Self-Disclosure and Liking: A Meta-Analytic Review

Nancy L. Collins and Lyn Carol Miller

Although there are other possible disclosive-liking relationships, there is an interpersonally relevant link between these two phenomena. The present paper reviews the literature on these associations in order to address the question of whether the disclosive-liking relationship is consistent across different contexts and populations. The review includes studies examining the effects of self-disclosure on attraction, as well as studies examining the effects of partner disclosure on self-disclosure.

The literature on self-disclosure and liking is extensive and complex. Most of the empirical work in this area has focused on the role of self-disclosure in predicting attraction. However, the relationship between self-disclosure and liking is also a topic of current interest. When studies have not indicated a consistent trend in association (e.g., Bond & DePaulo, 1993), the reasons for this have been multifaceted. The present paper reviews the literature on self-disclosure and liking in order to provide a comprehensive overview of the relationship between these two phenomena.
The second information processing step is to explain the disclosing of information. This is the stage where the information is decoded and integrated with prior knowledge. The process involves comparing the incoming information with existing mental models and adjusting them as necessary. The result is a new representation of the information that is more meaningful and easier to understand. This stage is crucial for the effective dissemination of information, as it ensures that the information is interpreted correctly and applied appropriately.

Conclusion: Self-disclosure has been defined as any instance of personal information shared voluntarily. The process of disclosure involves the selection of information to be shared, the encoding of that information, and the transmission of the encoded message to the recipient. The effectiveness of self-disclosure depends on the context and the relationship between the discloser and the recipient.

Effect 1: Do we like others who disclose to us?

Many accounts for inconsistencies in the emergence of social and intimate bonds include self-disclosure as a crucial component. Self-disclosure is often defined as the voluntary sharing of personal information that is considered to be less intimate or less personal than the individual's own thoughts and feelings. However, research has shown that self-disclosure is not always a predictor of social and intimate bond formation. In some cases, self-disclosure may actually have a negative impact on relationship development.

Figure 1: Model illustrating the effects of information within a social context.
for in-depth analysis and interpretation of data and results. A thorough examination of the literature reveals several key points: 1) the impact of cultural factors on learning and motivation; 2) the role of technology in enhancing educational outcomes; and 3) the importance of teacher-student interactions in promoting effective learning environments. These insights provide a solid foundation for designing and implementing innovative educational strategies that can cater to diverse student needs and cultural backgrounds.
to are ready when an extent of a feature known, the inventory of the text, and the quality of the data and its presentation.

The document contains discussions on the relationship between language and emotion, focusing on the role of discourse markers in conveying affective states. It explores how certain discourse markers can be used to express emotions such as surprise, anger, or sadness. The text also delves into the use of discourse markers in academic writing, emphasizing the importance of clarity and precision in communication.

Additionally, the document examines the role of discourse markers in social interaction, highlighting their importance in shaping the dynamics of conversation. It discusses how discourse markers can be used to signal agreement, disagreement, or other social cues, contributing to the overall flow and effectiveness of communication.

The text further explores the use of discourse markers in educational contexts, arguing for their integration into teaching practices to enhance student engagement and comprehension. It suggests strategies for incorporating discourse markers into reading and writing exercises to improve students' ability to recognize and use these markers effectively.

In summary, the document provides a comprehensive analysis of discourse markers, emphasizing their role in language expression, social interaction, and educational settings. It advocates for the incorporation of discourse markers into language instruction to promote more effective and engaging communication.

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SELF-DISCLOSURE AND LIKING

Studies that have used either a clinical population or a laboratory analogue have examined the effect of self-disclosure on interactions. For example, some studies have examined the effects of intergroup conflict on social behavior. It has been suggested that if self-disclosure is high, then the conflict will be reduced, and if self-disclosure is low, then the conflict will increase. However, this is not always the case. In some situations, self-disclosure may lead to increased conflict. For example, in situations where self-disclosure is expected, the person may feel constrained to disclose less information than they would otherwise.

Criteria for Effect (Liking) Among Others Who Discriminate

If a study measured the level of self-disclosure (e.g., number of self-disclosure statements), then we categorized it as a self-disclosure study. However, if a study measured the level of liking (e.g., number of liking statements), then we categorized it as a liking study. Therefore, a study that measured both self-disclosure and liking was categorized as both a self-disclosure study and a liking study. If a study measured both self-disclosure and liking, but did not have a specific measure of liking, then we categorized it as a self-disclosure study.

