



Characteristics of Self-Disclosure in Medical College Students

Hou Yongmei^{1*}, XiaoCan¹

Department of Psychology, School of Humanity and Administration, Guangdong Medical University, Dongguan, Guangdong Province, China

**Corresponding author*

Date of Submission: 04-03-2024

Date of Acceptance: 17-03-2024

Abstract: **Objective:** To explore the characteristics of self-disclosure in medical college students. **Methods:** Two hundred and seventy-nine undergraduates were selected from a medical college by convenience sampling. They were investigated with the Modified Version of Jourard Self-Disclosure Questionnaire (JSDQ-MV), and a self-compiled questionnaire on general personal information. **Results:** First, Medical students express their attitudes and viewpoints at the least, and their personalities at the most. Second, Medical students have the highest level of exposure towards same-sex friends. Mothers are important targets for both male and female medical students to express themselves, while fathers are the least exposed individuals. Third, Both male and female medical students show the highest level of exposure to their fathers and mothers in terms of education and work, while the lowest level is in terms of attitudes and perspectives. Fourth, male medical students express to their fathers more in terms of attitudes, viewpoints, and body than female medical students, while female medical students express to their fathers more in terms of interests and hobbies, learning and work, money, and personality than male medical students. Fifth, female medical students show significantly higher self-disclosure level in terms of attitudes and perspectives, interests and hobbies, learning and work, money, personality, and body towards their mothers and female friends compared to male medical students. Final, male and female medical students show the highest self-disclosure level in terms of personality towards their female friends, while the lowest level is in terms of attitude and viewpoints. **Conclusion:** The self-disclosure of medical college students are related to gender, information categories, and target-persons.

Keywords: Medical college students; Self-disclosure; Target person;

I. Introduction

Poor communication is the cause of a variety of mental disorders, and hiding one's true thoughts and feelings can result in mental illness [1-3]. Self-disclosure is the process in which an individual directly expresses personal information (including thoughts, feelings, personality, experiences, etc.) and their own feelings towards non personal information (including opinions, feelings, and evaluations of the other party and other people and things) to the other party orally or in other forms during the social process [1, 4]. Self-disclosure can be both a personality trait and a willingness or ability [5] to enhance self-awareness [6-7], which aids in problem-solving [8], facilitates the formation and development of interpersonal relationships [6], and plays a crucial role in the development and maintenance of intimate relationships [7]. Meanwhile, self-disclosure helps to release emotions, reduce psychological stress [9], and reduce susceptibility to mental illnesses [9] and behavioral problems [10], improve individual social adaptation [10]. Therefore, self-disclosure is regarded as the premise of mental health [11].

Self-disclosure involves such different areas as breadth, depth, and difficulty in communication [2]. Meanwhile, self-disclosure is a two-way, cyclical process that is constrained by both the way of expression and the theme of expression, as well as the characteristics of both parties involved in the interaction and the nature of the relationship [2]. Shechtman and Vurebrand (1996) believed that children's self-disclosure included eight aspects-family, friends, oneself, discipline, self-evaluation, emotional expression, activity, and attitude [12]. Papini et al (1990) carried out a major survey on self-disclosure among 174 teenagers aged 12-15 years. Their survey focused on teenagers' disclosure to their parents and friends with respect to emotional aspects, including depression, happiness, jealousy, anxiety, anger, calm, coldness, and fear [13].



The target persons of self-disclosure are mainly parents, sibling, spouses, close friends, and strangers. The relationship between the individuals making the self-disclosure and the target persons affects the level, frequency, and possibility of disclosure [2]. Compared with online communication, those who engage in face-to-face communication believe that they can achieve a greater degree of intimacy and self-disclosure and that the other person is more satisfied as a result of the experience [14].

Many non Chinese Studies about self-disclosure in adults have produced fruitful results.

However, studies on self-disclosure among teenagers are rare, especially among college medical students.

