


## A Bibliometric Analysis of Online Self-Disclosure Research

Aslı TUNCA<sup>1</sup>

<sup>1</sup> Faculty of Education, Malatya Turgut Özal University, Malatya, Türkiye  0000-0001-5202-2496

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### ABSTRACT

The online environment spreads a strong culture of self-disclosure by providing individuals with countless opportunities for social interaction. This spread has accelerated with the COVID-19 pandemic. As the culture of self-disclosure in the online environment increases, it is curious how families, students, and educators are affected by the situation. It is important for psychological counselors who are engaged in adaptive, preventive, and remedial work in schools to investigate the opportunities and risky aspects of online self-disclosure. It should be carefully examined to see how it will add innovations to counselors' practices. This study aims to present a publication profile on online self-disclosure through bibliometric analysis. In this context, only 256 articles published in English and Turkish related to education, psychology, and family were analyzed. According to the findings, the country with the highest number of publications on online self-disclosure was the USA. The most publishing institutions are universities in the USA. The most productive year on the subject was 2021. It was determined that more and more effective publications were made with adolescents. The most frequently repeated keyword is self-disclosure, while social disruption is the most frequently repeated keyword in terms of psychological factors. It can be said that online self-disclosure is in its infancy in both educational and psychological counseling literature.

Keywords:

Bibliometric analysis, education, literature review, psychological counseling, and self-disclosure

### 1. Introduction

Our social interaction practices have radically changed with technological advances. Today, digital environments have become one of the most important sources of social interaction. These environments mediate making new friendships, maintaining existing ones, having fun, and opening up for individuals (Ellison, Steinfield, & Lampe, 2007). Social media sites offer different visual promotions, shares, and likes to their users with new content every day. With this aspect, it constantly increases the number of users (Park, Jin, & Jin, 2011). The COVID-19 pandemic process has also contributed to the growth of digital environments. Restrictions and quarantine days have triggered an increase in social media usage (Brailovskaia & Margraf, 2021). As social interaction shifted to the virtual world, the reflections of this interaction on individuals attracted more attention. Research on self-disclosure, especially in online environments, has gained importance (Trepte & Reinecke, 2013). The fact that adolescents and students find it more beneficial to open up online instead of directly revealing themselves and exhibit more frequent online self-disclosure behaviors (Christofides, Muise, & Desmarais, 2012; Towner et al., 2022) has opened the door to new research. The beneficial and harmful aspects of online self-disclosure are still discussed in the international literature. In Turkey, while there is a large literature on self-disclosure (Çakır, 1994; Gültekin, 2000; Demirhan, 2004; Öksüz, Mersin, & Türker, 2017), online self-disclosure has been studied in recent years. In Turkey, on the other hand, online self-disclosure has started to be studied in recent years. Some of the limited number of studies focus on online self-disclosure and cyberbullying (Arslan, 2018), self-esteem, trust, and perceived benefits (Balcı & Gölcü, 2020). Apart from this, there are also studies examining self-disclosure (Balcı & Demir, 2022) and

<sup>1</sup>Corresponding author's address: Malatya Turgut Özal University, Faculty of Education, Malatya /Türkiye  
e-mail: [asli.tunca@ozal.edu.tr](mailto:asli.tunca@ozal.edu.tr)

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teachers' self-disclosure on social media (Demir, 2020) during the COVID-19 pandemic process. Ünal-Karagüven and Kamak (2023) examined adolescents' online and face-to-face self-disclosure levels in terms of demographic characteristics, interpersonal trust, shyness, and social relationship needs. The topicality of the subject, the limited number of studies, and its relationship with various disciplines have been the main starting points of the bibliographic review on the subject of online self-disclosure. Reflecting the existing literature on online self-disclosure will provide a framework for future research.

In the following sections, the concept of self-disclosure will be explained first, then the concept of online self-disclosure will be defined, and finally, research on online self-disclosure will be emphasized.

### **1.1. Online Self-Disclosure: Definitions and Key Concepts**

The concept of self-disclosure, which means transmitting information about oneself to another, is based on social psychology (Acher, 1980; Greene, Derlega, & Mathews, 2006). It is the sharing of thoughts, feelings, and experiences in general (Valkenburg, Sumter, & Peter, 2011). In other words, it is described as the process of communicating with others about the self (Wheless & Grotz, 1976). Self-disclosure in terms of psychological factors has a wide area in the literature. Self-disclosure has been found to be associated with many psychological factors, such as well-being, maintaining a relationship, establishing intimacy, psychotherapeutic processes, and therapeutic alliance (Taddei & Contena, 2013).

With the technological developments of recent years, it can be said that the focus of self-disclosure research has moved to the digital environment. The anonymity of online communication, limited presentation of personal information, asynchrony, reaching multiple audiences, and receiving feedback from followers encourage self-disclosure in social media networks (McKenna & Bargh, 2000; Schlosser, 2020; Walther, 1996). Online self-disclosure, in cyberspace, can be defined as cyber behaviors performed to maintain information transmission and communication or to meet social needs (Xie, Sun, & Zhou, 2013). While online self-disclosure has similarities with face-to-face self-disclosure, it also has some differences. Online self-disclosure is typically done with more than one person, while face-to-face self-disclosure can be said to be done with smaller groups or two. In face-to-face self-disclosure situations, while the audience is physically present, the individual who reveals himself in the online environment may not be able to see the audience (Kim & Dindia, 2011). In the literature, it is seen that the concept of online self-disclosure is used together with the concept of online self-presentation (Schlenker, 1986). But these are fundamentally different communication processes. Self-disclosure is the deliberate sharing of personal information about oneself with one or more people. Self-presentation is a process in which people try to present themselves in a certain way in order to influence how other people see themselves (Choi & Bazarova, 2020). This research was conducted through studies that directly examined the concept of self-disclosure.

