow et al. 88). This study builds on the above studies by including the following research questions:

RQ 1: Are undergraduate women, ages 18-23, or undergraduate men, ages 18-23, more likely to disclose personal information on Facebook?

RQ 2: Are undergraduate women, ages 18-23, or undergraduate men, ages 18-23, more likely to disclose contact information (e-mail address, phone number, address, instant

message screen name) on Facebook?

    RQ 3: Are the reasons for engaging in self-disclosure different between undergraduate women, ages 18-23, and undergraduate men, ages 18-23?

 These research questions are different from the previous studies because they explore more types of personal information and focus on a specific age range. Also, the topic of the third research question is unique to this study. The questions will reveal whether there are gender differences in disclosure. The questions will be answered through the methodology described in this chapter.

The Choice of Social Penetration Theory

Social penetration theory was developed by Altman and Taylor and centers around relationship development. While social penetration theory relies heavily on weighing risks and rewards, it also focuses on self-disclosure, including the concepts of depth and breadth of disclosure, which is why this theory was selected. Based on previous studies, it is apparent that self-disclosure occurs frequently on Facebook, which makes social penetration theory a logical choice for the present study. Furthermore, the research questions of the study are directly related to self-disclosure, depth, and breadth. RQ 1 and RQ 2 are related to breadth of disclosure since they are looking at a variety of topics that are disclosed. However, RQ 1, along with RQ 3, are concerned with depth of disclosure since they investigate the disclosure of personal information.

This theory was also chosen for this study because it is an established theory. It has been used by scholars to examine self-disclosure in a variety of settings. Littlejohn and Foss noted, "Social penetration came to identify the process of increasing disclosure and intimacy within a relationship and represents a formative theory in the intellectual history of relationship theory" (202).

The Choice of Facebook

Facebook was selected as the focus of this study due to its popularity and numerous features that allow and encourage self-disclosure. The site was the brainchild of Mark Zuckerberg, who created the website while he was a student at Harvard. The website was initially created for college students only but was later expanded to include a wider population. Facebook is now open to anyone who is older than 13 years of age. Facebook is the second most visited website after Google. However, for one week in 2010 Facebook took over the top slot and was the most visited site (Harvey n. pag.).

As mentioned, Facebook provides numerous opportunities for self-disclosure. Walther and colleagues noted "Facebook provides a formatted Web page profile into which each user can enter a considerable amount of personal information in response to stock questions about his-or herself" (29-30). On their profiles, Facebook users have a page called "Info." On this page, users can include their birth date, name, e-mail address, physical address, hometown, telephone number, academic information, work information, hobbies, sexual orientation, relationship status, course schedule, languages spoken, and more (Walther et al. 30). This page can also include favorite movies, quotations, books, and sports teams. Facebook users are also given an "About Me" section on their "Info" page that gives them a chance to provide information about themselves. In this "About Me" section, Facebook users are able to write as much information about themselves as they would like. There are no parameters on what can be said or how long it can be. Some individuals use this space to write a mini-biography, while others include quotations, song lyrics, or leave the section blank. On the profile page, Facebook users are encouraged to select a profile picture, which is a picture that is displayed for other Facebook users to see.

In addition to having a profile, users also have walls where they can post status updates and receive comments from friends. Status updates are brief statements posted by the user that are usually 1-2 sentences long. Statuses are typically used to provide information about what a person is doing or to reflect their mood. Some individuals use their status to post quotations, song lyrics, or links to websites. Facebook allows users to search for other individuals and send requests to become "friends." Once the individuals are "friends" they are able to view each other's profile and can post comments on each other's walls (Mazer, Murphy, and Simonds 3).

Facebook users are also able to create photo albums where they display pictures that are uploaded onto their profiles. The pictures posted reveal information about the users and their lives. This website also enables participants to create "notes" that are displayed on their profile pages. The notes can include any information that the users choose to disclose. Users are allowed to tag their friends in their notes, which links their friends to the notes. All of these features allow chances for self-disclosure, making Facebook a perfect fit for examining gender differences in self-disclosure. This website was also selected because this researcher is an avid Facebook user and is extremely familiar with the site and its features. This will add credibility to the study because this researcher will be able to fully understand and interpret the data collected.

Research Design

The present study fits best with quantitative research, since the study is seeking to explore gender differences in undergraduate's self-disclosure on Facebook, which is a question of difference. Questions of difference are often found in quantitative approaches and are defined as exploring "how patterns of behavior or perceptions might differ from one group or type of person to another" (Allen, Titsworth, and Hunt 8). The study will utilize an online survey from surveymonkey.com that is distributed to participants. Surveymonkey.com was selected because

it is a reputable site that has security measures to keep the data safe. Also, this website has several features that will help analyze the results.

The use of surveys to obtain data has many advantages. For example, Allen Titsworth and Hunt wrote, "Surveys can be obtained from large samples of people, thus allowing for more robust conclusions" (11). These researchers also noted that surveys have strong generalizability (Allen, Titsworth, and Hunt 11). Online surveys are useful because they save researchers from human errors, meaning the results are calculated by the survey program rather than the researcher inputting information. If a researcher has to input all of the information from the surveys, there is a possibility that he or she might mistype information or enter it incorrectly. Using an online survey guarantees the researcher receives the exact information that the participant enters on the survey.

Online surveys also allow researchers to look at trends in an easier manner. For example, surveymonkey.com, the website that will be used for the study, allows researchers to put filters on the data to focus on certain participants' results. This will be useful for the comparison of male and female self-disclosure on Facebook. Also, online surveys will allow the participants to take the surveys in a natural setting, which may make them feel more comfortable responding. The participants will also know that their responses are anonymous, since they are not handing in the surveys to the researcher, and they can take the surveys on their own time. Researchers have found that people are more likely to provide longer responses to open-ended questions and are more candid with their responses on Internet surveys (Sheehan n. pag.).

Participants

Originally, 535 undergraduate students completed the survey, but 28 were discarded because they did not meet the requirements of the study, which are described below. Therefore,

the final sample consisted of 507 participants who were enrolled in an introductory

communication course at a Mid-Atlantic university. The sample was a sample of convenience

and consisted of 244 males and 263 females. Sixty percent of the participants were freshmen,

while 28% were sophomores. The remaining participants were juniors, 5.6%, and seniors, 1.4%.

The age of the participants were as follows: 45.4% were 18 years old, 35.3% were 19 years old,

13.1% were 20, 3.4% were 21, 2.2% were 22, and 0.6% were 23. The participants received extra

credit points in their course for the completion of the survey. The requirements for participation

in the study included the following: the participants had to be undergraduates between the ages

of 18 and 23 and they had to have an active Facebook account. This age group was chosen

because research has shown that Facebook is extremely popular among college students and has

become part of undergraduates' everyday lives.

Procedure

Data collection took place during the fall 2011 semester. The researcher announced the

survey and the requirements of the survey to the students of the introductory courses during a

large lecture. Then, the link to the survey was e-mailed to the students with a consent letter

describing the survey. The researcher obtained Institutional Review Board approval before

beginning the study. A copy of the survey can be found in Appendix I.

Measures

Demographic Questionnaire. The first part of the survey contained basic demographic

questions. These questions included inquiries about age, sex, year in school, and race. In this

section, there was a question asking whether the participant had a Facebook account. If the

response was no, then that survey response was discarded, since the participant would not be

able to fill out the questionnaire accurately if they did not have a Facebook account.

Facebook Intensity Scale. This scale was published in Ellison, Steinfield, and Lampe's article "The Benefits of Facebook 'Friends:' Social Capital and College Students' Use of Online Social Network Sites" for the *Journal of Computer-Mediated Communication* (1150). The Facebook Intensity scale was used to determine how often participants use Facebook as well as how emotionally connected participants are with the website. The first two questions of the scale asked participants to indicate how many "friends" they have on Facebook and how many hours per day they spend on the website. The remaining six questions included statements that the participants had to respond to using a 5 point Likert Scale, ranging from 1, strongly disagree, to 5, strongly agree (Ellison, Steinfield, and Lampe 1150). Some of the statements included: "Facebook is part of my everyday activity," "I am proud to tell people I'm on Facebook," "Facbook has become a part on my daily routine," and "I feel out of touch when I haven't logged onto Facebook for a while" (Ellison, Steinfield, and Lampe 1150).

Despite the fact the scale is relatively new, it was also utilized in Valenzuela, Park, and Kee's study. These researchers included the Facebook Intensity Scale in their methodology for their study that focused on college student's Facebook use (886). The fact that the scale has been published adds to the credibility of the measure. Also, the fact this measure has been used in similar studies to this study reveals that it is a viable tool to use in this study. Overall, this measure will reveal if there are any gender differences in the amount of time spent on Facebook, the number of Facebook "friends," and the emotional connection to Facebook.

Disclosure of Personal and Contact Information. Taraszow et al.'s study presented a scale to measure disclosure of contact information on Facebook (81). Participants were asked to indicate whether they revealed certain information on Facebook. The scale contained two separate sections, one focusing on personal information and the other on contact information.

The personal information section included four questions. The first asked what type of profile

the Facebook users had, with the answer choices public or non-public. The next asked what their

profile names were. The answers for this question included their real full names, partial names,

or fake names. The third question inquired whether their profile pictures were a portrait,

other/non-portrait, or none. Finally, this section asked whether their birth dates were included,

with the answer choices of full, partial, or none (Taraszow et al. 99). This researcher added

questions about more personal information, including relationship status, languages the

participants speak, employers, school affiliations, religious views, activities, interests, and people

who inspire the participants. Facebook provides a section for all of these topics on each person's

profile, but users are not required to insert this information. This section is concerned only with

what is included on the participants' Facebook "Info" sections on their profile pages and does

not refer to the participants' wall comments, notes, status updates, etc. For more information on

"Info" sections, refer to page 45.

The second section focused on the disclosure of contact information. This section

contained six items that the participants indicated whether they had disclosed or had not

disclosed on their Facbeook profiles. These items included e-mail address, IM screen name,

mobile phone number, other phone numbers, address, hometown, and website (Taraszow et al.

100). This measure is useful for the this study, since it includes numerous items that Facebook

users have the option of disclosing on their profiles.

Disclosure of Personal Topics. Bond's article presented a methodology to measure self-

disclosure on Facebook. Items from Bond's scale were used in the present study. This scale has

two sections. The first section focused on uploading pictures to Facebook, while the second

section centered on information posted. For the first section, the participants were given a list of

numerous images and were asked to indicate how likely they were to post pictures containing

these images on their Facebook profiles (Bond 34). The list of images included family, friends,

relationship status, holidays, school, religion, politics, sports, and music/entertainment (Bond

34). The answers choices utilized a 5-point Likert scale ranging from 1, very unlikely, to 5, very

likely (Bond 34).

The second section asked participants how likely they were to post information about

various topics on Facebook. These topics also included friends, family, relationship status,

holidays, school, religion, politics, sports, and music/entertainment. The answer choices for this

section contained the same 5-point Likert scale as the first section (Bond 34). There was also an

open-ended question in this section that asked participants whether there is any other information

they disclosed on Facebook.