II. Objects and Methods

2.1 Objects

A total of 279 medical college students, including 95 males and 184 females aged 18-24 years, from four grades at a medical college were selected by convenience sampling. (Table 1)

Table 1. Age and grade distribution of involved medical college students

College	Students	Freshman	Sophomore	Junior	Senior	Total
Male	23		25	26	21	95
Female	77		37	30	40	184
Tota	100		62	56	61	279

2.2 Tools

2.2.1 The Modified Version of Jourard Self-disclosure Questionnaire, JSDQ-MV

Copied by Jourard [2], and revised by Li LY [15] into Chinese version. JSDQ-MV has 47 items which involved fathers, mothers, male friends, and female friends as target persons. There are six dimensions, including attitudes and opinions (items 1-5), tastes and interests (items 6-13), learning and work (items 14-23), money (items 24-29), personality (items 30-40), and body (items 41-47). Each item is scored as follows: 1=no disclosure; 2=general or limited disclosure such that the other person has only a general idea about this aspect of me; 3=full and complete disclosure such that the other person can fully understand me in this aspect and accurately describe me; -1=lie or misrepresent myself to the other person such that he/she has a false impression of me. The higher the total score, the fuller and truer the self-disclosure. In this study, the Cronbach's α coefficient of the full scale is 0.845, and the Cronbach's α coefficient of each dimension is 0.769-0.793.

2.2.2 Self-compiled General Personal Information Questionnaire

It includes 3 items, namely, gender, grade, and origin.

2.3 Data processing

SPSS 20.0 software was used for statistical analysis. Descriptive statistics were used to calculate the average scores and standard deviations of each scale; Multi-way analysis of variance was used for intergroup comparison of measurement data, and the chi-square test was employed for comparison of enumeration data.

III. Results

3.1 Gender and Grade Characteristics of the Students' Self-disclosure on Different Topics (Table 2)

Table 2 shows that there is a significant main effect of gender on the topic of body and a significant main effect of grade on the topic of attitudes. Our results also show that Medical students have varying degrees of self-expression in different aspects, with higher levels of self-expression in areas such as tastes and interests, learning and work, and attitudes, while lower levels of self-expression in areas such as personality, money, and body.

Table 2. Disclosure characteristics of medical college students at different gender and grade

		Attitudes	Interests	Learning	Money	Personality	Body
		M	M	M	M	M	M
		SD	SD	SD	SD	SD	SD
Freshman	Male	33.348	56.870	72.130	35.739	70.652	48.391
	Female	5.686	10.674	12.718	9.752	15.450	9.114
	Female	33.104	57.766	74.337	34.610	73.468	51.480



		6.221	9.333	13.063	6.463	12.702	9.852
	Total	33.160	57.560	73.830	34.870	72.820	50.770
			9.608	12.954	7.309	13.366	9.730
		6.074					
Sophomore	Male	36.200	57.400	74.440	36.480	76.840	47.840
	Female	6.344	10.893	10.344	5.253	11.040	7.652
	Total	35.513	61.432	79.000	35.892	77.351	52.595
		5.829	6.962	11.523	6.786	10.942	9.023
	Total	35.790	59.807	77.161	36.130	77.145	50.677
		6.000	8.904	11.204	6.174	10.894	8.753
Junior	Male	31.846	60.731	74.654	38.615	74.885	47.154
	Female	5.438	12.645	14.347	8.173	16.496	9.233
	Total	34.833	61.767	78.233	35.500	74.300	50.133
		5.052	8.157	13.109	5.976	9.945	10.301
	Total	33.446	61.286	76.571	36.946	74.115	48.443
		5.400	10.394	13.690	7.187	11.161	7.597
Senior	Male	36.905	56.143	72.952	33.095	71.667	43.714
	Female	4.516	5.668	8.034	6.752	8.145	4.671
	Total	37.050	59.350	78.050	33.875	75.400	50.925
		7.207	9.728	14.875	9.258	12.358	7.697
	Total	37.000	58.246	76.295	33.607	74.115	48.443
		6.369	8.636	13.088	8.429	11.161	7.597
Total	Male	33.160	57.560	73.830	34.870	72.820	50.770
	Female	6.075	9.609	12.955	7.309	13.366	9.731
	Total	35.728	59.500	76.717	36.853	75.804	53.364
		6.347	8.904	13.251	7.130	11.872	9.294
	Total	34.642	58.957	75.660	35.290	74.416	50.835
		6.177	9.477	12.780	7.371	12.408	9.127
Gender	F	-0.326	-1.334	-1.934	1.381	-0.727	-3.998**
Grade	F	6.681**	2.159	1.115	2.415	1.576	1.267