### **1.2. The Online Self-Disclosure Concept Research Tradition**

The concept of online self-disclosure should be seen as an extension of the concept of face-to-face self-disclosure. Thus, research on self-disclosure is also represented in online communication research. With the emergence of new communication technology, self-disclosure in online environments has quickly become an effective theoretical concept (Joinson, 2001; Kim & Dindia, 2011; McKenna & Bargh, 2000; Xie et al., 2013). Considering that the meaning of self-disclosure in an online context may change, the researchers conducted their studies on online self-disclosure.

It can be said that the studies first started in a laboratory environment with anonymous computer-mediated communication. The first group of studies examined the content, breadth, and depth of self-disclosure (Joinson, 2001; McKenna, Green, & Gleason, 2002; Tidwell & Walther, 2002). Researchers have found that willingness to open up is higher in computer-mediated communication (Joinson, 2001; Joinson & Paine, 2007; Suler, 2004; Valkenburg & Peter, 2007). The second group of researchers focused on self-disclosure in social media (Forest & Wood, 2012; Hollenbaugh & Ferris, 2015; Park, Jin, & Jin, 2011; Tüfekçi, 2008). Researchers have focused on both the rewarding and risky aspects of self-disclosure online. Self-disclosure in social media not only gives individuals the opportunity to be understood (Bargh, McKenna, & Fitzsimons, 2002; Tskhay & Rule, 2014), but also exposes them to the risk of being disliked by others (Forest & Wood, 2012). While individuals reveal themselves to reduce their loneliness (Deters & Mehl, 2013), they may also encounter

rejection by social media members. This may affect the level of well-being of the self-disclosure (Bevan, Pfyf, & Barclay, 2012).

When the sample groups of online self-disclosure studies are examined, it is seen that there are mostly studies on children, adolescents, or students (Misoch, 2015). It has been determined that young people aged 12–13 with high anxiety prefer online self-disclosure more (Towner et al., 2022). Online communication supports the identity development of adolescents and supports a sense of belonging and self-disclosure (Davis, 2012). In addition, it is suggested that it can offer the opportunity to try new things that will contribute to their social development and improve peer relations (Valkenburg & Petrus 2011). In terms of gender, it is not possible to reach a clear conclusion about women and men revealing themselves on social media (Mubarak & Rahamathulla, 2016). In terms of personality traits, it has been observed that the level of narcissism increases adolescents' online self-disclosure tendencies (Liu & Brown, 2014; Ong et al., 2011). Adolescents expose themselves more to social media and do not pay attention to their privacy settings (Christofides, Muise, & Desmarais 2012), which exposes them to various risks. Adolescents' self-disclosure online may result in online sexual harassment, cyberbullying, internet addiction, security threats, identity confusion, and depression (Best, Manktelow, & Taylor, 2014; Bryce & Fraser, 2014; Hinduja & Patchin, 2008; Valkenburg & Peter, 2011; Christofides et al., 2012). All these results point to the importance of online self-disclosure for adolescents.

In current studies, the concepts of online self-disclosure are suicide prevention (Sueki & Ito, 2018), sexual assault disclosure (Alaggia & Wang, 2020), strengthening learning environments with mental health support (Lindecker & Cramer, 2021), disclosure of emotions (Rime et al., 2020), privacy (Kroll & Stieglitz, 2021), loneliness (Gentina & Chen, 2019), cyberbullying (Aizenkot, 2020; Jia et al., 2022), and human-chatbot relationships (Skjuve et al., 2021). It is seen that online self-disclosure is also examined in studies dealing with the COVID-19 epidemic process. It has been determined that the rate of self-disclosure of Twitter users increased during the epidemic (Umar, Akiti, Squicciarini, & Rajtmajer, 2021), and the stress levels of young people who revealed themselves on social media decreased (Zhen et al., 2021). As can be seen, the examination of the concept of self-disclosure in online environments continues unabated.

The online environment spreads a strong culture of self-disclosure, providing individuals with numerous opportunities for social interaction. This spread has accelerated with the COVID-19 pandemic. While the culture of self-disclosure increases in the online environment, it is a matter of curiosity how families, students, and educators, who are the stakeholders in educational environments, are affected by the situation. This situation necessitates the integration of guidance and psychological counseling services given in schools into online environments. It is thought that psychological counselors should consider the contribution of online environments to self-disclosure. Considering the intensity of social media use and the high risk of internet addiction in adolescents (Öner & Çakır, 2019), it is thought that psychological counselors should consider the contribution of online environments to self-disclosure. The literature on examining the differences, predictors, and effects of online and non-online counseling services in terms of self-disclosure has not reached saturation. In this context, it can be said that online self-disclosure is in its infancy in both educational and psychological counseling peri tem842a. Presenting online self-disclosure studies through bibliometric analysis will provide a wide data flow for new studies in the education and psychological counseling peri tem842a. Moreover, the fact that there is no study on the subject reveals the originality of the study. In this context, the subject of online self-disclosure was examined within the scope of peri tem842a data, and answers were sought to the following seven questions:

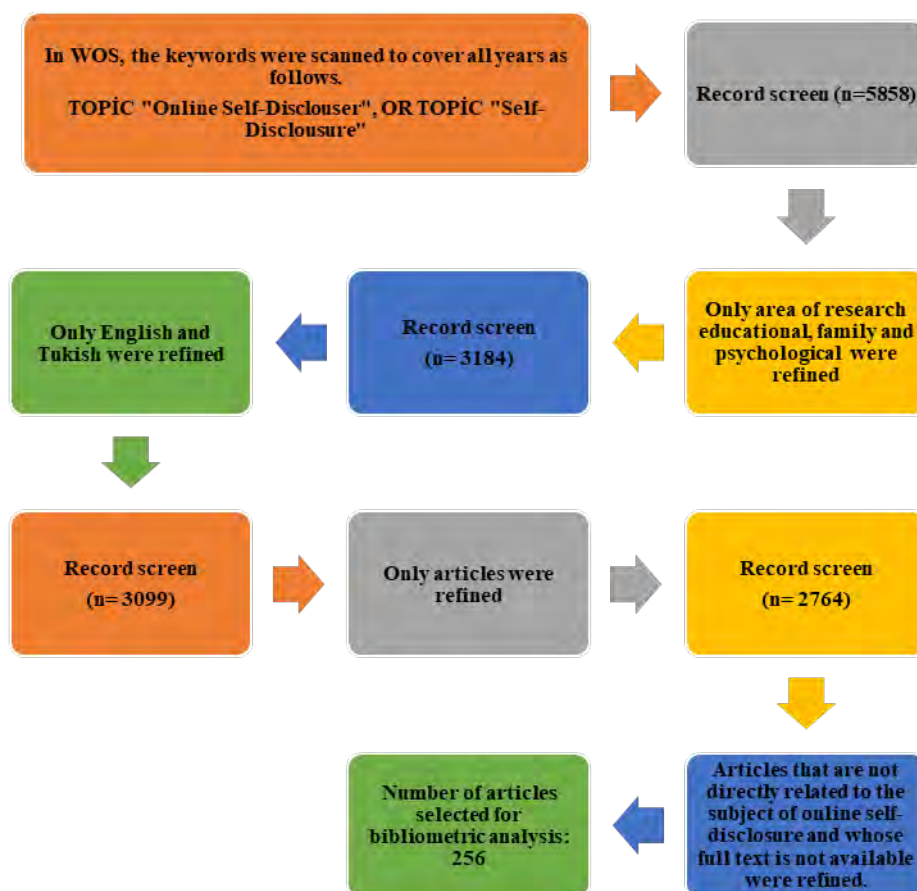
- 1-How is the global distribution of publications on the concept of online self-disclosure?
- 2-How is the distribution of online self-disclosure publications depending on the organizations?
- 3-How is the year-citation-based change of publications on the concept of online self-disclosure?
- 4-What is the structure of the most productive authors of publications on the concept of online self-disclosure?is the structure of the most productive authors of the publications on the concept of online self-disclosure?
- 5- Which of the publications on the concept of online self-disclosure are most effective?
- 6-How is the distribution of online self-disclosure publications in journals?
- 7-What is the structure of the keywords in the publications on the concept of online self-disclosure?

## 2. Methodology

### 2.1. Research Model

The aim of the study is to reveal a profile of online self-disclosure through bibliometric analysis. Students' preference for self-disclosure on social media has changed the focus of self-disclosure research (Schouten, Valkenburg, & Peter, 2007; Ünal-Karagüven & Kamak, 2023). It can be said that the national period lags behind this focus. Since it is aimed at drawing attention to the issue of online self-disclosure and providing a perspective on the subject, this method was preferred. In addition, the fact that online self-disclosure research in international publications increased with the COVID-19 pandemic and sufficient publications were reached for bibliometric analysis was effective in choosing this method. Through bibliometric analysis, the current state of the academic literature is determined and used to advance it (Kumar et al., 2021). Therefore, this study provides an opportunity to present a roadmap for researchers who will examine the issue of online self-disclosure.

### 2.2. Procedure



**Figure 1.** Flowchart Procedures Used in the Review

According to Figure 1, the metadata set was reached as a result of the searches made in the Web of Science (WoS) database on January 18–22, 2023. WoS was chosen because it is the oldest and strongest database for bibliographic data (Boyle & Sherman, 2006). In the first stage, 5858 data points were reached. Focused on research on education, family, and psychology. Excluding other fields, 3184 data points remained. The languages of the publications were examined. Languages other than English and Turkish were excluded. Since English is widely used in this field and it is aimed at determining the situation in terms of national publications, studies in these two languages have been limited. Different types of publications on the topic of online self-disclosure have been identified. Proceeding papers (n=116), review articles (n=103), early period (n=89), book chapters (n=88), meeting abstracts (n=87), editorial material (n=36), book reviews (n=25) and other publication types (n=45) were excluded. Only articles (n=2764) were selected from these publications. Because it was difficult to period the details of other types of publications, Afterwards, the titles and abstracts of all articles were manually scanned to check the relevance of the studies to the subject of online self-disclosure.

Studies with a predominance of online self-presentation were found and were excluded from the dataset. We found publications about self-disclosure that were not available online. These were also removed from the dataset. Analyses were performed with the remaining 256 data points.