The Open-Ended Section. The final section included six open-ended questions that were

developed by the researcher. The first question asked, "Do you post personal information in

your Facebook status? If yes, please provide an example." The next question was "Do you write

notes on Facebook that reveal personal information? Explain." The third question in this section

was "Do you disclose personal information through comments on your friends' walls? Explain,"

followed by "What information did you include in your About Me section? How long is this

section on your profile?." The final two questions ask, "Why do you reveal contact information

on Facebook? Explain" and "Why do you reveal personal information on Facebook? Explain,"

which allowed the participants to share more information about their disclosures on Facebook.

Analysis

The data collected from the measures listed above were used to draw conclusions on

whether there are gender differences in undergraduates' self-disclosure on Facebook. The data

from the demographic questions allowed the researcher to separate the male and female responses, which allowed a comparison to be made based on gender. The Facbeook Intensity Scale revealed whether there were gender differences in the emotional connection to Facebook and in the overall time spent on Facebook. The responses to the survey questions 11 and 13-20 were used to answer RQ 1. The responses to questions 12 and 13 were used to answer RQ 2. The responses to questions 21 and 22 were used to answer RQ 3. The data were entered into the *Statistical Package for the Social Sciences* (SPSS) for analysis to answer the research questions. Independent sample t-tests were used to analyze the results for significant gender differences.

Ethical Considerations

There were limited ethical considerations in this study. The researcher obtained Institutional Review Board (IRB) approval before starting the study to ensure that the participants' rights were protected. Participants were assured that the present study would not cause physical or emotional harm to them. They were given a consent form that explained the study in its entirety and any possible effects that the study might have on them. They were assured that their information would be anonymous and protected. They were also informed that participation in the study was voluntary, and they could skip any questions they did not feel comfortable answering.

Summary

In summary, the present methodology explained the research questions of the study. This section also demonstrated why social penetration theory was selected as the foundational theory for the study, which was the theory's focus on self-disclosure. The methodology also justified the choice of Facebook for this particular study, including the fact that Facebook contains numerous features that can be used for self-disclosure. The methodology utilized a

quantitative approach, utilizing online surveys. The participants included undergraduate students enrolled in introductory communication courses at a Mid-Atlantic university.

The survey included established measures that were used in previous studies on self-disclosure and Facebook. There were also a demographic questionnaire and questions developed by this researcher. These measures were designed to answer the research questions, which revealed whether there were gender differences in undergraduates' self-disclosure on Facebook. The next chapter includes the presentation of the results and a discussion of the results.

Chapter 4: Results and Discussion

The results were coded and entered into SPSS, where independent sample t-tests were used to analyze the results. The charts from the statistical analysis can be found in Appendix II. Since the focus of this study is on gender differences, the results are presented based on gender rather than as whole. The findings are also divided into different categories based on the three research questions. However, the first section present findings from questions that were not directly related to the research questions. The results from the first section are still useful because they provide interesting information about undergraduates' use of Facebook.

The Facebook Intensity Scale and Other Facebook Questions

When asked to respond to the statement "Facebook is a part of my daily activity," 51.1% of females strongly agreed. Approximately thirty-nine percent agreed, and 4.6% disagreed with the statement. The two least popular responses were undecided and strongly disagree, with each response receiving 2.5% of the responses. The responses from the male participants revealed that 48.4% agreed to this statement, 32.1% strongly agreed, 10.9% disagreed, 5% were undecided, and 3.6% strongly disagreed with the statement. Based on an independent sample t-test, there was a significant difference (p=.000) between genders for this question, with females responding more positively to this statement than males. This indicates that females viewed Facebook as a part of their daily activities more so than males.

The next statement was "I am proud to tell people I'm on Facebook." The most popular female response was "agree," which received 38.7% of the responses. "Undecided" obtained 32.8% of the female answers, while "strongly agree" only captured 16.6%. The answer choice of "disagree" only made up 10.6% of the responses, and "strongly agree" was the least popular response with 1.3%. When analyzing the male responses, it was revealed that the majority of the

male participants, 36.6% were undecided. The second most popular answer choice among the men was "agree," which received 29% of the responses. Out of the remaining responses, 17% strongly agreed, 13.8% disagreed, and 3.6% strongly disagreed. The statistical analysis revealed that there was not a significant difference in the responses for this question (p>.05).

The third statement on the Facebook Intensity scale was "Facebook has become a part of my daily routine." The most common selection among females was "agree," which received 41.1% of the responses. The second most popular response, with 38.6%, was "strongly agree." Approximately 12% of the female participants disagreed, while 5.5% were undecided. Finally, only 2.5% strongly disagreed. The male results for this statement revealed that 43.5% of the males agreed with this statement, 28.4% strongly agreed, 14..2% disagreed, 10.3% were undecided, and 3.4% strongly disagreed. The statistical analysis demonstrated that there was a significant gender difference (p=.034) for this question. Females agreed with this statement more than males, revealing that females viewed Facebook as a daily routine more than males.

In regards to the statement "I feel out of touch when I haven't logged onto Facebook in a while," 31.5% of the females agreed with the statement. However, 29.4% of the women disagreed with the statement, and 14.7% were undecided. The least selected answers were "strongly agree," with 13.9%, and "strongly disagree," with 10.5%. The most selected response by the male participants was "disagree," receiving 35.8% of the responses. The second most common response was "agree," which obtained 27.9% of the responses. Of the remaining male participants, 14.8% were undecided, 11.4% strongly disagreed, and 10% strongly agreed. There was no significant gender difference (p=.093) in the responses for this question. The majority of both males and females were undecided or disagreed with the statement.

The participants then responded to the statement, "I feel I am part of the Facebook

community." The majority of the female participants, 45.8%, agreed with this statement. The second most popular response was "undecided," which obtained 23.9% of the responses. The answer choice of "disagree" was selected by 15.1% of the female participants, while "strongly agree" was selected by 13.9%. "Strongly disagree" was only chosen by 3.4% of the respondents. Forty percent of the male participants agreed with this statement, and 26.1% were undecided. The answer choice of "disagree" received 20.4% of the male responses, while "strongly agree" received 8.7%. The least popular response among males was "strongly disagree," with 4.8% of the responses. Based on the statistical analysis, there was a significant gender difference (p=.033) for this question. The female responses had a mean of 3.47, which revealed they were more likely to agree with this statement than the male participants.

The final statement on the Facebook Intensity scale was "I would be sorry if Facebook shut down." The answer choice "agree" was chosen by 37.3% of the female participants, and "strongly agree" was selected by 21.7%. The third most popular response was "undecided," with 19.7% of the female responses. "Disagree" was chosen by 16.1% of the participants, while "strongly disagree" only represented 5.2%. When responding to this statement, 33.2% of the male participants agreed, 20.9% were undecided, 19.1% disagreed, 13.6% strongly agreed, and 13.2% strongly disagreed. After performing an independent sample t-test, it was apparent that there was a significant difference (p=.000) based on gender for this question. Females were less undecided and more likely to agree with this statement than males.

When asked about the type of profile the participants had, the majority of females, 92.3%, indicated they had a non-public Facebook account, meaning their profiles were only visible to Facebook "friends." The remaining 7.7% reported having a public profile, meaning their profile could be viewed by anyone who had a Facebook account. The male results for this

question revealed that 72.2% had non-public profiles, while 27.8% had public profiles. That statistical analysis revealed a significant gender difference for this question (p= .000). This revealed that more female participants had non-public profiles, while more males had public profiles.

Question nine asked about the participants' profile name on their Facebook account. Most of the women, 93%, said they provided their real names, which included their last and first names. Only 5.4% used a partial name, which included using only first names or nicknames. The least common response, receiving 1.6% of the female responses, was using a fake name. The majority of the men, 95%, indicated they gave their real names on their profiles, while 4.6% indicated they used a partial name. The least popular response, with only 0.4% of the male responses, was using a fake name. The statistical analysis for this question revealed that there was no significant difference based on gender, (p>.05). Both males and females predominately reported using their real names on their Facebook profiles.

The participants' profile picture was the focus of the next survey question. The majority of the women, 68.7%, indicated they had a portrait, facial image as their profile pictures. The answer choice of "other/non-portrait" received 30.5% of the female responses. Only 0.8% indicated that they did not have a profile picture. Out of the male responses, 71.4% reported having a portrait image as their profile picture, 27.8% indicated they had an other/non-portrait profile picture, and 0.8% reported not having a profile picture. The statistical analysis indicated there was no significant gender difference, (p=.547).

RQ 1: Are Undergraduate Females or Undergraduate Males More Likely to Disclose Personal Information?

This study did not clearly define personal information. Therefore, anything that was not

labeled as contact information was placed into the category of personal information and was used to answer RQ 1. This section includes the responses from questions 11 and 13-20 of the survey. The results are divided into two different categories, quantitative questions and open-ended questions.

Quantitative Questions: When asked on question 11 what information the participants have posted about their birthdays, 60.5% of the women only included the month and day, 37.2% included the full date, and 2.3% did not include their birthday on their profiles. In regards to birthdays, 56.8% of the male participants included their full birthday, 36.1% included only a partial birthday, and 7.1% revealed they did not include their birthdays on their profiles. The statistical analysis revealed there was a significant gender difference (p=.004) for this question. While the majority of both males and females reported including their birthdays on their Facebook profiles, the female participants leaned more towards posting only partial birthdays.

 For question 13, the participants were asked to indicate whether they had included certain information on their Facebook profiles, with the answer choices of yes and no. When asked about including their hometowns on their profiles, 74.8% of the female participants said yes, and 25.2% selected no. Out of the male responses to this topic, 75.9% indicated that they did include their hometown and 24.1% revealed that they did not. The statistical analysis for this question revealed there was no significant gender difference (p=.771). This showed that the majority of both genders indicated that they included their hometown on their profiles.

When asked about including a link to another website on their Facebook profiles, the majority of females, 85.7%, reported that they did not include a link to another website, while 14.3% indicated they did include a website link. In regards to websites, 77.7% of the men reported that they did not include websites, while 22.3% revealed that they did include websites

on their profiles. Based on the statistical analysis, a significant gender difference was found in the responses for this question (p=.022). While the majority of both genders indicated they did not include a website, more males reported including websites on their profiles than females.

The next item on the survey asked whether the participants included their relationship status on their Facebook profiles. Of the female participants, 69.1% included their relationship status on their profiles. The remaining 30.9% said they did not list their relationship status. The majority of the males, 72.2%, reported that they did include their relationship status, and 27.8% indicated that they did not include this information. The statistical analysis indicated there was no significant difference (p=.450) based on gender, with the majority of males and females both including relationship status on their profiles.

When asked about including the languages the participants speak on their profiles, 51% of the female participants reported yes, while 49% selected no. The male responses revealed that 58.2% of the male participants selected the answer yes, while 41.8% chose no. The statistical analysis showed there was no significant gender difference in the responses for this question (p= .108).

The next item on the list asked whether participants include information about their employers on their Facebook profiles. For the female participants, 50.6% indicated no and 49.4% indicated yes. Most of the males, 58.1% indicated that they did include information about their employers, and 41.9% reported that they did not. The statistical analysis revealed there was no significant gender difference in the responses (p=.053).

The participants were then asked if they included their school affiliations on their profiles. The majority of females, 94.6%, reported that they did include their school affiliations on their profiles, while only 5.4% did not. The majority of males, 92.1%, indicated that they

included their school affiliations on their profiles, while 7.9% revealed that they did not. Based

on the statistical analysis, there was no significant gender difference (p=.266). The majority of

both genders included their school affiliations on their profiles.