Post hoc analysis revealed that there was a significant difference in tastes and interests, learning and work, and personality between the male and female students; there was also an insignificant difference with respect to attitudes and opinions, money, and body. Both male and female students disclosed less about themselves in terms of attitudes and opinions, money, and body, which indicates that these were regarded as private topics. However, there was greater self-disclosure with respect to tastes and interests,

learning and work, and personality, which suggests that these were more public topics.

3.2 Gender and Grade Characteristics of the Students' Self-disclosure to Different Target People (Table 3)

Table 3 shows that there are significant gender main effects of students' self-disclosure to mothers, male friends and female friends, and a significant grade main effect to male friends.

Table 3. Difference in gender and grade of students' self-disclosure to different target people

Father	Mother	Male friends	Female friends		
Freshman	Male	M	74.522	80.870	88.696
	SD		16.492	14.198	14.380
	Female	M	73.636	85.351	68.597
	SD		16.241	15.718	12.542
Sophomore	Total	M	73.840	84.320	73.220
	SD		16.219	15.428	15.458
	Male	M	75.320	83.840	101.960
	SD		11.761	9.100	16.729
	Female	M	75.757	90.216	69.973
					105.838



	SD		15.676	14.459	10.590	8.902
	Total	M	75.581	87.645	82.871	90.613
	SD		14.124	12.880	20.652	22.078
	Male	M	75.269	80.385	94.615	77.615
Junior	SD		16.934	15.572	16.788	15.905
	Female	M	76.400	86.533	71.233	100.600
	SD		14.371	13.893	12.306	14.371
	Total	M	75.875	83.679	82.089	89.929
	SD		15.478	14.885	18.612	17.248
	Male	M	71.333	82.857	93.000	67.286
	SD		9.6038	8.416	19.222	6.7018
	Female	M	72.475	83.600	78.825	99.750
Senior	SD		17.671	18.847	12.376	12.010
	Total	M	72.082	83.344	83.705	88.574
	SD		15.297	15.957	16.396	18.725
	Male	M		81.958		
Total	SD		74.232 14.049	12.247	94.758 17.231	71.716 14.429
	Female	M		86.141		100.038
	SD		74.261 16.100	15.97	71.527 12.640	11.771
	Total	M	74.251	84.717	79.437	90.394
	SD		15.407	14.919	18.089	18.503
Gender	F		0.113	5.667	6.591	9.358
Grade	F		1.786	1.083	4.756	0.358

Post hoc analysis revealed that the students shared most information about themselves with their male friends, followed by their mothers, but they disclosed less information with their fathers and female friends. Female college students revealed more information with their female friends, followed by their mothers and then their fathers and male friends. There was no difference between the male and female students in disclosure to their fathers; however, male and female students revealed a significant difference in the disclosure to their mothers and opposite-sex friends. The results indicate that the medical college students disclosed more information to

friend than to opposite-sex friends and that their mothers were the most important target persons for both male and female students.

3.3 Gender and Grade Characteristics of the Students' Self-disclosure to Different Target Persons in Terms of Topics (Table 4-Table 7)

3.3.1 Gender and Grade Characteristics of the Students' Self-disclosure to Fathers in Terms of Topics (Table 4)

Table 4 shows that there are significant gender and grade main effects of students' self-disclosure to fathers in terms of the topics of attitudes and money.