**2.3. Data Analysis**

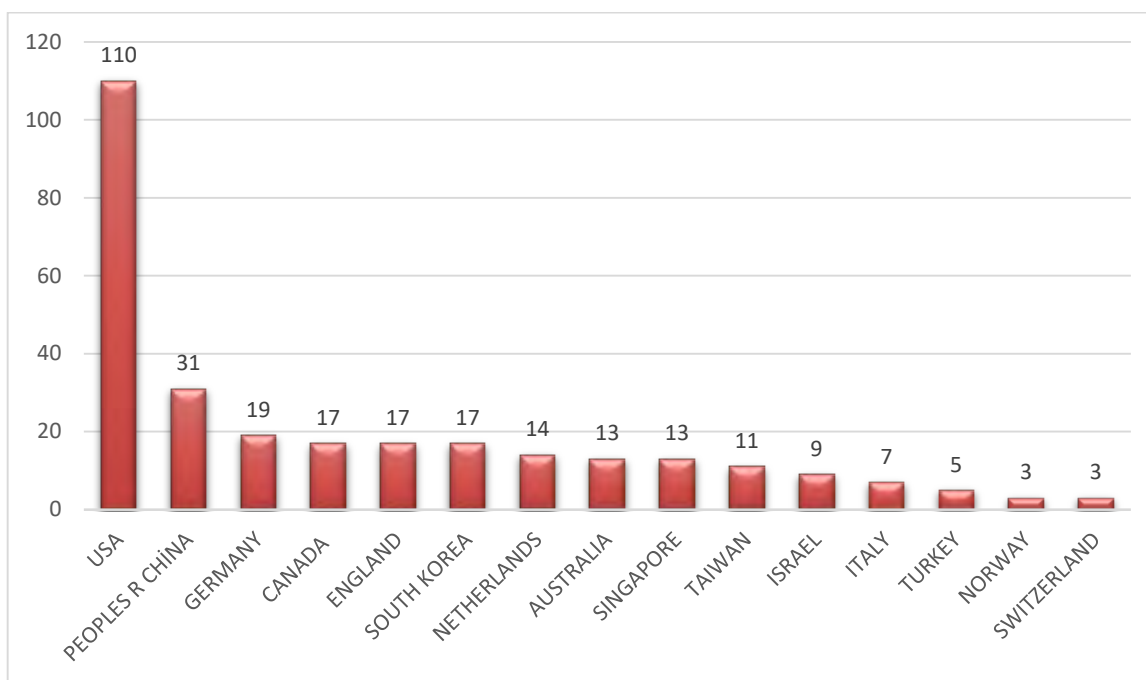
Before scanning online self-disclosure publications in WoS, the peri tem844a was reviewed to identify keywords. Various usages describing the concept of online self-disclosure were encountered in the publications. For example, self-disclosure on the internet, self-disclosure on social networking sites, self-disclosure in computer-mediated communication, and self-disclosure on Facebook All of this appeared to be self-disclosure in the monk cluster. To avoid this floating data loss, two keywords were identified (online self-disclosure and self-disclosure). First, the data set was accessed through keywords in WoS. The bibliographic data peri te articles was then extracted from WoS. Imported into Visualization of Similarities Viewer (VOSviewer), a computer software (van Eck & Waltman, 2017) designed to generate and display bibliometric maps for analyses.

**2.4. Ethical**

Since the data was pulled from the WoS database, it does not require the permission of any ethics committee.

**3. Findings**

Findings are presented in the form of figures and tables within the scope of research questions. The global distribution of online self-disclosure publications is presented in Figure 2.



**Figure 2.** Global Distribution of Articles

Figure 2 shows that 43% of the studies on online self-disclosure were conducted in the United States.

Afterwards, China follows with a peri te 12%. The contribution of the studies conducted in Germany (7%), Canada (7%), England (7%), and South Korea (7%) to the peri tem844a is peri tem each other. Among 15 countries, Turkey ranks 13th in online self-disclosure studies.

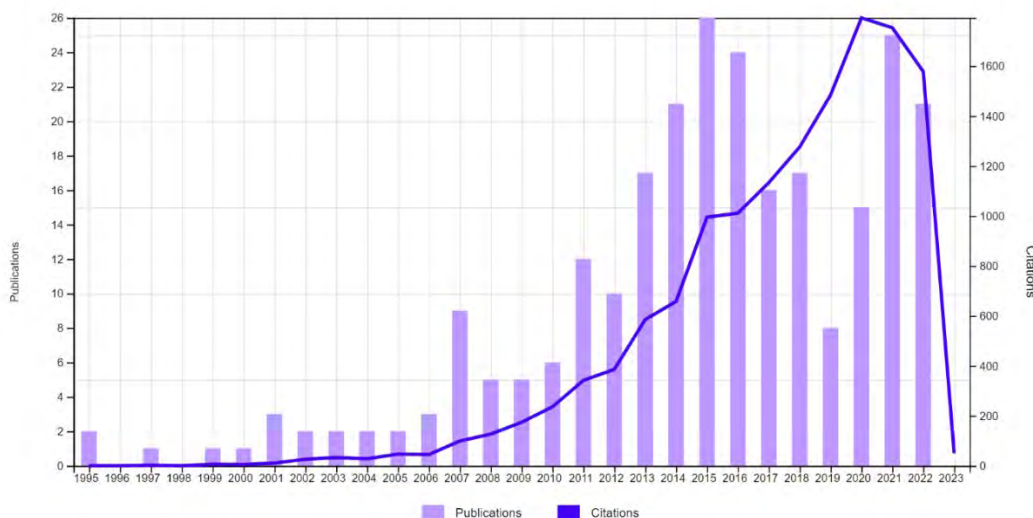
The distribution of online self-disclosure publications by organizations is presented in Figure 3.