When asked about included their religious views on their Facebook profiles, 93.8% of

females said they did include their religious views on their profiles, and 6.2% of the females

participants did not include religious views. The male responses showed that 90.5% did list their

religious views on their profiles, and 9.5% did not include this information. The statistical

analysis indicated there was no significant gender difference (p=.169). The majority of both

males and females reported including their religious views on their Facebook profiles.

The next survey item asked if the participants included their activities on their Facebook

profiles, with 77.1% of females including this information on their profiles and 22.9% not

including this information. For the males, 86.4% revealed they did include their activities, while

12.4% did not. The statistical analysis revealed there was a significant difference based on

gender (p=.008). While the majority of both genders reported including their activities on their

profiles, more males included their activities than females.

The participants were then asked whether they included their interests on their profiles.

Most of the female participants, 81.1%, listed their interests, while 18.9% did not. The male

responses revealed that 87.6% included their interest and 12.4% did not include their interests on

their profiles. The statistical analysis revealed there was a significant gender difference

(p=.045). While most of the participants from both genders included their interests, more male

participants included their interests than females.

The final item in this section asked whether the participants included people who inspire

them on their profiles. The most popular response, receiving 63.2% of the female responses, was

no. The remaining 36.8% selected the answer choice of yes. Out of the male responses, 56.9%

reported they did include this information, while 43.1% did not include people who inspired

them. The statistical analysis revealed there was a gender difference (p=.000). This revealed

male participants reported including people who inspire them on their profiles more than

females.

The next question of the survey, question 14, asked participants how likely they were to

post images or pictures about certain topics. First, the participants were asked how likely they

were to post images about their friends. Out of the female participants, 71.7% indicated they

were very likely to post images about friends, 22.1% reported they were likely to post images

about friends, 3.9% were undecided, 1.6% said they were very unlikely to post images about

their friends, and 0.8% indicated they were unlikely to post images of friends. The male

responses for this question revealed that 43.2% were likely to post images about their friends,

42.7% were very likely to post images about their friends, 7.5% were unlikely to post images

about friends, 3.3% were undecided, and 3.3% were very unlikely to post images about their

friends. The statistical analysis revealed there was a significant gender difference (p=.000). This

finding revealed that women were more likely than men to post images about their friends.

Next, the participants were asked how likely they were to post pictures of their families.

Most of the females, 57.2% selected the answer choice of "very likely," while 31.5% picked

"likely." Seven percent were undecided on this question. The answer choice of "unlikely" was

chosen by 3.1%, and the remaining participants, 1.2%, reported that they were very unlikely to

post images about their families. The most popular answer among the male participants was

"likely", with 39.8% of the responses. The second most popular answer, with 36.1%, was "very

likely." Of the remaining responses, 12.4% were unlikely to post images about family, 6.6%

were undecided, and 5% were very unlikely to post images about their family. The statistical analysis indicated a significant gender difference (p=.000) existed in regards to posting images about family. The female participants were more likely to post images about their family than the male participants.

When asked about posting images about their relationship statuses, 38.8% of the women were very likely to post images about this topic. The second most popular response was "likely," which received 27.1% of the responses. Out of the remaining female responses, 15.5% were undecided, 10.5% selected "unlikely," and 8.1% said they were very unlikely to post images about their relationship statuses. The male responses indicated that 35.5% were likely to post images about relationship status, 23.6% were very likely to post images about relationship status, 17.8% were undecided, 12.8% were unlikely to do so, and 10.3% were very unlikely to post images about relationship status. The statistical analysis revealed there was a significant gender difference in the participants' responses (p= .012). Females were more likely to post images about their relationship statuses than males.

The next survey item asked participants to indicate how likely they were to post images about holidays. Of the female participants, 42.4% indicated they were very likely to post images about this topic. Of the remaining responses, 40.5% of the women indicated they were likely to post images about holidays, 8.6% said they were undecided, 7% were unlikely to post images about holidays, and 1.6% were very unlikely to post images about this topic. In regards to holidays, the results from the male participants revealed 42.6% were likely to post images about holidays, 21.1% were very likely to post images about holidays, 17.4% were undecided, 13.6% were unlikely to post images about holidays, and 4.5% were very unlikely to post images about holidays. Based on the statistical analysis, a significant gender difference was discovered for this

survey item (p=.000). This revealed that female participants were more likely than the male participants to post images about holidays.

In response to the question regarding posting images about school, 41.9% of females reported they were likely to post images, 37.6% indicated they were very likely to post images, 10.1% were undecided, 7.4% were unlikely to post images, and 3.1% were very unlikely to post images about school. Most of the men, 45% reported that they were likely to post images about school. The second most selected answer choice among men was "very likely," with 21.9% of the responses. Of the remaining responses, 14.5% selected "unlikely," 13.6% chose "undecided," and 5% picked "very unlikely." The statistical analysis indicated there was a significant gender difference (p=.000), with females being more likely to post images about school than males.

The participants were then asked how likely they were to post pictures related to religion. The most popular answer among the female participants was "likely," with 38.9% of the responses. The second most popular answer choice was "very likely," receiving 31.9% of the responses. The choice of "undecided" was selected by 19.1%, while 6.6% picked "unlikely." The least popular response, with 3.5% of the responses, was "very unlikely." The results from the male participants indicated 38.2% were likely to post images about religion, 20.7% were very likely to post images about religion, 18.7% were undecided, 17% were unlikely to post images about religion, and 5.4% were very unlikely to post images about religion. The statistical analysis showed that there was a significant gender difference in the responses to this item (p=.000). This revealed that women were more likely than men to post images about religion.

When asked about posting images focused on politics, 29.3% of the female participants reported they were very unlikely to post pictures about this topic. Of the remaining female

responses, 26.2% said they were unlikely to post images about politics, 23.8% were undecided, 12.1% reported they were likely to post images, and 8.6% indicated they were very likely to post images concerning politics. In reference to politics, 34.6% of the male participants were unlikely to post images about this topic, 20.4% were undecided, 20% were very unlikely to post images about this topic, 17.9% were likely to post images about this topic, and 7.1% were very likely to post images about this topic. Based on the statistical analysis, there was no significant gender (p=.242) difference in regards to posting images about politics.

The participants were then asked about posting images about sports. The results showed that 33.6% of the women were likely to post images about sports, while 27.7% reported they were very likely to post images. The answer choice "unlikely" received 14.5% of the responses, and "very unlikely" received 12.5%. The least popular response among females was "undecided," with 11.7% of the responses. The most popular answer among the men was "likely," with 36.1%, while 27.8% selected "very likely." The answer choice "unlikely" received 14.1% of the responses, and "undecided" obtained 11.6% of the answer choices. The least popular response among males was "very unlikely" with 10.4% of the responses. The statistical analysis revealed there was no significant gender difference in the responses (p=.546).

The participants were then asked how likely they were to post images related to music/entertainment. The most selected answer among females was "likely," obtaining 33.6% of the responses. The second most popular choice, receiving 28.1% of the responses, was "very likely," and 19.9% of the participants selected "undecided." Of the remaining responses, 10.9% were unlikely, and 7.4% were very unlikely to post images about music/entertainment. The male responses demonstrated that 42.1% were likely to post images about this topic, 19.8% were very likely to post images about this topic, 15.3% were unlikely to post images about this topic,

13.6% were undecided, and 9.1% were very unlikely to post images about music/entertainment. Based on the statistical analysis, there was no significant gender difference for this survey item (p=.151).

The last item of question 14 asked participants to reveal how likely they were to post images about political views. The female responses were split on this question. Twenty-seven percent reported they were very unlikely to post images about political views, 25.4% indicated they were unlikely, 25% were undecided, 14.1% were likely, and 8.6% were very likely to post images on this topic. Out the male responses, 31.4% were unlikely to post images about political views, 21.5% were undecided, 21.1% were very unlikely to post images about political views, 19% were likely to post images about political views, and 7% were very likely to post images about political views. The statistical analysis showed there was no significant difference for posting images about political views (p=.497).

The previous question explored how likely participants were to post images about a variety of topics, but the next question of the survey, question 15, asked participants how likely they were to post information, including wall posts, notes, and statuses, about the same topics listed in the previous section. When asked about posting information about friends, 65.9% of the female participants indicated they were very likely to post information about friends, while 29.5% indicated they were likely to do so. The remaining answer choices received very low responses, with "undecided" getting 1.9% of the responses, "unlikely" receiving 1.6%, and "very unlikely" obtaining 1.2% of the female answers. The male responses showed that 47.9% were likely to post information about friends, 36.4% were very likely to post information about friends, 7.9% were undecided, 5% were unlikely to post information about friends, and 2.9% were very unlikely to post images about friends. The statistical analysis revealed there was a

significant gender difference (p=.000), with females being more likely to post information about friends than males.

The participants were then asked to report how likely they were to post information about their families. Of the female participants, 55% said they were very likely to post information about family, 31.8% indicated they were likely to post information, 5.8% were undecided, 5.4% reported they were unlikely, and 1.9% said they were very unlikely to post information about their families. Of the male responses to this topic, 48.5% were likely to post information about family, 28.2% were very likely to post information about family, 10.4% were undecided, 8/3% were unlikely to post information about family, and 4.6% were very unlikely to post information about family. Based on the statistical analysis, a significant gender difference was discovered for this item (p=.000). This revealed that the female participants were more likely to post information about their friends than the male participants.

When asked about posting information related to relationship status, 30.2% of the females indicated they were likely to post information about this topic, while 27.5% were very likely to do so. The answer choice of "undecided" was selected by 16.7% of the women, and 16.3% picked the choice of "unlikely." The least popular response was "very unlikely", which received 9.3% of the responses. The most popular response among males was "likely," receiving 34.9% of the responses. The second most common answer was "very likely," receiving 21.6% of the responses. Out of the remaining responses, "undecided" was selected by 16.2%, "unlikely" was selected by 18.3%, and "very unlikely" was selected by 9.1%. In regards to posting information about relationship status, there was no statistically significant gender difference (p=.439).

The participants were then asked how likely they were to post information about

holidays. The results showed that 45% of the female participants were very likely to post

information about this topic, 38.8% were likely, 7.4% were unlikely, 5.4% were undecided, and

3.5% were very unlikely to post information about holidays. The male results for this topic

showed that 42.7% were likely to post information about holidays, 24.5% were very likely to

post information about holidays, 16.2% were undecided, 10.8% were unlikely to post

information about holidays, and 5.8% were very unlikely to post information about holidays.

After analyzing the responses to this question, a statistically significant gender difference was

discovered (p=.000). Females were more likely than males to post information about holidays.

When asked about posting information concerning school, the most popular response

among females was "likely," receiving 43.8% of the responses. "Very likely" received 40.7% of

the responses, while "unlikely" received 8.1%. The least popular answers were "undecided,"

with 4.7% of the responses, and "very unlikely," with the remaining 2.7% of the responses. The

most popular male response was "likely," receiving 53.7% of the responses. "Very likely"

received 24.5% of the responses, while "undecided" received 11.6% of the male responses. The

least popular answers were "unlikely," with 7% of the responses, and "very unlikely," with 5.4%

of the responses. There was a statistically significant gender difference in the responses to this

item (p=.001). Females were more likely than males to post information about school.