Table 4. Difference in gender and grade of students' self-disclosure to fathers in different topics

		Attitudes	Interests	Learning	Money	Personality	Body
		M	M	M	M	M	M
		SD	SD	SD	SD	SD	SD
Freshman	Male	7.609	12.826	17.609	8.870	15.391	12.217
		1.877	3.939	5.467	2.785	4.408	3.464
	Female	7.247	11.896	17.052	9.208	16.260	11.974
		2.066	3.279	5.198	2.876	4.618	3.849
		Total	7.330	12.110	17.180	9.130	16.060
		2.020	3.443	5.239	2.845	4.563	3.748
Sophomore	Male	7.760	13.280	18.560	7.960	16.560	11.200
		1.640	3.985	3.453	1.207	3.652	2.432



	Female	7.811	12.189	17.946	9.757	16.270	11.784
		1.970	2.053	5.016	2.994	4.039	3.980
	Total	7.790	12.629	18.194	9.032	16.387	11.548
Junior		1.830	3.004	4.431	2.580	3.860	3.429
	Male	7.615	13.423	17.962	9.577	15.577	11.115
		1.813	4.032	5.841	2.955	4.536	3.254
	Female	7.467	13.467	18.867	8.933	16.367	11.300
		1.676	3.037	5.419	2.067	3.449	3.602
	Total	7.536	13.446	18.446	9.232	16.000	11.214
Senior		1.726	3.500	5.585	2.515	3.973	3.415
	Male	7.952	11.857	18.333	7.429	15.095	10.667
		1.117	2.414	4.270	0.676	2.508	1.770
	Female	7.775	11.975	18.150	8.275	15.350	10.950
		2.224	3.059	5.820	3.121	4.276	2.978
	Total	7.836	11.934	18.213	7.984	15.262	10.853
Total		1.908	2.834	5.301	2.579	3.741	2.613
	Male	8.726	12.295	18.616	8.505	15.684	12.305
		1.634	3.689	4.809	2.301	3.882	2.847
	Female	7.511	12.828	17.766	9.071	16.082	11.603
		2.024	3.010	5.338	2.863	4.243	3.659
	Total	7.584	12.455	17.885	8.878	15.946	11.502
Gender		1.900	3.266	5.158	2.694	4.121	3.402
	F	2.717*	1.620	0.536	-3.666*	-0.763	-0.693
Grade	F	-3.897**	1.212	1.000	2.985*	0.824	0.486

Post hoc analysis revealed that male students shared more information with their fathers about attitudes and opinions than female students; however, female students disclosed more information about money with their fathers. The students in higher grades shared more information about attitudes and opinions with their fathers than students in lower grades, while the students in lower grades shared more information about money with their fathers than students in higher grades.

3.3.2 Gender and Grade Characteristics of the Students' Self-disclosure to Mothers in Terms of Topics (Table 5).

Table 5 shows that there are significant gender main effects and insignificant grade main effects of students' self-disclosure to mothers on the 6 topics.

Table 5. Difference in gender and grade of students' self-disclosure to mothers in different topics

		Attitudes	Interests	Studies	Money	Personality	Body
		M	M	M	M	M	M
		SD	SD	SD	SD	SD	SD
Freshman	Male	7.783	14.217	18.870	9.435	17.304	13.261
		1.622	3.643	3.900	2.842	4.016	3.360
	Female	8.299	14.091	19.714	9.714	19.013	14.520
		2.401	3.628	4.949	2.723	4.835	3.177
	Total	8.180	14.120	19.520	9.650	18.620	14.230
		2.249	3.613	4.724	2.739	4.696	3.247