**Figure 3.** Distribution of Publications by Affiliated Institutions

As seen in Figure 3, among the 10 organizations, universities in the United States (f=47) are seen to publish more on online self-disclosure. These universities are the State University System of Florida, the University of California System, and the University System of Ohio. Nanyang Technological University (f=9) and Nanyang Technological University National Institute of Education Nie Singapore (f=9) are among the universities that publish online self-disclosure. The University of Amsterdam (f=7) in the Netherlands and the National Sun Yat Sen University in Taiwan (f=6) are among the top 10 publishers.

The year-citation-based change in publications on the concept of online self-disclosure is presented in Figure 4.



**Figure 4.** Change of Publications by Year-Citation

As can be seen in Figure 4, the change in publications on online self-disclosure over the years follows a fluctuating course. The first publication was made in 1995 (f=2). However, the subject was studied mostly in 2015 (f=26). Then, 2021 (f=25) was the second most productive year. While intensive studies were conducted between 2013 and 2018 (f=121), the number of publications decreased rapidly in 2019 (f=8). Citation rates, on the other hand, increased steadily despite the decrease in articles. In 2019, 1484 references were made on the subject. The year 2020 was the most cited year (f=1793). Overall, 256 articles were cited 13.887 times (average per item: 54.25).

Table 1 presents the 10 most prolific authors of publications on the concept of online self-disclosure.



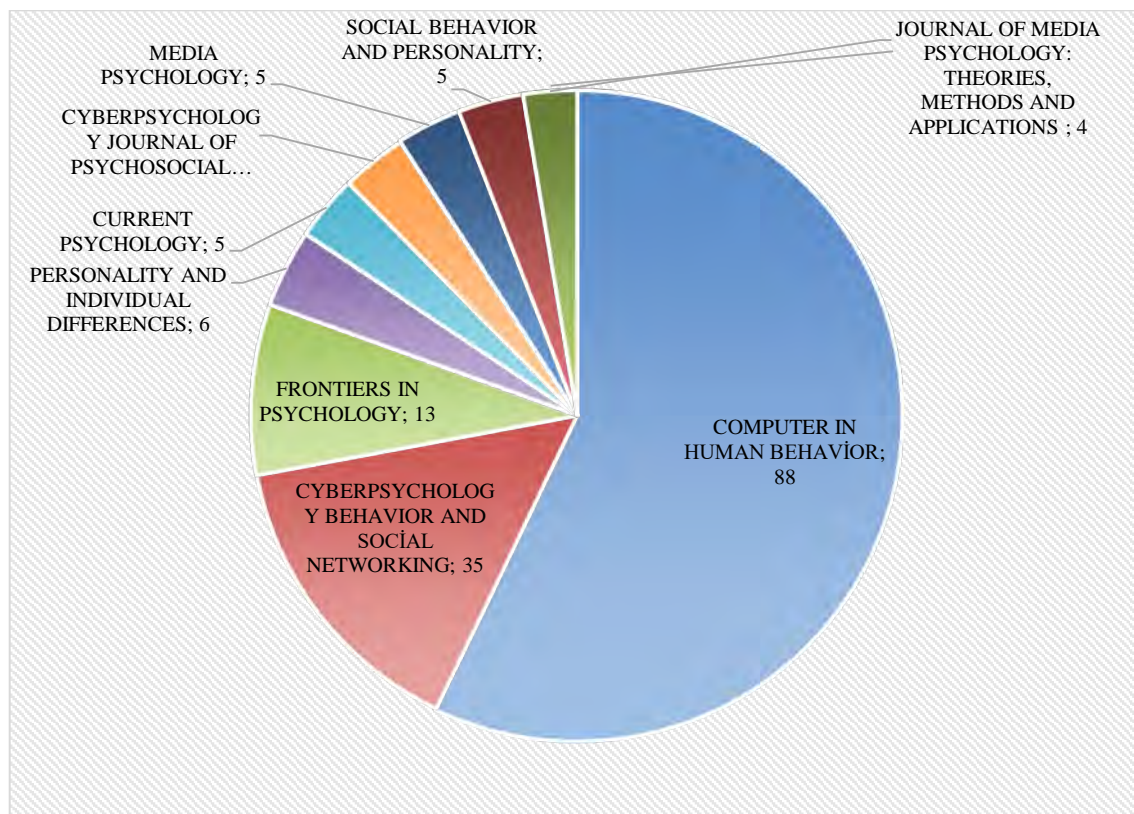
**Table 1.** The most productive authors

No.	Author	Country	Articles	Citations	Total Link Strenght
1.	Peter Jochen	Netherlands	6	1409	235
2.	Valkenburg Patti M.	Netherlands	6	1409	235
3.	Chiou Wen Bin	Taiwan	4	41	10
4.	Joinson Adam N.	England	4	887	222
5.	Kashian Nicole	USA	4	51	13
6.	Kim Jihyun	USA	4	248	62
7.	Barak Azy	Israel	3	257	86
8.	Brand Matthias	Germany	3	16	5
9.	Dai Yue	China	3	51	17
10.	Desjarlais M	Canada	3	32	11
<b>Total</b>			<b>40</b>	<b>4401</b>	

According to Table 1, the most productive authors are Peter J. and Valkenburg P.M. These authors rank first in both publication and citation counts.