In response to the question that asked about posting information concerning religion,

47.7% of the females indicated they were very likely to do so, 37.2% reported they were likely to

post information about this topic, 7.8% said they were undecided, 4.7% revealed they were

unlikely to do so, and 2.7% said they were very unlikely to post information about religion. Out

of the male responses, 40.8% were likely to post information about religion, 29.2% were very

likely to post information about religion, 13.3% were undecided, 10.8% were unlikely to post

information about religion, and 5.8% were very unlikely to post images about religion. A

statistically significant gender difference was found after analyzing the data for this survey item

(p=.000), with females being more likely to post information about religion than males.

When asked about posting information about politics, 33.3% of the female participants

were unlikely to post information, 24.3% were very unlikely, 16.5% were undecided, 14.5%

were likely, and 11.4% were very likely to post information about politics. The results from the

male participants indicated that 26.4% were likely to post information about politics, 24.8% were

unlikely to post information about politics, 21.1% were very unlikely to post information about

politics, 17.8% were undecided, and 9.9% were very likely to post information about politics.

The statistical analysis showed there was a significant gender difference, (p=.041). While both

genders appeared unlikely to post information about politics, the males were more likely to post

information about politics than the females.

The next survey item asked participants how likely they were to post information about

sports. The results demonstrated that 29.1% of the female participants selected the answer

choice "likely," while they answer choice "very likely" received 25.2% of the responses. The

remaining responses included "unlikely," with 17.4%, "very unlikely" with 15.1%, and

"undecided" with 13.2%. The most popular answer choice among males was "likely," with

37.8%. The remaining responses included "very likely" with 29% of the responses, "unlikely"

with 12%, "undecided" with 11.6%, and "very unlikely" with 9.5% of the male responses. The

statistical analysis revealed a significant gender difference (p=.007) with males being more likely

to post information about sports than females.

When asked about posting information related to music/entertainment, the results

indicated 36.4% of the female participants were likely to post information about

music/entertainment, 31% were likely to do so, 14.3% were unlikely, 11.6% were undecided, and 6.6% were very unlikely to post information about this topic. The male responses revealed that 43.6% were likely to post information about music/entertainment, 27% were very likely to post information about this topic, 12.4% were unlikely to post information about this topic, 12% were undecided, and 5% were very unlikely to post information about this topic. There was no statistically significant gender difference in regards to posting information about music/entertainment (p=.694).

The item of question 15 asked the participants how likely they were to post information about political views. The results showed 31.6% of the women indicated they were very unlikely to post information about this topic, 28.9% were unlikely, 16.8% were undecided, 12.1% were likely, and 10.5% were very likely to post information about political views. The results also showed that 25.3% of the men reported they were likely to post information about political views, 22.8% were unlikely to post information about political views, 21.6% were very unlikely to post information about political views, 19.9% were undecided, and 10.4% were very likely to post information about political views. The statistical analysis presented a significant gender difference in regards to this item (p=.001). This indicated that males were more likely to post information about political views than females.

Overall, the quantitative section produced findings that answered RQ 1, which asked if undergraduate females or undergraduates males were more likely to disclose personal information Facebook. The data revealed that females are only more likely to post personal information about certain topics. For example, females were more likely to post images about friends, family, relationship status, holidays, school, and religion. Also, the female participants were more likely to post information (comments, status updates, etc) about family, friends,

holidays, school, and religion. On the other hand, males were more likely to include their

interests, activities, websites, and people who inspire them on their Facbeook profiles. Also, the

male participants were more likely to post information (comments, status updates, etc) about

politics/political views and sports. Therefore, females are more likely to post personal

information but only on a certain topics.

Open-ended Questions: This section provides the responses for survey questions 16-20.

Question 16 asked the participants to list any other topics they disclose on Facebook. Of the

female participants, only 100 answered this question. Out of those 100 females who answered

the question, 64% of them indicated there were no other topics that they disclose on Facebook.

The responses were varied for the 36% of female participants who listed other topics they

disclosed. However, there were a few topics that were mentioned by several of the participants.

For example, many female participants indicated that they often disclosed quotations. One

participant noted, "I as well as many other people post quotes that they find inspiring,

challenging, or feel like they're worth sharing." Another common topic that was disclosed

among females was information about their daily activities. For example, one participant noted

that she disclosed "happy moments and fun memories from that day," while another mentioned

that she writes about "what I'm doing, who I'm hanging out with, and things that I'm looking

forward to." The final topic that stood out among the female responses was feelings or moods,

with several writing "moods," "my feelings" or "how I feel."

Only 99 male participants responded to question 16 that asked about other topics

disclosed on Facebook. Of those 99, 60.6% reported that they did not disclose any other topics.

The responses from the 39.4% of the male participants who listed other topics were mixed.

There was one topic that was listed by several of the male participants, which was daily

activities. This was often combined with letting their Facebook friends know they were on a break from college. For example, one participant wrote, " Something big that I would be doing the next day such as leaving for break or going to a concert or something like that." There was no other overarching topic that was listed by several males, but instead there were a variety of topics listed by one or two participants. For example, two males listed TV shows, while two others listed job related information. Both of these topics were not listed by any of the female participants. Also, a few of the male participants listed quotations, but not nearly as many as the female participants.

The rest of the open-ended questions focused on undergraduates' disclosure of personal information using different features on Facebook. Each question asked about a different feature that is often used by Facebook users to disclose information. Question 17 asked the participants whether they disclosed personal information as their Facebook statuses. Out of the female responses, 56.8% of the participants said they did not disclose personal information on their statuses. The remaining 43.2% of the female participants reported that they do disclose personal information on their Facebook statuses. Those who responded positively were asked to explain what they disclosed this type of information. Two major themes or topics emerged from the responses. The first was daily activities, which included plans and locations. The majority of the females indicated that they list their daily activities on their statuses. For example, one participant wrote, "What I have going on that day or what all I have done." Another wrote, "I post personal information like where I am at sometimes. I sometimes post what friend's house I'm at or where I'm eating dinner." Within this category, several participants indicated they would include trips they were going on that day or that were coming up soon.

The second theme described in the female responses to the question about disclosing

personal information through Facbeook statuses was posting information about religion on their statuses. This theme was significantly less popular than the first. Several of these participants reported that they included Bible verses. For example, one participant noted, "Yes, I post Bible verses which are personal." Others included information about their relationship with God. One female participant wrote, "I post spiritually personal things such as what God's doing in my life." The few remaining female responses were varied and included information such as jokes, feelings, quotations, and opinions.

When asked about disclosing personal information on their Facebook statuses, the results revealed that 61.9% of the male participants do not include personal information in their Facebook statuses. The males described their negative responses more than the females. The females mostly said "no" or "nothing too personal," but they did not often go into detail. On the other hand, several males explained their negative responses. For example, one male participant wrote, "No, I don't. I don't believe it is healthy to post personal information, that is what counseling is for," while another indicated, "No I do not. I don't feel that that information should be shared with acquaintances. Which make up a few of my friends on FB." Yet another wrote, "No I do not. This would be absolutely stupid." Finally, a male participant also wrote, "No, nothing personal, I choose to talk to my choice friends who can actually help me in person."

The remaining male participants, 38.1%, reported that they do reveal personal information on their Facebook statuses. These results revealed that the male responses had the same two themes/topics as the female participants. The majority of these male participants indicated they post information about their daily activities, including plans and locations. One male participant reported, "Yes, I will often share my plans, especially if I want somebody to

join me." Another wrote, "Yes, like what I'm doing or about do to. Example: About to go play soccer." Similarly, another male participant wrote, "Yes, I put what is happening in my daily life."

As with the female responses, the second most popular type of personal information revealed in the males' Facebook statuses was religion. Religion was also listed significantly less than daily activities. Of the males who listed religion, several stated they would include prayer requests in their statuses. For example, one participant wrote, "Yes, I ask people to pray for either my family or somebody that is personally hurt by something tragic." Another wrote, "There are times I post prayer requests I have so certain friends of mine can be praying about them." Other male participants reported they include information about how God is influencing their lives. For instance, a male participant wrote that he included "information about what God is doing in my life!" The few remaining male responses were varied and included information such as political views, sports, and moods. Overall, the results from question 17 revealed there are no significant gender differences in posting personal information on Facebook statuses.

The next question, 18, asked whether the participants disclosed personal information through notes on Facebook. The majority of females, 79.2%, indicated that they do not. Many of these participants indicated they had never used this feature on Facebook. Others said they did not reveal personal information in notes because no one else needed to know that information. For example, one participant wrote, "No, I don't want people to know too much information about myself." Another said, "No…1) half the people who see it probably wouldn't care. 2) the world doesn't need to know my personal information." A few of the female participants said they did not disclose personal information through notes due to safety concerns. One participant wrote, "I never try to reveal too much information about myself on Facebook

where outsiders can come and find me," while another revealed, "No, I do not because that is not being safe."

The remaining female participants, 20.8%, reported that they do reveal personal information through notes. The responses from these female participants were varied. The majority of participants said "yes" without explaining what they revealed or why. However, there were some responses that were repeated among several participants. The first was disclosing information about daily activities/plans or locations they visited. A female participant noted, "I write notes describing certain events that I have been through such as visiting a national park with my mom." Another said, "Yes. My location and what I'm about to do." The second response that was listed by several females was posting notes that contained completed surveys that asked about their lives. The following are examples of a response that included filling out surveys: "I have in the past yes, I used to fill out those ten questions about yourself surveys," and "I used to do surveys. They ask what is your favorite food, movie, etc." The remaining answers were split and included responses such as revealing information in notes about emotions, opinions, religious beliefs, and poems or song lyrics.

When the males responded to the question about disclosing personal information through notes, the majority, 85.6%, reported that they do not reveal personal information on Facebook through the notes feature. The male responses were similar to the female answers, with most male participants revealing that they have never written Facebook notes before. Also, many participants believed personal information did not need to be shared online. One participant wrote, "I don't ever write notes mostly because I don't feel the need to express emotions or topics online when I could talk to a friend in person." Another wrote, "No, I don't feel the need to do that for people. If they want to know something they can ask me." Only one male

participant seemed concerned about safety concerns. He wrote, "No I do not. This again would be dumb. There are too many hackers in the world to just throw open information for them to grab."

The rest of the male participants, 14.4%, indicated that they do write notes revealing personal information. However, these responses were very mixed. There were no overarching topics or types of information listed. A few participants said they wrote notes about their activities or plans, while others indicated they posted notes with original song lyrics, short stories, or poems. Some mentioned posting notes about their religious views. For example, one male mentioned that he posted "one note that shared my beliefs as a way to witness to my friends." Only two males mentioned surveys, which was fewer than that mentioned by the female participants. Overall, the results to this question reveal there is no significant gender difference, since females were slightly more likely than males to post surveys that contained personal information.

When asked in question 19 about disclosing personal information through wall comments, the majority of females, 66.7%, indicated that they do not. Most of these participants revealed that they would disclose personal information through private messages or Facebook chat only. For example, one female noted, "I do not post personal information for all to see. If I was to send personal information, I would send it in a private message." Similarly, another participant wrote, "No-instead, I would use messaging to talk/disclose anything personal."