Sophomore	Male	8.440	14.880	18.320	9.520	18.840	13.840
		1.660	2.920	1.314	1.735	2.285	2.609
	Female	8.676	14.676	22.000	10.135	19.946	14.784
		2.148	2.779	4.320	3.066	3.283	3.029
	Total	8.581	14.758	20.516	9.887	19.500	14.403
Junior	Male	1.955	2.815	3.874	2.612	2.952	2.883
		6.846	13.731	18.731	10.154	18.500	12.423
	Female	1.617	4.220	4.548	3.146	4.743	2.730
		8.333	15.133	21.000	9.867	18.567	13.633
	Total	1.936	2.432	4.661	2.374	3.421	3.653
	Total	7.643	14.482	19.946	10.000	18.536	13.071
Senior	Male	1.930	3.422	4.708	2.737	4.050	3.286
		8.810	14.476	19.810	8.762	18.191	12.810
	Female	1.209	1.965	3.400	1.947	1.721	2.581
		9.225	14.350	19.700	9.175	17.825	13.325
	Total	2.465	3.175	5.534	3.012	4.760	3.222
	Total	9.082	14.393	19.738	9.033	17.951	13.148
Total	Male	2.116	2.800	4.875	2.683	3.968	3.005
		7.926	14.316	18.895	9.505	18.232	13.084
	Female	1.703	3.321	3.499	2.517	3.472	2.842
		8.582	15.435	20.380	10.707	18.870	14.169
	Total	2.308	3.196	4.970	2.803	4.360	3.264
	Total	8.358	14.394	19.875	9.638	18.652	13.799
Gender	F	2.141	3.234	4.571	2.707	4.084	3.164
Grade	F	-2.044*	-2.291*	-2.899*	-2.588*	-1.989*	-2.913*

Post hoc analysis revealed that students shared more information with their mothers about learning and work, but less about attitudes and opinions; female students shared more information with their mothers about all the 6 topics than the male students.

3.3.3 Gender and Grade Characteristics of the Students' Self-disclosure to Male Friends in Terms of Topics (Table 6).

Table 6 shows that there are significant gender and grade main effects of students' self-disclosure to male friends on all the 6 topics.

Table 6. Difference in gender and grade of students' self-disclosure to male friends in different topics

		Attitudes	Interests	Studies	Money	Personality	Body
		M	M	M	M	M	M
		SD	SD	SD	SD	SD	SD
Freshman	Male	9.783	16.044	19.130	9.870	21.522	12.348
		1.476	2.868	4.115	3.238	4.621	2.497
	Female	7.494	13.520	15.338	6.649	15.662	9.935
		1.759	3.386	3.740	1.190	3.593	2.778
	Total	8.020	14.100	16.210	7.390	17.010	10.490
		1.949	3.430	4.132	2.296	4.560	2.890



Sophomore	Male	11.040	17.240	22.000	11.680	26.120	13.880
		2.700	3.620	3.958	2.897	4.362	2.048
	Female	7.973	13.649	15.514	6.622	16.054	10.162
		1.554	2.761	3.150	0.828	2.896	2.205
	Total	9.210	15.097	18.129	8.661	20.113	11.661
		2.568	3.579	4.723	3.157	6.101	2.811
Junior	Male	9.808	17.808	20.308	10.692	23.192	12.808
		2.136	3.250	4.663	2.923	5.514	2.684
	Female	8.233	13.967	15.667	6.767	16.433	10.167
		2.012	3.057	3.717	1.455	3.380	2.653
	Total	8.964	15.750	17.821	8.589	19.571	11.393
		2.199	3.669	4.756	2.983	5.605	2.958
Senior	Male	11.238	16.952	19.619	9.857	23.191	12.143
		2.427	2.291	3.667	3.665	5.947	2.726
	Female	9.200	14.875	18.325	7.175	18.075	11.175
		2.186	2.928	3.526	1.810	3.430	1.960
	Total	9.902	15.590	18.771	8.098	19.836	11.508
		2.454	2.883	3.598	2.873	5.044	2.278
Total	Male	10.442	17.042	20.316	10.568	23.558	12.832
		2.300	3.101	4.221	3.208	5.319	2.546
	Female	8.082	13.913	16.076	6.777	16.391	10.288
		1.961	3.139	3.745	1.343	3.492	2.515
	Total	8.885	14.979	17.520	8.068	18.832	11.154
		2.362	3.456	4.394	2.812	5.401	2.795
Gender	F	7.573 ^{***}	11.924 ^{***}	16.576 ^{***}	14.867 ^{***}	13.499 ^{***}	7.971 ^{***}
Grade	F	9.440 ^{***}	3.861 ^{**}	4.332 ^{**}	3.601 ^{**}	6.356 ^{***}	3.092 [*]

Post hoc analysis revealed that male students shared more information on the 6 topics with male friends than female students; students in lower grades shared more information on the 6 topics with male friends than those in higher grades.