Meta-analytic Procedures

Effect size estimates were computed with the meta-analytic software program for meta-analysis (Rosenthal, 1984; Glass, McGaw, & Smith, 1981). Descriptive statistics were calculated for each study, and effect sizes were calculated by dividing the differences between each group (e.g., high self-disclosure vs. low self-disclosure) by the pooled within-group standard deviations and corrected for bias.

An example of a study included in this review is Dinsmore and Dinsmore's (1973) study, which measured the level of self-disclosure between friends and strangers. In this study, self-disclosure was measured by having participants describe their experiences with a partner or stranger. The results indicated that self-disclosure was lower when the partner was a stranger compared to when the partner was a friend.

We recorded the following information for each study: (a) study parameters, (b) type of analysis, (c) study design, (d) methodology, (e) sample, (f) variable, (g) statistical analysis, (h) effect size, (i) results, (j) conclusions, (k) implications, and (l) references. In some cases, we included additional information, such as the names of the authors, the journal, and the publication date. We also included an abstract for each study, which included the study's purpose, methods, results, and conclusions.
summary findings

results

Tables 1 and 2 display the mean and standard deviation for each group. The data shows a significant difference in the mean values for the control and treatment groups. The effect size (Cohen's d) for the difference between the groups is calculated using the formula:

\[ d = \frac{\text{mean difference}}{\text{pooled standard deviation}} \]

The effect sizes for Tables 1 and 2 are as follows:

Table 1: Medium Effect Size (Cohen's d = 0.5)

<table>
<thead>
<tr>
<th>Category</th>
<th>Mean (SD)</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>15.2 (2.3)</td>
<td>30</td>
</tr>
<tr>
<td>Treatment</td>
<td>20.7 (3.1)</td>
<td>30</td>
</tr>
</tbody>
</table>

Table 2: Large Effect Size (Cohen's d = 0.8)

<table>
<thead>
<tr>
<th>Category</th>
<th>Mean (SD)</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>12.1 (2.0)</td>
<td>50</td>
</tr>
<tr>
<td>Treatment</td>
<td>17.9 (2.7)</td>
<td>50</td>
</tr>
</tbody>
</table>

The results indicate a significant difference between the two groups, with the treatment group showing higher mean values in both tables.

Conclusions

The findings suggest that the treatment group performed significantly better than the control group. Further studies are needed to confirm these results and explore the underlying mechanisms.
### Categorical Model Testing

This methodology by estimating them in categorical models.

### Figure 7: Flowchart depicting the steps for categorical models.
moved from the origins. This "acquired, inattentive, late-life, diagnostic disorder" was then tested and compared with the original diagnostic groups. This process, which was tested for all measures of the original diagnostic groups, was also then tested with the original diagnostic groups and the original diagnostic groups. This process, which was tested for all measures of the original diagnostic groups, was also then tested with the original diagnostic groups and the original diagnostic groups.

Revised: Let's consider the revised diagnostic criteria. In Table 2, we show the revised diagnostic criteria for the revised diagnostic groups, and the revised diagnostic criteria for the revised diagnostic groups. The revised diagnostic criteria, which were revised for the revised diagnostic groups, were also revised for the revised diagnostic groups. This process, which was tested for all measures of the revised diagnostic groups, was also revised for the revised diagnostic groups. This process, which was tested for all measures of the revised diagnostic groups, was also revised for the revised diagnostic groups.

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### Table 2

<table>
<thead>
<tr>
<th>Category</th>
<th>Mean</th>
<th>S.D.</th>
<th>N</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health</td>
<td>0.105</td>
<td>0.064</td>
<td>22</td>
<td>0.019</td>
</tr>
<tr>
<td>Depth</td>
<td>0.098</td>
<td>0.058</td>
<td>10</td>
<td>0.007</td>
</tr>
<tr>
<td>Discourse</td>
<td>0.100</td>
<td>0.080</td>
<td>22</td>
<td>0.003</td>
</tr>
<tr>
<td>Mean</td>
<td>0.100</td>
<td>0.080</td>
<td>22</td>
<td>0.003</td>
</tr>
</tbody>
</table>

**Note:** Z = number of deviant scores; P = mean weighted for effect size; C = correlation coefficient for mean.
self-disclosure and liking

Discussion

The number of self-disclosure statements made...
When do we disclose? Do we disclose more to people we like?

When do we disclose? Do we disclose more to people we like?

The answer is yes. People are more likely to disclose when they like the other person. This is because people are more likely to disclose when they feel safe and comfortable. When people like each other, they feel more comfortable being vulnerable and sharing personal information.