On the other hand, 33.3% of the female participants stated that they do disclose personal information through wall comments. There were two popular responses among these female participants. The first, which was reported by the majority of females, was making plans, which often included informing their friends of daily activities. A good example of this is the following

response from a female respondent, "I might sometimes. I could be telling a friend what I did the other day, or we could be making future plans." Another participant wrote, "Yes, I talk about plans, what we are doing that weekend, or where we're eating." The second most popular response was revealing information about inside jokes or shared experiences with friends. For example, one participant noted, "Yes. I will often post comments on something that we had done together, or something we experienced in a certain place that was really funny to us, or an upcoming we might be attending together." Another simply replied, "If anything inside jokes."

When the males were asked about disclosing personal information through wall comments, the majority, 71.6%, indicated they do not disclose personal information through wall comments. The reasons given for these negative responses were similar to those listed by the female participants. Most indicated they would only reveal personal information through private messages or chat. This can be seen through the following male response, "No, I try not to disclose any personal information through comments on friend's walls, because I am unaware of who may be able to see it from their friends. If it really is considered personal information, I typically just send a personal message." A few mentioned they said no because there is no need to disclose personal information using wall comments. One male wrote, "No, I don't think it is the appropriate place," while another said, "No, I don't like putting inside jokes or other pointless information on other peoples' walls. I know how annoying it is to me to have irrelevant information in my news feed, so I try to refrain from doing it to others."

The rest of the male participants, 28.4%, said that they do reveal personal information through wall posts. The majority of the male responses were mixed or not fully explained. However, the most common response was disclosing information about shared experiences or inside jokes. One participant wrote, "Yes, I'll talk about things we have done before or past

memories." Another indicated, "Yes, I often write some kind of inside joke about my friend." The remaining responses included revealing information about plans, humor, opinions, and religion. As a whole, the results were similar regardless of gender. However, it could be said that females were more likely to reveal their plans/activities through wall posts than males. Also, it is interesting to note that no females mentioned religion in their responses to this question.

Question 20 of the survey asked participants to describe what information they included in their About Me sections on Facebook. In this About Me section, Facebook users are allowed to disclose any information they would like to describe themselves. The majority of the female participants, 68.6%, indicated they did reveal information about themselves in this section. The responses were varied, but there were a few topics that were disclosed by several participants. The topic that was disclosed the most by females in their About Me sections was religion, including religious views, relationships with God, and Bible verses. For example, one participant wrote that she included the following in her About Me section, "The most important thing in my life is my walk with the Lord." Another wrote, "I have a paragraph about how Jesus helps me through everything." One participant said, "All I have is my favorite Bible verse."

The second most common type of information included in the female participants' About Me sections was general interests, which included the participants' likes and dislikes. A female participant wrote, "It lists a few things I like," while another said, "I mainly explain my interests." The third most reported response was quotations, with several participants mentioning that they put quotations in this section that they liked, that inspired them, or that reflected who they were. One participant noted that she included "a quote that I found from someone else that I admired." The remaining responses were split, with a few participants

revealing that they include information about school, friends, family, their boyfriends, sports, music, and hobbies.

Only 31.4% of the female participants reported that they did not include any information in their "About Me" sections. Almost all of these participants did not explain their answers, but simply stated they did not include anything in this section. However, two of the participants said they did not include anything in this section because their friends on Facebook already know that information about them. For example, one participant wrote, "I do not have an "About Me" section because my friends already know about me," while the other participant said, "I don't have an about me section. If the person doesn't know me already then why would I be friends with them on Facebook."

The majority of male participants, 64.1%, also reported that they included information about themselves in their "About Me" sections on their Facebook profiles. The male responses were split more than the female responses. The males only had one topic that was listed by a large number of participants. The most popular response for males was also including information about religion, including Bible verses, relationships with God, and religious views. One participant wrote, "My About Me information is very simple and to the point that summarizes my philosophy of life which involves God sending me to wherever He wants me to go, and me accepting His call." Another wrote, "My About Me section contains only my age and personal convictions, the rest of it contains several verses which I try to mold my life around." The remaining responses were divided between school, interests, hobbies, sports, quotations, music, and other basic information. The rest of the males, 35.9%, did not include information in this section on their profiles. Overall, the results to this question revealed that both genders were likely to include information in this section on their Facebook profiles.

However, the responses revealed there were more common topics among the female participants than male participants. Also, both genders included religion in this section of their profiles.

As a whole, the findings of the questions in the open-ended section revealed that there were many similarities between genders in regards to their disclosure of personal information online through the various features of Facebook. This section also demonstrated that the majority of participants, from both genders, only admitted to disclosing personal information in their About Me sections on their profiles. Those who disclosed personal information through other features were in the minority. The gender differences that were exhibited in the findings of the questions in this section were only slight differences.

RQ 2: Are Undergraduate Females or Undergraduate Males More Likely to Disclose Contact Information?

For the purposes of this study, contact information was defined as e-mail address, phone number, address, and instant message screen name. When asked whether participants provided an AOL instant message screen name. The most popular response, receiving 86.3% of the female responses, was no. The remaining responses, yes and I have another type of online messenger listed, received 11.3% and 2.3% of the responses respectively. The majority of males, 75.2%, reported that they did not include their AOL instant message screen names. Out of the remaining male responses, 16.9% did include their screen name and 7.9% included the screen name of another type of online messenger. There was no statistically significant gender difference (p=.978) in regards to including instant message screen names on the participants' Facebook profiles. The majority of both genders did not include this information on their profiles.

In regards to e-mail, 66% of females indicated they included their e-mail addresses on

their Facebook profiles, while 34% did not list their e-mail addresses. The male responses

revealed that 74.8% included their e-mail addresses on their Facebook profiles, while 25.2% did

not. The statistical analysis revealed there was a gender difference (p=.032). While the

majority of both genders indicated they included their e-mail addresses, more males included

their e-mail addresses than females.

When asked about including their mobile phone numbers, 80.6% of the women indicated

they did not include their mobile phone number, and 19.4% reported that they did include their

phone number. Only 57.7% of the male participants said they did not include mobile phone

numbers. The remaining men, 42.3%, reported they did include their mobile numbers. The

statistical analysis revealed a significant gender difference in the responses to this question,

(p=.000). This showed that more males included their mobile phone numbers than females.

The next item included on the list was home address. The majority of female

participants, 95.7%, selected no, while only 4.3% chose yes. The majority of males, 92.1%, also

reported that they did not include their address on their profiles, while 7.9% indicated they did

include this information. Based on the statistical analysis, there was no significant gender

difference in regards to address (p=.085). The majority of both genders did not include this

information.

As a whole, the information from this section provided answers to research question two,

are undergraduate males more likely to post contact information than females. The results

revealed that males were only more likely to disclose two types of contact information than

females. Males are more likely to post mobile phone numbers and e-mail addresses. However,

no gender differences existed in regards to screen name and address.

RQ 3: Are the Reasons for Engaging in Self-Disclosure Different Based on Gender?

The questions designed to answer research question 3 were open-ended and allowed the participants to explain why they disclosed contact and personal information on Facebook. Question 21 of the survey focused on why participants chose to disclose contact information on Facebook. Of the female participants, 59.5%, gave explanations for why they provided contact information on Facebook. The most common response given by these female participants was that they only provided e-mail addresses on their profiles. The reasons given for disclosing e-mail addresses included providing another way for friends to contact them outside of Facebook, Facebook made them provide an e-mail address when they signed up for an account, and they believed providing an e-mail address was safer than giving other information. The following response captures the sentiments of what many of these female participants wrote: "I only have my email on Facebook. And I give that out so that others can reach me when I'm off Facebook for a while. I don't think it does that much harm, so I'm content with leaving it on there. It has enough of a benefit to out-weigh the cost."

The second most popular response was that they disclosed contact information for people to get ahold of them outside of Facebook. Along with this reason, many mentioned they revealed contact information in order to keep in touch with others. For example, one participant wrote, "Facebook is meant for contacting each other. I'm okay with my friends knowing my e-mail or phone number if they need to get ahold of me." Another female participant wrote, "For friends I have lost touch with to get ahold of me," and yet another participant wrote, "Because I moved living locations and schools I want to be able to keep in touch with family, friends, etc."

The remaining female responses to the question on revealing contact information were varied. A few of the participants indicated they included contact information of Facebook, so

others could get in touch with them in an emergency. For example, a participant wrote, "I revealed contact information just in case someone else needs it in case of an emergency." A few of the female participants reported that they had forgotten or did not realize that information was included. These participants suggested that they were going to remove the information after taking the survey. One participant wrote, "I honestly didn't know it was out there. But now that know it's out there I'm going to take it down." Another said, "I think mine is only on there because when I first got a FB they asked for it. I should take my cell phone and email off of there. It shouldn't be available like it is."

The rest of the female participants, 40.5%, reported that they did not disclose contact information on Facebook. Many of these participants did not explain their answers and simply said they did not include contact information. Others reported that they did not include this information because they believed their Facebook friends should already have this information. One participant wrote, "I don't reveal contact information; the people who talk to me on Facebook either already have my information or don't need it." Another wrote, "I do not reveal contact info because people who are really my friends already know my number and email address." A few mentioned that they do not reveal contact information on Facebook, but they indicated that they would send some contact information through private messages only. Finally, some of the participants did not disclose contact information for safety reasons. One participant noted, "I don't. I don't want to get kidnapped," while another said, "I try not to because of online predators." Similarly, another reported, "I do not reveal contact information because I do not want people that I do not know to have my phone number or address."

The male responses for the question on disclosing contact information were somewhat similar to the females, but there were a few differences. The majority of males, 68.5%,

explained why they revealed contact information. The two main explanations given by the males for disclosing contact information were the same explanations given by the females, except they were in a reversed order. The most popular reason given by the males was that they wanted others to be able to contact them, which included staying in touch with others. For example, one male wrote, "I want to make sure that my friends, or somebody else who may need to talk to me can do so. I am not worried about somebody using this information to hurt me." Another wrote, "So new people I meet can contact me and I can have a relationship with them." A male participant also wrote, "In case someone needs to get a hold of me when I'm away or offline on Facebook. Also, because I have used Facebook to get phone numbers of people I needed to call."

The second most popular response of the male participants was that they only disclosed e-mail addresses. The males also believed revealing e-mail addresses was safe and allowed others to contact them outside of Facebook. One male noted, "Only my e-mail which is displayed publicly regardless. I don't give away my phone number address, Skype, etc for privacy reasons. I don't want people whom I don't know well or don't enjoy talking to with such a direct line to contact me." Another wrote, "I only leave my e-mail if people must e-mail me something, because that's relatively safe. I won't leave an address or phone number."

Similar to the females, a few of the male participants also indicated that they would reveal this contact information so people could contact them in case of an emergency. For example, a participant wrote, "So that if anyone needed to contact me in an emergency and they do not have my phone number they could easily look on Facebook for it." A few of the males also indicated they included contact information for career opportunities. A small number of these participants indicated that they did not know why they included this information and they

were considering removing it. For instance, one male wrote, "I don't know…I am considering

removing that." Another wrote, "Not really sure, actually I think I may take it off."

The remaining male participants, 31.5%, reported that they did not disclose contact

information on Facebook. The majority of these participants did not explain their answers. A

few said that other people should already have that information or should ask them for that

information. For example, one participant noted, "No, if you're good enough friends with me

then you can just ask me for it." As with the females, some of the males were concerned about

safety issues. One male wrote, "I haven't revealed such information like phone numbers or

addresses because I'm not fond of stalkers." Another revealed, "I do not. No one should ever

reveal their phone number or any other contact information for that matter. It is dangerous."