3.3.4 Gender and Grade Characteristics of the Students' Self-disclosure to Female Friends in Terms of Topics (Table 7).

Table 7 shows that there are significant gender main effects of students' self-disclosure to female friends on the 6 topics.

Table 7. Difference in gender and grade of students' self-disclosure to female friends in different topics

		Attitudes	Interests	Studies	Money	Personality	Body
		M	M	M	M	M	M
		SD	SD	SD	SD	SD	SD
Freshman	Male	8.174	13.783	16.522	7.565	16.435	10.565
		2.839	3.692	3.918	2.519	4.860	2.332
	Female	10.065	18.260	22.234	9.039	22.533	15.052
		1.787	3.189	4.010	2.510	4.315	2.814
	Total	9.630	17.230	20.920	8.700	21.130	14.020
		2.210	3.798	4.646	2.576	5.118	3.300
	Sophomore	8.960	12.000	15.560	7.320	15.320	8.920



		2.491	4.031	4.454	1.069	3.945	2.783
	Female	11.054	20.919	23.541	9.378	25.081	15.865
		1.053	2.691	2.329	1.861	3.244	2.213
	Total	10.210	17.323	20.323	8.548	21.145	13.065
		2.042	5.489	5.156	1.879	5.969	4.211
Junior	Male	7.577	15.769	17.654	8.192	17.615	10.808
		1.880	3.983	4.127	2.384	4.437	2.608
	Female	10.800	19.200	22.700	9.933	22.933	15.033
		1.349	2.772	3.075	2.664	3.107	2.470
	Total	9.304	17.607	20.357	9.125	20.464	13.071
		2.280	3.774	4.379	2.663	4.604	3.291
Senior	Male	8.905	12.857	15.191	7.048	15.191	8.095
		1.480	3.167	2.272	0.973	2.750	1.446
	Female	10.850	18.150	21.875	9.250	24.150	15.475
		1.718	2.992	4.183	2.648	3.648	2.375
	Total	10.180	16.328	19.574	8.492	21.066	12.934
		1.875	3.949	4.832	2.447	5.440	4.106
Total	Male	8.379	13.653	16.284	7.558	16.190	9.653
		2.284	3.975	3.902	1.917	4.165	2.600
	Female	10.554	18.924	22.495	9.299	23.462	15.304
		1.625	3.148	3.648	2.452	3.900	2.555
	Total	9.814	17.129	20.380	8.706	20.986	13.380
		2.138	4.258	4.754	2.426	5.272	3.713
Gender	F	-9.184 ^{***}	-12.091 ^{***}	-13.156 ^{***}	-6.032 ^{***}	-14.420 ^{***}	-17.402 ^{***}
Grade	F	2.664	1.017	1.018	0.801	0.229	1.571

Post hoc analysis revealed that female students shared more information on the 6 topics with female friends than male students; students in various grades shared the same amount of information on the 6 topics with female friends.

IV. Discussion

4.1 Self-disclosure Topics Among College Students

The scores of various dimensions of JSDQ in this group are lower than the research results of Li Linying [14, 15], suggesting the impact of generational changes on self-disclosure among college students.

This study found that female students shared more information to others than male students. The research results on the gender difference in self-disclosure amount among college students are not very consistent, but most studies indicate significant gender differences in self disclosure, with women being more willing to self disclose than men. The research results of this article are consistent with those of most previous research [4, 9, 11]. Jouard attributes this difference to gender role, especially male gender roles [16]: "Male characters require men to appear strong, objective, hardworking, accomplished, not

emotional, not afraid of setbacks, not sensitive, and not emotionally exposed... These male characters and male self-structures do not allow them to admit or reveal the breadth and depth of their entire inner experience to themselves or others. It seems that men are forced to hide a lot of their true selves from themselves and others, while expectations for female characters are understanding, gentle, emotionally rich, enjoy chatting, imaginative, and love to vent. If a person does not behave according to social gender roles, it is often considered a result of socialization. People's attitudes and understanding of gender roles form differences in self-expression between men and women." Part of the reason is that, under the demands of such gender roles, as men gradually grow up, they find it inappropriate to express themselves like women do. They are afraid that expressing too much true emotions will be ridiculed and rejected. Other psychologists believed that men's less self-disclosure is due to their lack of in-depth interpersonal



communication during the socialization process, resulting in a lack of sensitivity to intimacy and expression skills [17].