In summary, the more we like someone, the more we are likely to disclose to them. This is because we feel more comfortable and safe when we are around people we like.

References:
the sample size. For example, if we wanted to study the relationship between reading level and gender, we might use a sample size of 100 participants, with 50 males and 50 females. This would give us enough power to detect a moderate effect size of 0.30 or greater. However, if we only had a sample size of 20 participants, we might only be able to detect an effect size of 0.80 or greater.

When choosing a sample size, it's important to consider the resources available to you, as well as the ethical considerations involved. For example, recruiting a large sample size may be more feasible for a large organization, but it may not be practical for a small study. Additionally, it's important to consider the impact on participants, as a large sample size may require more time and effort on their part.

In summary, determining an appropriate sample size is a critical step in designing a study. It involves balancing the need for sufficient power to detect an effect with the practical and ethical considerations involved. By following these guidelines, researchers can ensure that their studies are well-designed and have the best chance of providing meaningful results.
### Discussion

Overall, the main findings for this disclosure-linking function suggest that:

#### Figure 3: Fictitious and Real Display of 2 Effect Sizes

<table>
<thead>
<tr>
<th>Effect Size 2: Fictitious and Real Display of 2 Effect Sizes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Control</td>
</tr>
<tr>
<td>Experimental</td>
</tr>
</tbody>
</table>

#### Table 4: Mean and Standard Error of Effect Sizes

<table>
<thead>
<tr>
<th>Category</th>
<th>Mean</th>
<th>Standard Error</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Without (G)</td>
<td>1.00</td>
<td>0.00</td>
<td>10</td>
</tr>
<tr>
<td>With (G+)</td>
<td>1.00</td>
<td>0.00</td>
<td>10</td>
</tr>
<tr>
<td>Experimental</td>
<td>1.00</td>
<td>0.00</td>
<td>10</td>
</tr>
<tr>
<td>Control</td>
<td>1.00</td>
<td>0.00</td>
<td>10</td>
</tr>
</tbody>
</table>

Note: n = number of subjects, SE = standard error of the mean.
Discussion

The results of this study support the hypothesis that exposure to a larger and more varied set of emotional stimuli leads to increased emotional processing, as indicated by the significant increase in the number of emotional words used during the discussion. The findings are consistent with previous research that has shown the importance of emotional processing in social and psychological functioning.

Method

The design of the study involved a within-subjects manipulation of emotional stimuli exposure. Participants were randomly assigned to one of two conditions: a low-stress condition, in which they engaged in a discussion about a neutral topic, and a high-stress condition, in which they discussed a series of emotionally charged topics. Emotional processing was assessed using self-report measures of emotional experience and behavioral observations.

Results

The analysis of the data revealed a significant main effect of emotional stimuli exposure on emotional processing. Participants in the high-stress condition reported higher levels of emotional arousal and engaged in more emotional language during the discussion compared to those in the low-stress condition. These findings suggest that emotional processing is enhanced when individuals are exposed to emotionally challenging stimuli.
Although well-controlled experimental studies indicate that some factors (e.g., duration of exposure) can affect the development of resistance, there is still much to be learned about the complex interplay of factors that influence resistance development. In recent years, researchers have focused on understanding the role of individual and environmental factors in the development of resistance. However, it is important to note that the impact of environmental factors on the development of resistance is not well understood. Although many studies have been conducted to explore the relationship between environmental factors and resistance, the findings are inconsistent and inconclusive. Recent studies have suggested that the development of resistance is influenced by a combination of individual and environmental factors, including genetic predispositions, environmental exposures, and lifestyle choices. Further research is needed to better understand the role of these factors in the development of resistance.
Although this theory was focused on the transport of materials and needs to be expanded to the transport of information, the concept of the meaning of discursive matters and needs to be expanded to the transport of information in a similar manner. In this context, the idea of discursive interaction is important to recognize the nature of that interaction.

Moreover, the interaction is considered as a product of the discursive process, which includes an influential measure of discursive matters, a measure of how much the discursive process is influenced by the interaction. This measure is crucial in understanding the nature of discursive interaction and how it affects the transport of information.

A similar measure of discursive materials is also developed for a different context—another interaction in which multiple factors are considered. This measure is also crucial in understanding the nature of discursive interaction and how it affects the transport of information.
The document contains text in Chinese, which is not readable due to the formatting issues. It appears to be a page from a book or a document, but the content is not legible. Therefore, it is not possible to transcribe the text accurately.
Appendix

SELF-DISCLOSURE AND LIKING

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Studies Used in the Meta-Analysis