Overall, the results for this question revealed that both genders had similar reasons for disclosing

and not disclosing contact information. While the reasons were similar, more females indicated

they only revealed e-mail address and more males indicated they wanted others to contact them.

The final question of the survey asked participants to explain why they revealed personal

information on Facebook. Of the female respondents, 61.4% provided explanations for why they

disclosed personal information on Facebook. The responses showed there were four main

reasons given by a large number of female participants for engaging in personal self-disclosure

online. The first, and most popular, reason was for people to get to know them better. For

instance, one female participant wrote, "I reveal personal information on Facebook because I

want my friends to be able to get to know me better by looking at my information." Another

reported, "So that my friends will get to know a little bit more about me." The second most

popular reason given was that the female participants felt comfortable revealing personal

information because their profiles were private and only their friends could see the personal

information. A participant wrote, "Facebook is for you and your friends, and because my Facebook is supposedly private, I share things with my friends." Another explained, "I am only friends with people I personally know and feel comfortable with, so I am not worried about these people having personal information of mine."

The female participants' third reason for disclosing personal information on Facebook was so that others could stay updated on their lives or know what is going on in their lives. For example, a female reported, "I do this though to keep my friends updated on what's happening in my life." Another wrote, "Since I am going to college, 8 hours away from home, I like my family and friends to know what's going on in my life." The fourth main reason was for the participants to stay in contact with others. One participant wrote, "Usually it is just to keep in contact with other friends, or to find out what plans are."

There were two other reasons given by only a small group of female participants for disclosing personal information. A few of the participants indicated they revealed personal information to share their faith with others. One of these participants wrote, "To show the Facebook world of what my Savior does for me to and to share good news to my friends and family." A few others reported that they revealed personal information because that is what Facebook is for. One participant wrote, "Isn't that part of the point of social networking?", while another said, "If I do I guess it is because that is 'what you do' on Facebook."

The rest of the female participants, 38.6%, indicated that they do not disclose personal information on Facebook. The majority of these responses did not provide explanations for why they did not disclose this type of information. However, one response that was given by several participants was that they were concerned about the safety of disclosing personal information on Facebook. One participant wrote, "I do not reveal personal information because of the ease of

predators to locate loved ones and or myself." Similarly another wrote, "I try not to because of online predators." Another said, "No. Facebook is creep/stalking central and whether people intentionally seek out that information it can be dangerous having people know things that are too personal about you."

A small number of participants reported they do not reveal personal information on Facebook because their friends should already know that information. For example, one participant reported, "I don't. My friends already know about me." Another explained, "I try not to. I assume my real friends already know anything personal they need to know and I don't need Facebook to share it."

The male responses to this question revealed that 56.7% did disclose personal information on Facebook. However, there were only two main reasons given by a larger number of male participants. As with the female participants, the most popular reason was for others to get to know them better. One male wrote, "Just so people know who I am as a person and can get to know who I am better." Another wrote, I like people to be able to know who I am." The second most popular reason was that they just did not care about revealing personal information, meaning it did not bother them to reveal this type of information. This reason often involved the participants reporting that they viewed themselves as open individuals. For instance, one participant explained, "I have nothing to hide. If somebody wants to know my age and relationship status, then they can just look. I feel like not being open with that information may make it look like I was trying to hide something from people." Another said, "Yes. Because I am not afraid to express what I feel about things to the public."

The rest of the male responses were split among a couple of reasons for disclosing personal information. A few said they disclosed personal information for religious reasons, such

as asking for prayer requests or witnessing to others. For example, one male said, "The personal information revealed is more for the spiritual aspect of things that involves asking for prayer requests that relate to personal trials going through my life." Others reported that they revealed personal information to keep in contact with friends, while some said they disclosed this type of information because that is what Facebook is commonly used for. Also, several indicated that they were comfortable revealing personal information because their profiles are private and only friends could see.

The remaining 43.3% of the males revealed that they do not disclose personal information on Facebook. The majority of participants did not explain their reasons for not disclosing this type information on Facebook. A few said that Facebook was not the place for revealing that type of information. One male wrote, "I don't. It's a mass public forum. You don't usually reveal personal info in a public forum." Only two of the participants were concerned about safety, which was less than the number of females. One male did write, "I don't reveal anything personal on Facebook. I like to be careful; especially on the Internet with all the crazy people out there." Two others were concerned about identity theft, which was not something mentioned by females.

Overall, the findings of both of these questions provide answers to RQ 3. The results revealed that, as a whole, the reasons for engaging in self-disclosure online, both of contact information and personal information, were not very different between genders. In regards to disclosing contact information, both genders indicated they only revealed e-mail addresses and that they included this information to keep in contact with others. However, more females reported just including e-mail addresses and more males gave the reason of keeping in contact with others. The results for disclosing personal information revealed that there were some

similarities and differences between genders. The females had four main reasons for disclosing this type of information, while males only had two main reasons. Both genders indicated the main reason they disclosed personal information was for others to get to know them. Also, both genders had other reasons that overlapped, such as religious reasons or to keep in contact with others. However, the males revealed they disclosed personal information because they simply did not care whether people knew that information. This reason for disclosing personal information was not given by the female participants. The reasons given for not disclosing personal and contact information were similar between genders. Both males and females were concerned about safety, but the females seemed slightly more concerned about this issue.

Discussion

As mentioned, the results to RQ 1 revealed that females were more likely to post images about friends, family, relationship status, holidays, school, and religion. This finding corresponds with Bond's result in his article "He Posted, She Posted Gender Differences in Self-disclosure on Social Networking Sites." Bond reported that "female participants were more likely than male participants to include images pertaining to friends, family, significant others, holidays, school, and alcohol" (31). The present study did not include alcohol in the survey. The only other difference in the present study was that females were more likely to post images about religion as well.

In the present study, female participants were more likely to post information about family, friends, holidays, school, and religion. These findings are also similar to Bond's. He found that "female participants were also more likely to disclose written information related to friends, family, significant others, and holidays" (Bond 31). Again, religion was the only difference in the results pertaining to the topics women were more likely to disclose. This

gender difference in religion goes against Bond's findings that there are no gender differences in

religion (33). These findings also reveal that females are more likely to disclose more topics

than males. This corresponds with Punyanunt-Carter's article "An Analysis of College Students

Self-Disclosure Behaviors on the Internet," which showed that females communicated more

personal information than men (n. pag).

Also, in the present study the male participants were more likely to post information

about politics/political views and sports. This only partially aligned with Bond's findings. In

Bond's study males were only more likely to disclose information about sports but not political

politics/political views. Bond stated there was no gender difference in regards to politics (33).

The present study also found that there was no gender difference in regards to posting images of

sports. This contradicts the finding in Bond's study that males were more likely than women to

post images about sports. The findings from this study also revealed that male participants were

more likely to include their interests, activities, websites, and people who inspire them on their

profiles. These results were unique to this study since there have been no previous studies, or at

least none that this researcher has found, that examined the inclusion of these topics on the info

section on Facebook profiles.

This quantitative section also revealed there were several topics that did not have

statistically significant gender differences in undergraduates' disclosures. This lack of gender

differences for certain topics aligns with previous research, such as that reported in Mathews,

Derlega, and Morrow's article "What is Highly Personal Information and How is It Related to

Self-disclosure Decision-Making? The Perspective of College Students." The sample of that

study included 238 college students who filled out questionnaires about what they consider

personal information and whether they disclosed that information. The results indicated that

there were no significant gender differences for several topics that were listed as personal information (Mathews, Derlega, and Morrow 86).

The responses to the open-ended questions revealed that there was a large emphasis by both genders on disclosing information about daily activities or plans. This is a facet of self-disclosure on Facebook that has not yet been explored fully in past research. This finding is not overly surprising, since many Facebook users use the site to inform others about their daily lives. These questions also revealed that religion was mentioned and focused on in several of the responses. This could be due in large part to the nature of the university that the participants attended. The university has a strong religious affiliation that most likely impacted the results. This is discussed further in the next chapter on limitations and recommendations for future research.

The open-ended section also produced an interesting finding that the majority of participants indicated that they only disclosed personal information in their About Me sections. This is surprising considering the quantitative section revealed gender differences in disclosure, with many of the participants reporting that they were likely or very likely to post information about a variety of topics. Also, this is surprising since this researcher has seen firsthand how many use the other features of Facebook, such as statuses or wall comments, to reveal personal information. The participants could have possibly been embarrassed to admit that they revealed personal information through these features, or they could have underestimated how much they use these features.

In regards to the disclosure of contact information, which was the focus of RQ 2, the results revealed that men were more likely to disclose mobile phone numbers and e-mail address. There were no gender differences in the disclosure of screen names or addresses. Both genders

were unlikely to reveal this information. The findings on phone numbers correspond with

Taraszow et al.'s article "Disclosure of Personal and Contact Information by Young People in

Social Networking Sites: An Analysis Using Facebook Profiles as an Example." These

researchers also discovered that males were more likely to reveal their mobile phone numbers

(Taraszow et al. 93). However, the finding that males were more likely to disclose e-mail

addresses was not found in this past study. Also, the results that there were no gender

differences in regards to screen name and addresses contradicted the previous study, which found

that males were more willing to share their home addresses and screen names (Taraszow et a. 93-

95).

The results to RQ 3 revealed that both genders were concerned about safety. Many

participants revealed that they did not disclose personal and contact information because they did

not feel safe doing so. These results can be explained by the effect of safety concerns on self-

disclosure, which is explored in Marshall Prisbell and Janis Anderson's article "The Importance

of Perceived Homophily, Level of Uncertainty, Feeling Good, Safety, and Self-Disclosure in

Interpersonal Relationships." These researchers found that "safety is positively related to self-

disclosure" (Prisbell and Anderson 26). Therefore, if individuals did not feel safe, they were

unlikely to disclose, but if they did feel safe they were more comfortable disclosing. This

principle was exhibited in the results of this study.

Overall, the presence of some gender differences in undergraduates' self-disclosure

corresponds with many previous studies on undergraduates' self-disclosure, including Bond's

study mentioned above and Solano's study "Sex Differences and the Taylor-Altman Self-

Disclosure Stimuli." The findings of this study also add important information on gender

differences in undergraduates' self-disclosure on Facebook. There were several findings that

were supported by past studies, adding validity to the results. There were also findings that were unique to this study that present avenues for future research. Now that the results have been presented and analyzed, the limitations of the study and avenues for future research will be discussed in the next chapter.

Chapter 5: Limitations and Future Research

Limitations

While this study added valuable knowledge to the topic of gender differences in self-disclosure on Facebook, it was not perfect. One limitation of the present study was that it did not clearly define personal information. Contact information was defined as e-mail address, phone number, screen name, and address, but there was no definition of what personal information entailed. On one hand, the lack of a strict definition allowed the participants to interpret the question as they wished, which added variety to the results and enabled the participants to include what they view as personal information. Also, defining personal information could be difficult, since many people have a different view of what is personal information and what is not. However, this lack of definition could have caused confusion since many of the survey questions included this vague term. One response from a participant demonstrated that this lack of definition was in fact an issue, at least for him or her. For the question that asked participants "Do you disclose personal information on your Facebook Status?," the participant wrote, "It depends on your definition of personal information." As can be seen from this statement, this confusion from a lack of definition impacted the results.