We found that the college students shared more information about, in descending order, studies or work, personality, and tastes and interests; they shared less information about attitudes and opinions, money, and body. These findings are consistent with those of Sidney M. Jourard (1968) [16] and Linying Li (2003) [3]. As noted above, college students are more willing to share information about some public topics than about private ones. In the present study, sharing information about attitudes and opinions was significantly low among the six self-disclosure dimensions, whereas information about tastes and interests was notably high. This reason may be due to the following three factors. First, medical students lack independent perspectives and clear attitudes towards social phenomena. The academic burden of medical students is extremely heavy, with an average of less than 4 hours of free practice per day, leaving them with no time to carefully observe society and deeply contemplate life [18]; At the same time, medical students mainly receive information from the mass media to understand the world. However, the information provided by the mass media is complex and inconsistent, making it difficult for medical students with immature dialectical logical thinking abilities to distinguish between truth and falsehood and unclear advantages and disadvantages, hindering their ability to form independent viewpoints and distinct attitudes [19]. Second, college students commonly have a closed character and they tend to keep themselves to themselves. Although they have a rich academic life, college students disclose less about themselves than they did when they were younger. In addition, a lack of confidence and satisfaction with the outside world means that college students do not wish to reveal a great deal about themselves [19]. Finally, current college students, who were largely born in the 2000s and grew up with the great economic development in China, having respect for individual personality development, they pay greater attention than earlier generations to developing their own interests. On the other hand, the information exchange in colleges and universities encourages students to show their own personalities and fully develop their tastes and interests. Thus, college students are willing and able to share more information about their personalities and tastes.

4.2 Self-disclosure College Students

Target Person of

The male students disclosed most about themselves with male friends, followed by their mothers and then their fathers and female friends. This is somewhat at variance with the findings of Jourard (1968) [16]. In Jourard's study, male college students shared information about themselves to target persons in the following descending order: mother, male friends, father, and female friends. In the present study, female college students shared information about themselves most with female friends, followed by their mothers, then their fathers and male friends. Thus, same-sex friends are the most frequent communication targets among college students. Male college students shared more information about themselves with male friends than did female students, and the female students shared more information about themselves with their mothers and female friends than did the male students. There was a higher rate of self-disclosure with same-sex friends among female students than among the male students. This is also in accordance with previous findings [9, 11]. In line with the social expectations of gender roles, male students mostly solve problems and display their friendship through group activities, whereas among female students there is a greater emphasis on personal communication. In addition, males who disclose a great deal about themselves are regarded as less strong and unable to obtain support from mothers. [2, 16].

This study found that students in lower grades shared more information on the 6 topics with male friends than those in higher grades, female students shared more information on the 6 topics with female friends than male students, and students in various grades shared the same amount of information on the 6 topics with female friends. In summary, the degree of self-disclosure was highest between the female students and same-sex people; it was high between the male students and same-sex people; and it was lowest between college students and opposite-sex people. This finding is in agreement with the results of Lin-ying Li (2002), though it is somewhat different from the results of some non-Chinese studies. A number of foreign studies have shown the degree of self-disclosure between college students and opposite-sex people to be higher [15], which would appear to be the result of social and cultural differences. Students in a number of non-Chinese countries are more open-minded and intimate with the opposite sex. In addition, married college students were among the subjects in those non-Chinese studies. In China, communication between men and women tends to be far less than in many foreign countries. Further, there were



nomarriedsubjectsamongthe participants inthe presentstudy.