In their publications, it is seen that adolescents focus on self-disclosure behaviors in the online environment. The third most productive author based on total link strength with his four publications is Joinson A.N. In this author's most cited publication (f=702), it was found that face-to-face discussions resulted in less self-disclosure compared to online discussions. As a result, the 10 most productive authors have a total of 40 articles and a total of 4401 citations.

The journals in which online self-disclosure studies are published most frequently are presented in Figure 5.



**Figure 5.** Distribution of Publications by Journal

According to Figure 5, it is seen that most of the publications on online self-disclosure are published in Computer in Human Behavior (f=88). The journal is an influential journal in the literature, aiming to present the psychological perspective of computer use (impact factor: 8.96). It is followed by Cyberpsychology Behavior and Social Networking (f=35, impact factor: 6.13). While the name of the journal was Cyberpsychology Behavior before 2010, it changed afterwards. In this study, the journal's studies were collected under the name Cyberpsychology Behavior and Social Networking. Other journals that publish most frequently on the subject are Frontiers in Psychology (f=12), Personality and Individual Differences (f=6) and

Current Psychology ( $f = 5$ ). Table 2 presents the 10 most influential studies according to the number of citations related to online self-disclosure.

**Table 2.** *List of Effective Publications*

No	Year	Author(s)	Article title	Source title	Citation	Wos category
1	2004	Suler, J	The online disinhibition effect	Cyberpsychology & Behavior	1809	Communication Psychology, Applied
2	2001	Joinson, AN	Self-disclosure in computer-mediated communication: The role of self-awareness and visual anonymity	The European Journal of Social Psychology	702	Psychology, Social
3	2007	Mazer,JP; Murphy,RE; Simonds, CJ	I'll See You On "Facebook": The Effects of Computer-Mediated Teacher Self-Disclosure on Student Motivation, Affective Learning, and Classroom Climate	Communication Education	521	Communication Education & Educational Research
4	2007	Valkenburg, PM; Peter, J	Preadolescents' and adolescents' online communication and their closeness to friends	Developmental Psychology	457	Psychology, Developmental
5	2009	Valkenburg, PM; Peter, J	Social Consequences of the Internet for Adolescents: A Decade of Research	Current Directions in Psychological Science	438	Psychology, Multidisciplinary
6	2014	Best, P; Manktelow, R; Taylor, B	Online communication, social media and adolescent wellbeing: A systematic narrative review	Children and Youth Services Review	430	Family Studies Social Work
7	2011	Moreno, MA; Jelenchick, LA; Egan, KG; Cox, E; Young, H; Gannon, KE; Becker, T	Feeling Bad On Facebook: Depression Disclosures By College Students On A Social Networking Site	Depression and Anxiety	302	Psychology, Clinical Psychiatry Psychology, Multidisciplinary
8	2014	Lucas, GM; Gratch, J; King, A; Morency, LP	It's only a computer: Virtual humans increase willingness to disclose	Computers in Human Behavior	297	Psychology, Experimental
9	2012	Forest, AL; Wood, JV	When Social Networking Is Not Working: Individuals With Low Self-Esteem Recognize but Do Not Reap the Benefits of Self-Disclosure on Facebook	Psychological Science	296	Psychology, Multidisciplinary
10	2010	Nosko, A; Wood, E; Molema, S	All about me: Disclosures in online social networking profiles: The case of FACEBOOK	Computers in Human Behavior	224	Psychology, Multidisciplinary Psychology, Experimental

As can be seen in Table 2, the most influential publication is structured by Suler (2004) with 1809 citations. Suler (2004) presented a theoretical framework for explaining the reasons for excessive self-disclosure. Joinson's (2001) study was the second of the influential publications, sharing the finding that self-disclosure is more common in computer-based communication. Mazer, Murphy, and Simond's (2007) work, on the other hand, is one of the leading studies that raises the issue of online self-disclosure in educational settings, making it the third most influential publication. When the 10 most influential publications are examined, it is striking that five of them were made with adolescents or students. A list of the most frequently used keywords in online self-disclosure publications is presented in Table 3.

**Table 3.** *Frequency of occurrence of the top 10 keywords*

Keywords	Occurrences	Total link strength
Self disclosure	23	110
Online self-disclosure	14	58
Social media	11	52
Computer-mediated communication	6	32
Socail anxiety	5	32
Internet	5	23
Facebook	5	17
Online disinhibition	3	16
Self-esteem	3	16
Life satisfaction	3	14



As seen in Table 3, the most frequently repeated keyword with the highest total link strength is self-disclosure ( $f=23$ ). Next come the keywords online self-disclosure ( $f=14$ ) and social media ( $f=11$ ). Among the psychological factors, social anxiety ( $f=5$ ), self-esteem ( $f=3$ ) and life satisfaction ( $f=3$ ) are the most frequently repeated keywords.

The network map organized according to the popularity of keywords in the studies on online self-disclosure is presented in Figure 6.