Another limitation was that the study only examined breadth of disclosure rather than depth. The initial purpose of the study was to explore gender differences in both depth and breadth of disclosure. However, after examining the instrument used to obtain the data, it was apparent the survey only measured breadth, since it did not ask participants to describe what type of information they disclosed about the topics listed. Therefore, the instrument should be changed for future studies by including questions that would allow participants to explain the depth of information they reveal about certain topics. For example, a question could ask, "What

type of information do reveal about your family on Facebook? This limitation could have been

discovered earlier if the researcher had used a pilot study before the final data collection.   A

pilot study would have revealed that the survey did not measure depth of the disclosure. A pilot

study also would have shown that some of the survey items were unnecessary since they were

not related to the research questions, such as the question on profile names.

The fact the participants all came from the same university, which had a religious

affiliation, was also a limitation. The sample could have included students from a variety of

universities, which would have added a variety of responses that could have been beneficial to

the study. Also, using only participants from this religious university impacted the results, which

can be seen through the fact that many of the participants stated they include religious statements

in their disclosures on Facebook. It would be interesting to see whether this emphasis on

religion in undergraduates' disclosures would be existent in a study with a broader population.

Another limitation was that the study only looked at gender differences and did not take

age or race into account when analyzing the results. The age or race of a participant could have

greatly impacted the results, possibly even more so than gender. Past research has shown that

age impacts the amount of disclosure. Mesch and Beker found that online social norms were

impacted by age, and older adolescents were more likely to disclose online (588). Similarly,

Nosko, Wood, and Molema found that individuals who were older were more likely to reveal

information online than those who were older (415). Therefore, the study should have paid more

attention to age. Also, the age group was limited to 18-23 year olds. Including a wider age

range would allow for more well-rounded results that could be applied to a wider population.

Other limitations were that the study relied solely on self-report data on an online survey

and many participants skipped several questions. The participants could have underestimated or

overestimated their disclosure on Facebook because they might not be fully aware of their self-disclosures on Facebook. Also, the participants could have been embarrassed to reveal the amount of time they spend on Facebook as well as the information they choose to disclose. Since the survey was offered as an extra credit opportunity and was taken online without supervision, the participants could have reported they fit in the age requirements, 18-23, or that they had a Facebook account when they really did not. Also, several of the participants skipped multiple questions, especially those in the open-ended section. This limited the findings and could have lowered the accuracy of the results.

The final limitation was that the study only focused on a few features of Facebook, such as statuses, info pages, "About Me sections," notes, and wall posts. While this covers many of the important features designed for disclosure on Facebook, there are many other features that people use to disclose information. For example, there are groups that Facebook members can join that allow them to talk with other users. Each group has a profile page, where group members can post comments or upload pictures. Facebook users can also create events where they invite friends to activities. On these event pages, individuals are allowed to post comments or send messages to others. Facebook users can also send private messages or use Facebook chat, which is like instant messaging. Another feature is the "ask question" application where Facebook members can poll other people about any topic they want. Finally, Facebook users can participate in several games. Many of these games have chat rooms that enable players to talk while the game is occurring. While this list is not exhaustive, it demonstrates that there were several facets of Facebook that were not explored in the present study and could be examined in subsequent studies.

Recommendations for Future Research

While this study utilized an online survey to obtain data, future research could use other methodologies. For example, researchers could use interviews or focus groups, which would allow participants to explain their answers more fully. Also, interviews or focus groups would help ensure that the participants answered all of the questions. As mentioned previously, many participants skipped several questions, which could have impacted the results. Participants would be less likely to skip questions in face-to-face settings. Another approach could be analyzing actual Facebook profiles. This would allow researchers to code and analyze actual disclosures that are posted rather than relying on self-reports. This method was used in Taraszow and colleagues' study that was mentioned in the literature review and discussion.

The present study did not focus on the relationship development aspect of social penetration theory. Therefore, future research could explore how individuals use Facebook to form and develop relationships. Researchers could interview or survey participants who have maintained relationships on Facebook to determine what role the website plays in relationship development. Furthermore, scholars could examine whether males or females are more likely to develop and maintain relationships on Facebook.

Even though social penetration theory was a valuable asset for the present study, there are other theories that could be utilized for future studies related to self-disclosure on Facebook. For example, Sandra Petronio's communication privacy management theory could be used in future research to examine this topic. Communication privacy management theory has been used in several articles on computer-mediated communication, which would make it a good fit for examining disclosure on Facebook. One study that used this theory to explore disclosure online was Mazer, Murphy, and Simonds's article "I'll See You On ''Facebook'': The Effects of

Computer-Mediated Teacher Self-Disclosure on Student Motivation, Affective Learning, and

Classroom Climate." This theory focuses on how individuals manage privacy boundaries and

the disclosure of private information. According to this theory, "individuals involved in

relationships are constantly managing boundaries between the public and private, between those

feelings and thoughts they are willing to share with others and those they are not" (Littlejohn and

Foss 213). Therefore, future researchers could examine how undergraduates' manage privacy

boundaries as they disclose on Facebook.

Another theory that can be used in future research is David Buller and Judee Burgoon's

interpersonal deception theory. Scholars could use this theory to discover whether individuals

use deception in their self-disclosure on Facebook. This theory has been used to examine online

dating sites, but it would also be useful for a setting such as Facebook. Facebook users are often

trying to impress others, make new friends, or build relationships, all of which could involve

using deception. Future researchers could also apply Stella Ting-Toomey's face-negotiation

theory to determine how Facebook users engage in face management or negotiation through their

disclosures on Facebook.

After the data were collected for this study, Facebook introduced a new profile called

timeline. Many users have switched over to this format, and eventually every Facebook user will

have to use this new layout. This layout allows users to track their activities and make a virtual

timeline of their lives. According to Facebook's website, "your timeline is your collection of the

photos, stories, and experiences that tell your story" (n. pag.). While most of the old features are

present in this new layout, there are some new additions. For example, users can now add life

events to their Facebook, including events that happened prior to getting a Facebook. Users can

view an activity log that details their activities on Facebook, and users can see highlights from

each month. Overall, the goal of the new layout is to allow users to be able to personalize their

profiles more and to be able to tell their life stories. Since the previous study examined the old

layout, future research could explore self-disclosure on this new timeline profile. It would be

interesting to discover whether the findings are different with this new layout.

Future studies could also examine gender difference in self-disclosure on different social

networking sites. For example, researchers could explore the disclosures made on LinkedIn, a

website primarily for establishing professional and business connections. It would be interesting

to discover whether gender differences in disclosure exist on this site. Also, a study on LinkedIn

could reveal what types of disclosure occurs on business oriented websites. YouTube is another

website that could be analyzed for gender differences in disclosure. Researchers could analyze

the videos posted and the comments made by YouTube users to determine if gender differences

exist in disclosure on this website. Another website that could be examined is Pinterest, which

allows users to find and post pictures of their favorite things. Pinterest users are also able to post

comments on the pictures and write a description of themselves on their profiles. This website

has become extremely popular this year and would be a good candidate for examining gender

differences.

Conclusion

The goal of this study was to examine gender differences in undergraduates' self-

disclosure on Facebook. Facebook was chosen for this study because it is extremely popular

among undergraduates and provides several features that provide opportunities for self-

disclosure. The study had the following research questions:

> RQ 1: Are undergraduate women, ages 18-23, or undergraduate men, ages 18-23,
>
> more likely to disclose personal information on Facebook?

RQ 2: Are undergraduate women, ages 18-23, or undergraduate men, ages 18-23, more likely to disclose contact information (e-mail address, phone number, address, instant message screen name) on Facebook?

RQ 3: Are the reasons for engaging in self-disclosure different between undergraduate women, ages 18-23, and undergraduate men, ages 18-23?

The methodology included an online survey that was designed answer the research questions. The survey was divided into five sections, including a demographic questionnaire, the Facebook Intensity Scale, disclosure of personal and contact information measurement, self-disclosure by topic on Facebook scale, and an open-ended section.

The data collection occurred during the fall 2011 semester at a Mid-Atlantic university. The participants included 263 females and 244 males between the ages of 18 and 23. The participants were sent a link to the survey, which was on surveymonkey.com, and were given extra credit for their participation. The majority of the participants were freshman.

The data, from all of the sections except for the open-ended section, were entered into SPSS to test for significant gender differences. The results for RQ 1 revealed that females were more likely to reveal personal information only on certain topics. Females were more likely to post images about friends, family, relationship status, holidays, school, and religion. Also, the female participants were more likely to post information (comments, status updates, etc) about family, friends, holidays, school, and religion. On the other hand, males were more likely to include their interests, activities, websites, and people who inspire them on their Facbeook profiles. Also, the male participants were more likely to post information (comments, status updates, etc) about politics/political views and sports.

The results to RQ 2 revealed that males were more likely to post mobile phone numbers

and e-mail addresses. However, no gender differences existed in regards to screen name and address. The findings for RQ 3 revealed that the reasons for engaging in self-disclosure online were similar in some ways between genders. However, some differences did emerge. The females had more overarching reasons disclosing personal information than males. The males revealed that they disclosed personal information because they view themselves as open individuals and do not care about whether other people see their personal information. Also, both genders reported they did not disclose information because they were concerned with safety, but the females seemed slightly more concerned.

Overall, this study provided useful information that helps further explain gender differences in undergraduates' self-disclosure on Facebook. It also presents findings that provide an increased understanding of the phenomenon that is Facebook, including peoples' attachment to the website and why many individuals disclose large amounts of information in such a public forum. Several websites have emerged to take the place of Facebook, such as Google+, but none have been able to overcome the immense popularity of this social networking site. There is no foreseeable end to the pervasive influence this site has on society, especially among undergraduates; therefore, it is vital that scholars continue to explore this website and its impact on the future of communication.

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Appendix I.

<div align="center">Self-Disclosure on Facebook Survey</div>

Section 1: Demographics
1. Gender:
2. Age:
3. Year in School:
4. Race:
5. Do you have a Facebook account?
6. How many Facebook Friends do you have?

Section 2: Facebook Intensity Scale
7. Please respond to the following statements on a scale ranging from 1=Strongly Disagree to 5=Strongly Agree.