Boththe maleandfemalestudentssharedlessinformationaboutthemselveswiththeirfathers,with thesignificant genderand gradedifferences in terms of the topics of attitudes and money;boththe maleandfemalestudentsshared more informationaboutthemselveswiththeirmothers, with the significant gender differences in terms of all the 6 topics; thisindicatesthatitisdifficult for the fathers to become the objects of students'self-disclosure, especially for boys or older students to discuss money with their fathers, or for girls or younger students to discuss attitudes and opinions with their fathers,whereas the motherswere the importtargetpersonfor bothmaleandfemalestudents in various grades,especially for femaleand younger students.This mayberelatedtothetraditionalrolesofparents inChinese families—thekindmotherandthestrictfather.Thefather isthemainstayofthefamily,andhehastobestrongandserve asarolemodelforhischildren;however,hecannotreadily reveal hisemotions.Therefore,Chinesechildrenoften regard their fathers withasenseof awe andfinddifficultyincommunicatingwiththem.Sincethe motherislovingandinclusive,childrenfinditeasiertocommunicatewith herandseekhersupport.

References

- [1]. Journal SM. The Transparent Self [M]. Litton Educational Publishing, Inc.1971.
- [2]. Jouard SM, Lasakow P. Some factors in self-disclosure [J]. Journal of Abnormal and Social Psychology 1958, 56 (1): 91-98.
- [3]. Yu MZ, Li HP, Wang CK, et al. The relationship between loneliness among college students and self-concealment, self-expression, coping styles, and social support[J]. Chinese Journal of Mental Health, 2007, 21(11): 747-750.
- [4]. Li LY. A comparative study of university students' self-revelation[J]. Journal of Beijing Institute of Technology (Social Sciences Edition), 2003, 5(1): 12-17.
- [5]. Zhang J, Research on the relationship between adult attachment, interpersonal trust, and self-disclosure in college students[D]. Henan University, 2018, 06.
- [6]. Wu GL. A correlation study on self-expression, general self-efficacy, and interpersonal among college students[D]. Liaoning Normal University, 2016, 03.
- [7]. Liu HJ, Qian F. The mediating role of self-expression in the influence of self-concept on intimacy among college students[J]. Journal of Campus Life & Mental Health, 2020, 18(3):187-190.
- [8]. Lian Y, Li XM, Hou ZS, et al. The research on college students' self – disclosure level and attitudes to seeking professional psychological help[J]. Journal of Guizhou Education University, 2018, 34(6): 45-50.
- [9]. Shen MM.The the impact oflife events on depression for college students:The multiple mediating effects of self-disclosure and self-efficacy[D]. Henan University, 2015,05.
- [10]. Zuo CR, Ouyang RY, Yang CG. A study on the relationship between self-expression, mobile phone dependence, and loneliness among college students[J]. Journal of Chifeng University (Natural Science Edition), 2019, 35(3): 119-121.
- [11]. Zhu CG. The correlation between self-expression and personality traits, loneliness, and mental health among college students[J]. Psychological Monthly, 2020, 15(6): 690.
- [12]. Shechtman Z, Vurembrand N. Does self-disclosure in friendship increase following group counseling/therapy? A different case for boys and girls[J]. Sex Role, 1996, 35(1/2): 123-130.
- [13]. Papini DR, FarmerFF, ClarkSM, etal. Early adolescent age and genderdifferencesinpatternsof emotionalself-disclosureto parents andfriends[J].Adolescence,1990,25(100):959-976.
- [14]. Liu Xin.Study on theapplianceof transactional analysis on the undergraduate mental healthy education[J]. Education Exploration, 2007, 17(2):96-97.
- [15]. Li LY, Chen HC. Investigation on College Students' Self-disclosure [J]. Chinese Journal of Pscchological Development and Education, 2004, (3): 62-67.
- [16]. Jouard SM. Disclosing man to himself [J]. Princeton, NJ: D. Van Nostrand, 1968.
- [17]. Domelsmith DE, Dietch JT. Sex differences in the relationship between Machiavellian and self disclosure [J]. Psychological Reports, 1978, 42:715-721.
- [18]. Hou YM, Yuan MY, Zhong HY. Comparison of time management disposition among college students from different majors [J]. ISRG Journal of Arts, Humanities and Social Sciences, 2022, 1(6): 222-227.
- [19]. Lin CD. Developmental Psychology (Third Edition)[M]. People's Education Press, 2018, 05.