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The Unwed Mothers' Family of Orientation a Study of Selected Dimensions of Familial Adaptations

Sandra J. Potter

Western Michigan University

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THE UNWED MOTHERS' FAMILY OF ORIENTATION
A STUDY OF SELECTED DIMENSIONS
OF FAMILIAL ADAPTATIONS

by

Sandra J. Potter

A Thesis
Submitted to the
Faculty of The Graduate College
in partial fulfillment
of the
Degree of Master of Arts

Western Michigan University
Kalamazoo, Michigan
August 1971
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Sandra J. Potter
MASTERS THESIS

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CHAPTER I

INTRODUCTION

General Statement of the Problem

Despite more effective means of birth control, the availability of birth control measures and a supposedly greater knowledge and sophistication of modern youth regarding sex, illegitimacy has increased—both as a proportion of all live births and in absolute numbers. The challenge for behavioral scientists is to try to understand why illegitimacy is becoming more rather than less of a social problem.

The present investigation focuses not only on important background data but attitudinal data that more closely answers the question of why the rates of illegitimacy continue to accrue. Setting aside moral and legal concerns, many questions arise. Are unmarried pregnant teenagers simply "unlucky" or are there psychological and sociological factors which, once understood, could be applied toward lowering the rates of illegitimacy? Do unmarried pregnant teenagers differ from their non-pregnant peers in their self concept, their aspirations as a student, their attitudes about marriage, their relationships with parents and peers? These are only a few of the questions that need to be asked—and have been, by this empirical
investigation.

There have been a number of studies concerned with the physical aspects of premarital sexual behavior, but most of these reports have only given a presentation of the incidence and frequency of such sexual intercourse; studies of attitudes associated with premarital sexual behavior have lagged behind, and comprehensive research on the unmarried mother's social interaction and socialization processes are nonexistent.

Related Research and Literature

Empirical and systematic research studies of premarital sex in American culture extend back about half a century, and over that period there have probably been less than a hundred studies. Most of the research has dealt with college educated, middle class populations. According to Bell\(^1\) the studies conducted with married individuals were almost always persons with a college education; similarly, unmarried individuals were almost always college students. That the focus was on a small select segment of the population did not imply that the researchers were methodologically naive, but was the result of their having to work with the only population available, both financially and in terms of adequate cooperation. Allowing for the obvious limitations of the

research on premarital sex, the studies represented the best available scientific research.

The most important studies before World War II\(^1\) were those of K. B. Davis, *Factors in the Sex Life of Twenty-Two Hundred Women*, in 1929; G. V. Hamilton, *A Research in Marriage*, in 1929; and L. M. Terman, *Psychological Factors in Marital Happiness*, in 1938.

Burgess and Wallin\(^2\) collected data between 1936 and 1946, and as part of their research they interviewed 666 married couples, including both high school and college educated respondents. In the Burgess and Wallin study sixty-eight percent of the men and forty-seven percent of the women reported premarital coitus.

The most important research study of sexual behavior was conducted by Kinsey\(^3\) and his associates with a sample biased in the direction of the urban higher educated. Kinsey's research studies of almost 6,000 women noted that fifty percent reported premarital coitus, and for more than 5,000 men the rate was above ninety percent. When the findings of Burgess, Wallin, and Kinsey are compared

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\(^1\)loc. cit., p. 56.


with those of Hamilton and Terman, there is evidence to indicate an increase with time in premarital coital rates for both men and women.¹

Premarital sexual behavior as it related to illegitimacy did not become the subject of extensive empirical investigation until the middle of the 1950's and there are less than sex empirical studies of major importance that deal with the unmarried mother and her position in American society.