Facebook is part of my everyday activity	1	2	3	4	5
I am proud to tell people I'm on Facebook	1	2	3	4	5
Facebook has become part of my daily routine	1	2	3	4	5
I feel out of touch when I haven't logged onto Facebook in a while	1	2	3	4	5
I feel I am part of the Facebook community	1	2	3	4	5
I would be sorry if Facebook shut down	1	2	3	4	5

Section 3: Disclosure of Personal and Contact Information

Please answer the following questions related to your Facebook profiles:

8. What type of Facebook Profile do you have?
    -Public (open to all members)
    -Non-public (visible to friends only)
9. What type of profile name do you have on your Facebook?
    -Real-you provided your real name (last and first name)
    -Partial—only first name is given or a nickname is used
    -Fake- name used is a fake one
10. What type of profile picture do you have?
    -Portrait- facial image of the person enabling to recognize the person
    -Other/non-portrait- non-facial image such as a group picture, a joke picture, or a picture of someone/something else other than yourself
    -None
11. What information do you have posted for you Birthday?
    -Full-date, month, year
    -Partial- date and month
    -None
12. Do you provide an AOL IM screen name (or other type of online messenger)
    -Yes: IM screen name is listed
    -No: IM screen name is not listed
    -Other: I have another type of online messenger listed
13. Have you listed the following information on your Facebook profile?
    E-mail   Yes   No

Mobile phone number	Yes	No
Address	Yes	No
Hometown	Yes	No
Website	Yes	No
Relationship status	Yes	No
Languages you speak	Yes	No
Employers	Yes	No
School affiliations	Yes	No
Religious views	Yes	No
Activities	Yes	No
Interests	Yes	No
People who Inspire You	Yes	No

Section 4: Disclosure of Personal Topics

14. How likely are you to post images/pictures on your Facebook that include the following (1=Very Unlikely, 2=Unlikely, 3=Undecided, 4=Likely, 5=Very Likely):

Friends	1	2	3	4	5
Family	1	2	3	4	5
Relationship Status	1	2	3	4	5
Holidays	1	2	3	4	5
School	1	2	3	4	5
Religion	1	2	3	4	5
Politics	1	2	3	4	5
Sports	1	2	3	4	5
Music/Entertainment	1	2	3	4	5
Political Views	1	2	3	4	5

15. How likely are you to post information (wall post, note, status, profile information) on your Facebook that include the following topics (1=Very Unlikely, 2=Unlikely, 3=Undecided, 4=Likely, 5=Very Likely):

Friends	1	2	3	4	5
Family	1	2	3	4	5
Relationship Status	1	2	3	4	5
Holidays	1	2	3	4	5
School	1	2	3	4	5
Religion	1	2	3	4	5
Politics	1	2	3	4	5
Sports	1	2	3	4	5
Music/Entertainment	1	2	3	4	5
Political Views	1	2	3	4	5

16. Are there any other topics that are not listed that you talk about or post information about on Facebook?

Section 5: Open-ended Questions

Please answer the following questions thoroughly and explain your answers. When filling out these questions do not reveal your name or any identifying information in your responses so that

the anonymity of the survey will be maintained. This will protect your anonymity.

17. Do you post personal information in your Facebook Status? If yes, please provide an example:

18. Do you write notes on Facebook that reveals personal information? Explain

19. Do you disclose personal information through comments on your friends' walls? Explain.

20. What information did you include in your About Me section? How long is this section on your profile?

21. Why do you reveal contact information on Facebook? Explain

22. Why do you reveal personal information on Facebook? Explain

*Note: Survey appeared differently in the online version.

Appendix II.

SPSS Data

Facebook Intensity Scale:

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
							Mean Differen ce	Std. Error Differen ce	95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)			Lower	Upper
everyday	Equal variances assumed	.246	.620	-3.988	456	.000	-.371	.093	-.553	-.188
	Equal variances not assumed			-3.969	436.643	.000	-.371	.093	-.554	-.187
proud	Equal variances assumed	2.949	.087	-1.822	457	.069	-.168	.092	-.348	.013
	Equal variances not assumed			-1.817	446.096	.070	-.168	.092	-.349	.014
dailyroutine	Equal variances assumed	2.316	.129	-2.129	466	.034	-.215	.101	-.414	-.017
	Equal variances not assumed			-2.128	465.109	.034	-.215	.101	-.414	-.017
outoftouch	Equal variances assumed	.374	.541	-1.682	465	.093	-.193	.115	-.419	.032
	Equal variances not assumed			-1.683	464.970	.093	-.193	.115	-.418	.032
community	Equal variances assumed	.684	.409	-2.138	466	.033	-.201	.094	-.385	-.016
	Equal variances not assumed			-2.137	463.530	.033	-.201	.094	-.386	-.016
shutdown	Equal variances assumed	2.717	.100	-3.594	482	.000	-.393	.109	-.608	-.178
	Equal variances not assumed			-3.585	471.832	.000	-.393	.110	-.609	-.178

Questions 8-11:

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
profile	Equal variances assumed	183.363	.000	-6.124	498	.000	-.201	.033	-.265	-.136
	Equal variances not assumed			-6.020	385.573	.000	-.201	.033	-.266	-.135
name	Equal variances assumed	5.843	.016	-1.197	497	.232	-.031	.026	-.083	.020
	Equal variances not assumed			-1.209	472.136	.227	-.031	.026	-.082	.020
picture	Equal variances assumed	1.147	.285	-.603	498	.547	-.026	.043	-.110	.058
	Equal variances not assumed			-.603	496.599	.547	-.026	.043	-.110	.058
birthday	Equal variances assumed	17.891	.000	-2.890	497	.004	-.149	.052	-.250	-.048
	Equal variances not assumed			-2.872	469.091	.004	-.149	.052	-.251	-.047

Question 13:

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
hometown	Equal variances assumed	.340	.560	-.291	497	.771	-.011	.039	-.087	.065

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
	Equal variances not assumed			-.292	495.606	.771	-.011	.039	-.087	.065
website	Equal variances assumed	21.457	.000	-2.296	494	.022	-.079	.035	-.147	-.011
	Equal variances not assumed			-2.281	465.039	.023	-.079	.035	-.148	-.011
languages	Equal variances assumed	6.755	.010	-1.611	496	.108	-.072	.045	-.160	.016
	Equal variances not assumed			-1.612	493.756	.108	-.072	.045	-.160	.016
employers	Equal variances assumed	6.773	.010	-1.943	496	.053	-.087	.045	-.174	.001
	Equal variances not assumed			-1.944	494.695	.052	-.087	.045	-.174	.001
school	Equal variances assumed	5.004	.026	1.114	498	.266	.025	.022	-.019	.068
	Equal variances not assumed			1.108	469.845	.269	.025	.022	-.019	.069
activities	Equal variances assumed	30.017	.000	-2.676	498	.008	-.092	.034	-.160	-.025
	Equal variances not assumed			-2.693	488.935	.007	-.092	.034	-.160	-.025
interests	Equal variances assumed	16.584	.000	-2.006	499	.045	-.065	.033	-.129	-.001
	Equal variances not assumed			-2.017	493.690	.044	-.065	.032	-.129	-.002
inspire	Equal variances assumed	7.378	.007	-4.569	495	.000	-.201	.044	-.287	-.114
	Equal variances not assumed			-4.565	489.789	.000	-.201	.044	-.287	-.114

Question 14

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-taile	Mean Differe nce	Std. Error Differe	95% Confidence Interval of the Difference

									Lower	Upper
Imagefriends	Equal variances assumed	10.937	.001	-5.929	497	.000	-.471	.079	-.627	-.315
	Equal variances not assumed			-5.866	435.802	.000	-.471	.080	-.629	-.313
Imagefamily	Equal variances assumed	11.874	.001	-5.590	496	.000	-.508	.091	-.687	-.330
	Equal variances not assumed			-5.533	434.144	.000	-.508	.092	-.689	-.328
imagerelationship	Equal variances assumed	.008	.931	-2.516	498	.012	-.287	.114	-.512	-.063
	Equal variances not assumed			-2.517	496.783	.012	-.287	.114	-.512	-.063
Imageholiday	Equal variances assumed	13.503	.000	-5.890	497	.000	-.548	.093	-.731	-.366
	Equal variances not assumed			-5.862	473.883	.000	-.548	.094	-.732	-.365
Imageschool	Equal variances assumed	9.316	.002	-4.062	498	.000	-.390	.096	-.579	-.201
	Equal variances not assumed			-4.050	486.627	.000	-.390	.096	-.580	-.201
Imagereligion	Equal variances assumed	10.922	.001	-3.785	496	.000	-.372	.098	-.566	-.179
	Equal variances not assumed			-3.772	482.321	.000	-.372	.099	-.566	-.178
Imagepolitics	Equal variances assumed	.844	.359	1.172	494	.242	.130	.111	-.088	.347
	Equal variances not assumed			1.174	493.943	.241	.130	.111	-.087	.347
Imagesports	Equal variances assumed	1.111	.292	.604	495	.546	.072	.120	-.163	.308
	Equal variances not assumed			.604	494.765	.546	.072	.120	-.163	.308
Imagemusicorent ertainment	Equal variances assumed	.273	.602	-1.440	496	.151	-.157	.109	-.372	.057
	Equal variances not assumed			-1.439	493.561	.151	-.157	.109	-.372	.057

		F	Sig.	T	df	Sig.(2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Imagepoliticalviews	Equal variances assumed	.431	.512	.680	496	.497	.076	.111	-.143	.294
	Equal variances not assumed			.681	495.863	.496	.076	.111	-.142	.293

Question 15:

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
						Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	T	df				Lower	Upper
Infofriends	Equal variances assumed	3.312	.069	-6.336	498	.000	-.474	.075	-.622	-.327
	Equal variances not assumed			-6.282	449.493	.000	-.474	.076	-.623	-.326
Infofamily	Equal variances assumed	.048	.827	-5.014	497	.000	-.450	.090	-.626	-.274
	Equal variances not assumed			-4.996	481.876	.000	-.450	.090	-.627	-.273
Inforelationship	Equal variances assumed	.303	.583	-.774	497	.439	-.089	.115	-.315	.137
	Equal variances not assumed			-.775	496.253	.439	-.089	.115	-.314	.137
Infoholiday	Equal variances assumed	4.552	.033	-4.627	497	.000	-.450	.097	-.642	-.259
	Equal variances not assumed			-4.615	487.127	.000	-.450	.098	-.642	-.259
Infoschool	Equal variances assumed	.123	.726	-3.401	498	.001	-.310	.091	-.490	-.131
	Equal variances not assumed			-3.398	493.895	.001	-.310	.091	-.490	-.131
Inforeligion	Equal variances assumed	8.176	.004	-4.808	496	.000	-.458	.095	-.645	-.271
	Equal variances not assumed			-4.778	467.709	.000	-.458	.096	-.647	-.270

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Infopolitics	Equal variances assumed	.193	.660	2.046	495	.041	.240	.118	.010	.471
	Equal variances not assumed			2.046	493.586	.041	.240	.118	.010	.471
Infosports	Equal variances assumed	9.731	.002	2.732	497	.007	.329	.121	.092	.566
	Equal variances not assumed			2.741	496.547	.006	.329	.120	.093	.566
Infomusicorentertainment	Equal variances assumed	3.804	.052	.394	497	.694	.042	.106	-.167	.250
	Equal variances not assumed			.395	496.873	.693	.042	.106	-.166	.249
Infopoliticalviews	Equal variances assumed	.048	.826	3.298	495	.001	.391	.118	.158	.623
	Equal variances not assumed			3.299	493.667	.001	.391	.118	.158	.623

Contact Information:

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	nce	Lower	Upper
Email	Equal variances assumed	18.620	.000	-2.152	499	.032	-.088	.041	-.168	-.008
	Equal variances not assumed			-2.158	498.825	.031	-.088	.041	-.168	-.008
Screenname	Equal variances assumed	11.209	.001	-.028	496	.978	-.001	.038	-.076	.074
	Equal variances not assumed			-.028	440.420	.978	-.001	.039	-.077	.075

Mobile	Equal variances assumed	115.878	.000	-5.734	497	.000	-.229	.040	-.308	-.151
	Equal variances not assumed			-5.692	459.381	.000	-.229	.040	-.309	-.150
Address	Equal variances assumed	12.145	.001	-1.726	495	.085	-.037	.021	-.079	.005
	Equal variances not assumed			-1.707	438.925	.089	-.037	.022	-.079	.006