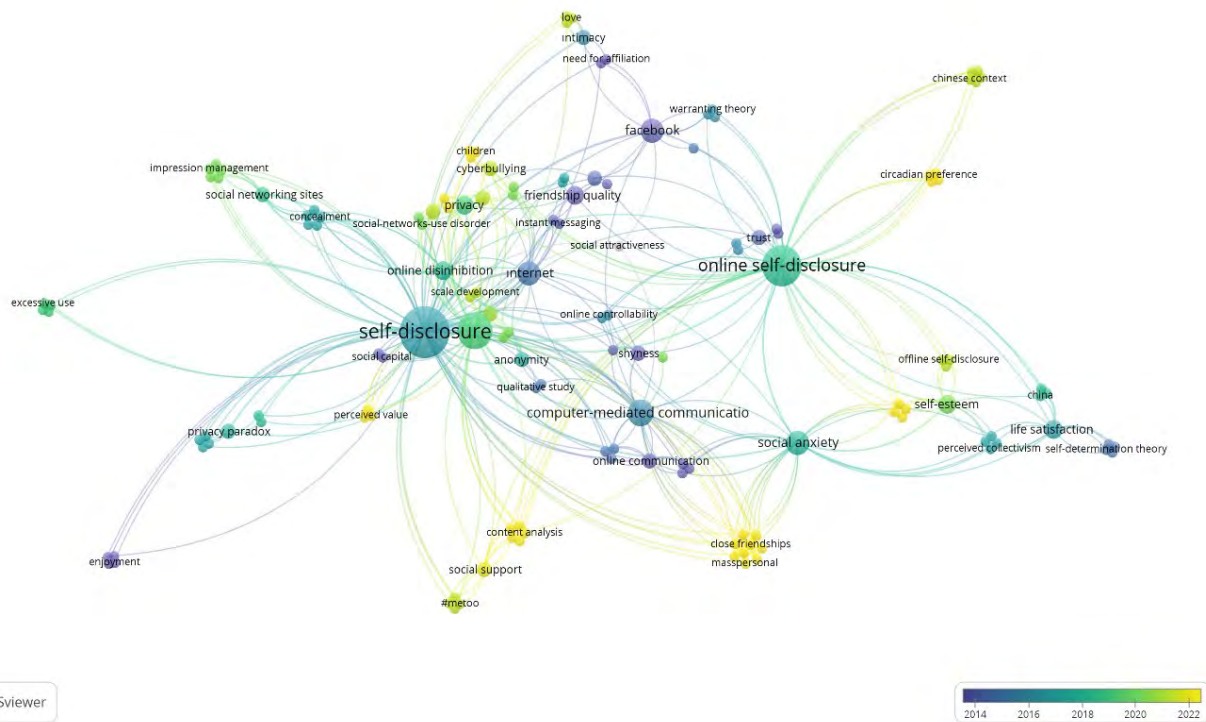


Figure 6. Trend Network Map of Keywords

As can be seen in Figure 6, research on shyness, need for affiliation, friendship quality, and trust was predominant in 2016 and before. Facebook, the internet, computer-mediated communication, and instant messaging are the words used to explore self-disclosure in these years. In 2016–2018, it was seen that social anxiety, privacy, anonymity, concealment, life satisfaction, and online disinhibition were studied. In these years, it has been seen that social media or social networking sites have started to be used more frequently in examining self-disclosure. It is seen that the most recent studies on the subject are on children, cyberbullying, social support, mass personal, perceived value, circadian preference, close friendship, love, impression management, sexual victimization, negative emotionality, and decision-making. It is seen that studies on the #metoo movement, which was started against sexual harassment and sexual assault, are among the trending topics.

#### 4. Conclusion and Discussion

In the study, it was aimed at presenting a profile by examining the studies on the subject of online self-disclosure through bibliometric analysis. In this context, 256 articles on education, psychology, and family, which were scanned in WoS and published in English and Turkish, were analyzed. In this context, it was seen that 43% of the studies on online self-disclosure were conducted in the United States. Turkey comes in 13th place. In addition, the universities where the subject is studied the most are institutions located in the United States. The widespread access of individuals in countries such as the USA, China, Germany, and Canada to digital platforms due to technological opportunities, the existence of technology universities, and the support of institutions for researchers through grants may have increased the number of studies on online self-disclosure.

There is still a large group of people in Turkey who do not have access to the Internet. Students who could not participate in distance education during the COVID-19 pandemic are proof of this (Karadağ & Yücel, 2020; Kürtüncü & Kurt, 2020). Therefore, this issue may not have been considered a priority for researchers in Turkey. Moreover, this can be explained by our research traditions. Problem-focused studies have been conducted around the world for a long time (Linley et al., 2009). Negative concepts were studied rather than positive ones (Seligman, 2002). It can be said that the situation is similar in Turkey. For example, one of the risky consequences of online self-disclosure, cyberbullying, is a more studied topic in Turkey (Akman, 2019; Manap, 2022; Öksüz, 2019). By examining the online self-disclosure behaviors of individuals, both preventive and beneficial aspects of online self-disclosure can be determined.

In the study, 2021 was the most productive year for online self-disclosure, and 2020 was the most cited year. It is noteworthy that these years were the times when the COVID-19 pandemic process was most effective. More self-disclosures of people on social media (Umar, Akiti, Squicciarini, & Rajtmajer, 2021; Zhen et al., 2021) due to complete closures and restrictions may have led to an increase in studies in these years. COVID-19 has brought important changes to our social interactions, making the virtual environment an indispensable element (Goel & Gupta, 2020). In most countries, courses, exams, and different applications were conducted online via social networks (Sun et al., 2020). Psychological counselors were able to reach their clients through online opportunities (Hastuti & Tyas, 2021). This whole process is proof that online environments are now part of our lives (Prensky, 2004). Therefore, it can be said that the importance of online self-disclosure will not diminish and will even increase.