Young's² book was one of the first studies to deal with the unmarried mother in her social context. The study which is now considered a classic was written primarily for social workers and was based upon Young's own experience in working with approximately 350 unmarried mothers and upon approximately 1,000 further cases from the case material, observations, and contributed knowledge of a large group of social workers in both public and private agencies. It attempts to integrate these observations and experiences and to define what seem to be primary factors in the problem of illegitimacy. Although Young's book cannot be classified as an empirical investigation in the strict sense of that definition, it is one of the few books to give practical insight and know-

¹Bell, op. cit., p. 57.
ledge of the unmarried mother's dilemma.

Seven years after the publication of Out of Wedlock\textsuperscript{1} there was a careful and rather unusual study of a cross section survey of unwed mothers known not only to social agencies, but to 500 physicians and to private and public hospitals, conducted by Vincent.\textsuperscript{2} It is Vincent's contention that in addition to compartmentalizing unwed mothers and non-virgins, research in illegitimacy tends to focus upon only certain groups of unmarried mothers; and this reflects acceptance of society's differential attitudes toward such various groups. Both these tendencies are examples of the minimum implementation of Waller's\textsuperscript{3} emphasis on value judgments as the formal causes of social problems, and Davis'\textsuperscript{4} reminder that scientific inquiry regarding social problems begins only when the norms and moral values by which a given behavior is judged evil are critically examined rather than being accepted as the framework for research questions.

Vincent suggests that the selective focus on parti-

\textsuperscript{1}ibid.


\textsuperscript{4}Davis, Kingsley, "Illegitimacy and the Social Structure." American Journal of Sociology, XLV (September 1939), 215-33.
cicular groups of unmarried mothers has been accompanied by a circular reinforcement of causal theories, selective samples, and descriptive findings that can be indicated in an abridged review of the literature.

Prior to 1930, the theories pertaining to moral and inborn sources of behavior, and the emphasis on immorality, bad companions, and mental deficiency as causes of illegitimacy, were supported with descriptions of unwed mothers found in "rescue homes" and other types of charity institutions.¹

During the 1930's, the interest in "ecological" or environmental sources of behavior, and the concomitant emphasis on broken homes, poverty, and "disorganized neighborhoods" as causes of illegitimacy, were supported by descriptions of unwed mothers reported in domestic court files, police records, welfare agencies, and "homes" for wayward girls.²

In the late 1930's and early 1940's, the interest in the concept of "culture," and the use of anthropological methods in community studies were accompanied by the explanation of illegitimacy as an "accepted way of life" among some subcultures--an explanation derived primarily from descriptions of Negro unwed mothers in the South.³

In the 1940's and early 1950's, the predominance of psychological and psychiatric theories of behavior, and the emphasis on

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¹Vincent suggests that examples of this kind of work can be seen in writings by Binghan (1923), Guibord and Parker (1922), Kammerer (1918), Lowe (1927), McClure and Goldberg (1929), and Schumacher (1927).

²Vincent cites works of Nottingham (1937), Puttee and Colby (1937), Reed (1934), and Unmarried Mothers in the Municipal Court of Philadelphia (1933).

³Vincent cites works by Frazier (1937), Hertz and Little (1944), Jenkins (1958), Johnson (1934, 1941), G. Myrdal (1944), and Knapp (1946).
emotional disturbance as a cause of illegitimacy were concomitant with descriptions of unwed mothers, in maternity homes, welfare agencies, and out-patient clinics, who were noticed and studied by psychiatric social workers, clinical psychologists, and psychotherapists.

During the middle and late 1950's, there was a renewed interest in the sickness and saneness of the "society-as-patient," and a focus on white-collar crime, organization men, lonely crowds, payola adults, and delinquent youth among the middle classes. These have been accompanied by descriptions of college educated, middle-class unwed mothers attended in physicians' private practice, and by observations that, in general, the intelligence and socio-economic status of unwed mothers approximate those of females in the general population.

Vincent states that his abridgment does an injustice to some of the studies noted, but that he intended it only to demonstrate that understanding of illegitimacy is limited by the degree to which the particular unwed mothers and causal factors to be studied are predetermined by the non-critical acceptance of the normative criteria that have defined a given behavior and given factors as "bad."

Vincent notes that the sociological implications of his own study can be summarized as follows: If the

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1Vincent cites works by Block (1945), Cattell (1954), Clothier (1943, 1955), Deutsch (1945), Donnell and Glick (1952), Powell (1949), and May (1950).


3Vincent cites works by Pearson and Amacher (1956).

4Vincent, op. cit., pp. 18-20.
prevention of illegitimacy is to be undertaken seriously and effectively, crucial areas of research are: (a) awareness and explication of multiple inadvertent consequences of social practices and means used to achieve "desirable goals;" (b) critical assessment of these as sources of lenient, if not favorable, attitudes toward illicit sexual behavior; and (c) concerted emphasis on strengthening legitimate and normative family life at least equal to, if not greater than, the emphasis given to the results of the breakdown of such family life.¹

The psychological inference from the Vincent study is the conclusion that there is no single panacea for illegitimacy, or any easily-applied formula for its prevention. This fact is most clearly indicated by the numerous personality patterns that the author presents when writing about unmarried mothers and their childhood experiences.

Vincent suggests that, perhaps, the inference with the most psychological value is that for the individual female, an effectual deterrent to unwed motherhood is her development, from infancy through adolescence, of a positive self-identity. Vincent indicates, however, that this conclusion is dependent upon the assumption that traditional sex mores will continue to sanction both premarital chastity as the "ideal," and the double standard

¹loc. cit., p. 253.
holding females primarily responsible for preserving the ideal.\textsuperscript{1}

Ehrmann's\textsuperscript{2} book deals with a study of premarital heterosexual activities and certain associated behavior and attitudes of over 1,000 male and female college students who were enrolled in a large American university during the period 1946 to 1953.

The purpose of Ehrmann's research was to describe the sexual aspects of dating behavior in terms of varying degrees of physical love-making intimacies, to measure certain aspects of the individual's control of this behavior, to analyze the behavior patterns in terms of specific characteristics of the individuals, and to examine some of the relationships among ideas of love, sex codes, and heterosexual behavior.

The sociological significance of Ehrmann's book is that it recognizes social relationships and varied codes of conduct; attitudes are considered--motives, roles, expectations, aspirations, and the happiness of the student subjects who revealed their sexual experiences in schedules and interviews.

Although Ehrmann does not deal directly with the topic of unmarried mothers, he has developed empirically

\textsuperscript{1}loc. cit., P. 254.

useful categories having extended applications. Basic to the conceptual framework utilized in his study is a continuum of heterosexual intimacy ranging from approved kissing and hugging to complete sexual intercourse, with recognition of non-coital genital behavior and socially defined limits of permissibility. The continuum concept allows distinctions between present behavior, extreme point reached in lifetime behavior, median behavior, and a classification of subjects by the most advanced behavior reached. Also of importance in this study are the positive categories which focus upon sexual behavior initiated by males or females. The four negative categories: behavior went no farther because (1) there was no opportunity (inappropriateness of the situation), (2) the girl would not, (3) the boy would not, and (4) neither tried to go farther, do not represent a continuum but do recognize negative control by females as compared with the far less common control by males.¹

A third notable contribution of Ehrmann consists of a group of methodological devices. An example would be the comparisons made between exploratory, schedule, interview, and restudy groups of students. Classifications based on dates and persons with particular dating practices are compared. Cross-checks are made between the

effects of going steady and behavior with lovers, between the effects of dating on sexual intimacy and the association of sexual intimacy with dating practice. Scales are used to give rough measures of sexual adjustment, happiness, and pleasure in certain types of erotic behavior.

A fourth distinctive contribution noted by Kirkpatrick concerning Premarital Dating Behavior is that the findings have a general significance. Ehrmann demonstrates that a tremendous difference exists between male and female in regard to the influence of love and sexual behavior in American culture. Females in contrast to males need love to release the more direct and genital aspects of erotic behavior. Given social definitions of relationships, love brings a concurrence of male and female patterns of behavior.