Peter J. and Valkenburg P. M. were found to be the most productive authors in the study. It is noteworthy that the publications of these authors are related to adolescents. The authors emphasize that adolescents in the Netherlands have similar online communication behaviors as adolescents living in the USA. They state that 75% of adolescents in their country use online media as a means of communication (Valkenburg & Peter, 2007). The widespread use of the Internet and social media as a means of communication in the Netherlands may have prompted the authors to examine the issue of online self-disclosure. The most influential publications were also identified in the study. Five of the 10 most influential publications were by adolescents or students. The fact that adolescents exhibit more self-disclosure behaviors on social media (Christofides, Muise, & Desmarais, 2012; Towner et al., 2022) may explain this situation. The fact that the social square provides opportunities for adolescents to experiment with identity (Davis, 2012) and creates social contexts (Valkenburg and Petrus, 2011) may have drawn the attention of researchers. Moreover, the fact that adolescence is a risk-taking period (Elliott & Lambourn, 1999; Mash & Wolfe, 2005) predicts that self-disclosure online may have harmful consequences (Bryce and Fraser, 2014; Hinduja & Patchin, 2008; Valkenburg & Peter, 2011) may have prompted them to investigate the subject.

In the study, it was seen that 88 out of 256 publications were published in *Computer in Human Behavior* (impact factor: 8.96). The journal focused on computer use from a psychological point of view. The fact that the title of the journal points to a specific topic and accepts research from different disciplines may have led researchers to submit their studies on the subject of online self-disclosure. Another journal is *Cyberpsychology Behavior, and Social Networking* (impact factor: 6.13). It stands out with 35 publications on the subject. When the impact factors of these two journals are examined, it can be said that they can be ranked among the influential journals in the future in terms of outstanding publications about online self-disclosure. Therefore, reviewing the works of those who will publish on the subject in these journals may provide an opportunity to catch up with the current trend.

In the study, a structure related to keywords is presented. Among the psychological factors, social anxiety is the most frequently repeated keyword. When online self-disclosure studies are started to be addressed with their positive aspects, the option "Does it offer a solution for social anxiety?" (Green et al., 2016) may have led researchers to work on this issue. Because the fact that individuals can reveal themselves more online (Joinson, 2001; McKenna, Green, & Gleason, 2002; Tidwell & Walther, 2002) is an action that individuals with social anxiety do not perform in face-to-face environments (Green et al., 2016), Self-esteem and life satisfaction are also frequently repeated keywords. Self-esteem can be said to be an effective determinant of self-disclosure by social network users (Chen, 2017). Research has revealed that users with high self-esteem are satisfied with life and share more photos and words about their daily lives (Valkenburg, Peter, & Schouten, 2006). Therefore,

it can be expected that the keywords self-esteem and life satisfaction will be used frequently in studies on online self-disclosure.

In the study, it was determined that the topic of online self-disclosure first started to be examined with the keywords Facebook, computer-mediated communication, instant messaging, and internet. As social media tools diversify, it is evident that these keywords are moving away from these keywords. Again, when the research tradition on the subject is analyzed on the basis of keywords, studies on shyness, need for affiliation, friendship quality, and trust are predominant in 2016 and before. Since the initial purposes of online platforms are to expand social networks, maintain existing relationships, and strengthen weakened relationships (Ellison et al., 2014; Thelwall & Wilkinson, 2010), it can be expected that studies will focus on interpersonal relationship themes.

The most recent studies on the subject are on children, cyberbullying, social support, mass personal, perceived value, circadian preference, close friendship, love, impression management, sexual victimization, negative emotionality, and decision-making. It is noteworthy that children from different age groups appear in current keywords. The fact that today's children grow up in a digital communication network (Prensky, 2001) may have been effective. The fact that keywords such as close friendships, love, and social support are in the current literature can be explained by the fact that we use social media more as a means of social interaction (Ellison, Steinfield, & Lampe, 2007; Park, Jin, & Jin, 2011). More people are now finding love and relationships on platforms such as Tinder (Curry, 2021; Ward, 2016). The keywords sexual victimization and negative emotionality were also found to be remarkable. People have started to use social media extensively for the disclosure of negative life events (Cho, 2017). The #metoo movement is an example of this. People from different backgrounds and ethnicities prefer to share their personal experiences of being sexually assaulted in online spaces (Manikonda et al., 2018). Therefore, it can be said that it is an expected finding that online self-disclosure has started to be mentioned with keywords such as sexual violence and negative emotions.

## 5. Recommendations

The subject of online self-disclosure, which has been studied for nearly 20 years, is an effective and up-to-date research area that is handled in different aspects. By adding new dimensions such as the disclosure of sexual victimization and the disclosure of emotions, the international literature has made progress. Turkey has lagged behind the international literature, especially in the fields of education and psychological counseling. The effects of online self-disclosure on adolescents, children, and relationships require further study. In this context, the contribution of online self-disclosure to learning in educational environments can be examined. The role of online self-disclosure in romantic and friendship relationships can be identified. The relationship between online self-disclosure and cyberbullying can be discussed in different dimensions. The extent and context of adolescents or children's online self-disclosure can be determined. Online and face-to-face counseling can be examined comparatively in terms of self-disclosure. In light of the findings of the study, suggestions can also be made to practitioners. The application of online guidance and psychological counseling services requires school counselors to be creative, innovative, and productive (Hastuti & Tyas, 2021). For this reason, suitable media tools for school counselors can be identified, and their use can be encouraged. Measurement tools applied to students and parents can be presented on digital platforms.

The study includes some limitations. With online self-disclosure, publications are only from the WoS database. The study can be repeated using different databases. Articles on education, psychology, and family, published in English and Turkish, were included in the research. In another study, the subject of online self-disclosure can be examined by introducing different criteria.

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