Within the context of his study, Ehrmann has suggested that too often educators and parents have had an oversimplified picture of what constitutes human sexuality, and an unrealistic expectation of certain measures of education. A common mistake is that factual knowledge about the physiological aspects of sex and reproduction when given in an interesting and nonthreatening manner will solve most of the infinite number of emotional difficulties confronting adolescents. Ehrmann notes that

1loc. cit., p. 295.
it is analogous to saying that knowledge of a car engine and its functions is sufficient in itself to enable the student to have knowledge of driving a car and to avoid having accidents.¹

The cultivation of an awareness of the great complexity of heterosexuality seems essential for the planning of parent-child relationships, educational programs, and social action by community, religions, or government agencies. Studies have shown that human sexual behavior is exceedingly varied, and Ehrmann's study also demonstrates that there are many different kinds of codes, standards, and intimacy relationships.²

Reiss's³ book incorporates much of Ehrmann's empirical methodology and is of great value to anyone concerned with empirical research of sexual attitudes and behavior. The wide range of possible causal variables examined in Reiss's study can be seen from the five major areas from which these variables were derived: (1) general background factors such as class, religion, geographical region, city size, age, race, and sex; (2) dating experiences and love conceptions; (3) sexual behavior and guilt reactions; (4) perceived permissiveness of parents, peers,

¹loc. cit., p. 286.
²ibid.
and close friends; and (5) family characteristics such as size, sex, age of children, and number of parents.

A unique feature of Reiss's book is that it contains the first probability sample of the United States that has been used for sociological analysis of the sexual relationship, and it is the first study to fully focus on sexual attitudes and not just sexual behavior. The key question of the entire research study is: What sociocultural factors help to explain the difference between high and low permissive groups? Reiss utilizes seven propositions to explore this question and these are:

1. The lower the traditional level of sexual permissiveness in a group, the greater the likelihood that social forces will alter individual levels of sexual permissiveness.

2. The stronger the amount of general liberalism in a group, the greater the likelihood that social forces will maintain high levels of sexual permissiveness.

3. To the extent that individual ties to the marital and family institutions differ, individuals will tend to display a different type of sensitivity or permissiveness to social forces.

4. The higher the general level of permissiveness in a group, the greater the extent of equalitarianism within the abstinence and double standard classifications.

5. Differences in the potential for permissiveness in one's basic set of parentally derived values is a key determinant of the number, rate, and direction of changes in one's premarital sexual standards and behavior.

6. There is a general tendency for the individual to perceive of his parents' permissiveness as a low point on a permissive con-
tinuum and his peers' permissiveness as a high point, and to place himself somewhat closer to his peers, particularly to those he regards as his close friends.

7. The greater the responsibility for other family members and/or the less the courtship participation, the greater the likelihood that the individual will be low on permissiveness.¹

Reiss has based his empirical study on the belief that the realistic choice in today's world is one of the degree of equalitarianism the individual prefers rather than of full equalitarianism or of full double standard. He suggests that the change in sexual standards during the last century has not been a sexual revolution, but rather, a gradual evolvement of a more equalitarian and more participant-run courtship system, the basic parts of which were present a hundred years ago.

An excellent book that provides verification for many of Reiss's propositions exploring the sociocultural factors that help to explain the different degrees of permissiveness among various groups is one edited by Roberts.² Containing articles by such noted authorities as Bronislaw Malinowski, William Goode, Harold T. Christensen, Leontine Young, Alfred Kinsey, and Clark Vincent, *The Unwed Mother* is a composite of the best researched


and most representative of the various short articles that have appeared in academic journals during the last several decades.

One of the most pertinent articles contained in Roberts' book is Christensen's "Cultural Relativism and Premarital Sex Norms." Christensen hypothesized that the more permissive the culture regarding sexual matters, the greater will be the incidence of premarital pregnancy, but the lesser will be the effects of such pregnancy as pressure either for hasty marriage or for subsequent divorce. Christensen's data gave support to the theory of cultural relativism. It was shown that both the rates and the effects of premarital pregnancy are to a considerable extent relative to the culture involved. The most liberal culture studied was found to have the most premarital pregnancies, but also the least negative effects therefrom. Thus, the relationship is not just a matter of how premarital pregnancy affects subsequent behavior in the light of particular norms. Cultural norms represent an intervening variable.

Another article of interest included in Roberts' book is Young's "Personality Patterns in Unmarried Mothers." Young concludes that everyone of the 100 girls whose personality patterns were studied in her research had fundamental problems with their relationships with other people. Some of them could not carry on even superficial
contacts successfully; others did well with casual ac-
quaintances and friends, but were unable to enter into a
close relationship with anyone. It was noticeable to the
author that these difficulties occurred with both men and
women, although the quality of the relationships might
vary. The problems followed them into their work and few
of the girls were able to use more than a small part of
their native intelligence and ability.

Young suggests that if social workers are to give
effectual help to the unmarried mother in relation to the
all important decision as to whether the unmarried mother
should keep her child or give it up for adoption, they
must be aware of the personality patterns of the unmarried
mother and know how to utilize them to the best interests
of both the mother and the child.

A third article that has particular significance to
the present context is Dr. James Cattell's "Psychodynamic
and Clinical Observations in a Group of Unmarried Mothers."
To the extent that much of the development of the concepts
of oneself, sexual differences, the behavior of male and
female, husband and wife, father and mother, are based on
passive emulation, especially during the early years, the
relative intactness of the family is most necessary to the
healthy growth of the child, according to Cattell. The
importance of the father and mother fulfilling their re-
spective roles, as seen in the particular culture involved,
is paramount.

A majority of the unwed mothers studied by Cattell came from a broken home and manifested evidence of personality difficulty because of this specific background of socialization.

Theoretical Orientation

The family is the matrix within which an individual's personality is brought into existence. As the institutional patterns of the family collapse there is an ever increasing number of disorganized personalities. Many sociologists believe that the presence of a large number of disorganized personalities can be directly attributed to the present and potential failure of the family, one of the most basic of society's social structures.

The family may be seen as one of numerous subsystems in the society, with the relationships between family and society or the family and other subsystems as a major aspect of the current investigation. The individual nuclear family can also be analyzed as a system in its own right, a boundary-maintaining system which is under internal and external pressures towards boundary maintenance or boundary dissolution. Hill and Hansen\(^1\) have referred to the

first type of analysis as macrofunctionalism and the
second as microfunctionalism.

In the structure-functional approach to the study of
family, three major areas of function have been particu-
larly emphasized: the functions of the family for soci-
ety; the functions of the family for the individual fam-
ily members, including the development of personality;
and the functions of the subsystems within the family for
the family. Another way of describing these three areas
is: (1) the relationship between the family and the
broader social units; (2) the relationship between family
and personality; and (3) the relationship between the
family and various subsystems. In each case the relation-
ship may be emphasized in either or both directions.¹

One of the primary concepts regarding the relation-
ships between the family and broader social units has in-
volved the roles that the family plays in the socializa-
tion of new members in a particular society. Parsons and
Bales² have singled out the functions of transmission of
the values of a culture to new members of the family and
the stabilization of the adult personalities in the popu-
lation as the two major functions of the family for

¹Nye, F. Ivan, and Berardo, Felix M., Emerging Con-
ceptual Frameworks in Family Analysis. New York: Mac-

²Parsons, Talcott and Bales, Robert F., The Family:
Socialization and Interaction Process. Glencoe: The
society, and have seen them as functions which are either
fulfilled by parent-child interaction or become prescrip-
tions for the parent-child relationship.

Parsons suggests that the primary function of the
family is that it should be a social group in which in
the earliest stages the child can "invest" all of his emo-
tional resources, to which he can become overwhelmingly
"committed" or on which he might be allowed to become
completely "dependent." At the same time, however, in
the nature of this socialization process, this dependency
must be temporary rather than permanent. Therefore, it
is necessary that the socializing agents should not them-
selves become totally immersed in their familial ties.
It is a condition of equal importance with facilitating
dependency that a family should, in due course of time,
aid in emancipating the child from his dependency on the
family. Parsons, thus, concludes that the family must be
a differentiated subsystem of a society, not itself a
"little society" or anything closely approximating it.
More specifically this implies that the adult members
must have roles other than their family roles which occu-
py functionally important places in their own personal-
ities.1

Parsons and Bales believe that the theoretical in-
terests regarding the family center on two principle

1 Ibid.
points which are intimately related to each other. The first of these concerns the interrelations of the three fundamental reference points of the general theory of action: social systems, personality, and culture. With special reference to the relations of social systems and personalities, Parsons and Bales feel that the study of the process of socialization in the family constitutes a particular strategic case. Their reason for this is because of the dealing with the relations of the two classes of systems on the simplest possible level. By being a small group, the nuclear family is a relatively simple social system, and it is Parsons' and Bales's contention that this fact is of the greatest importance for its functioning as an agency of socialization and personality stabilization. At the same time they believe that an essential aspect of the development of personality is a process of structural differentiation; hence, this system also will, in its earlier stages of development, be a basically simple system in a structural sense. Individuals are, therefore, in early socialization in the family dealing with a situation where both the systems concerned are relatively simple. These circumstances regarding the family should make it easier to distinguish particular fundamental relationships between them than it is on the more complex levels, for example, where problems involving "national character" arise. There is also
an essential "cultural" aspect of this problem area which Parsons and Bales feel can be advantageously studied in an empirical setting.\(^1\)

The most important starting point of the Parsons and Bales approach to familial structure and function lies in the conception that both personality systems and social systems are systems of action, and culture is a generalized aspect of the organization of such systems. Underlying the contention that it is fruitful to deal with personality as a system of action, is the view held by Parsons and Bales that all systems of action, including personality and social systems, consist of structures, of the "crystallizations" of symbolically generalized significant orientations of actors to objects in their situations and the organization of the systems in these terms. In addition the interactive reference to the cases where the same entity is both actor and object is fundamental. The level of generalization of orientation which can legitimately be designated as "cultural" is, according to Parsons and Bales, bound to the phenomenon of interaction and could not arise or be sustained over any period of long duration without it.\(^2\)

The configuration of the family determines the forms of behavior that are needed in the roles of husband and

\(^1\)loc. cit., pp. viii+ix.  \(^2\)loc. cit., pp. 31-32.
wife, father, mother, and child. Mothering and fathering, and the role of the child come to acquire certain meanings only within the defined family structure. Thus, it is the conclusion of Spiegel and Bell¹ that the family molds the kind of persons it needs in order to carry out its functions, and in the process each member reconciles his past conditioning with present role expectations.

Viewed in the structural-functional framework the concept of family disorganization must be regarded with consideration and emphasis on two basic aspects: (1) the success or failure of the family in adequately fulfilling the personality needs of its members and the normal functions expected of it, and (2) the degree to which the basic social demands of the family are being fulfilled. Thus, one could say that family disorganization is a matter of degree and not necessarily a specific definitive end result. A family that appears to be fulfilling the external social requirements which society imposes upon it, may nevertheless be highly inadequate in fulfilling the internal needs of the personality development of its members. Family disorganization has to be regarded as a process and must be considered in relation to the degree to which it satisfies both social functions and

the personality requirements of its members.  

Sloch and Prince discuss the pattern of family organization as involving a dual aspect: first, the formal structure as defined by social roles; and second, those individual variations in behavior, attitudes, and expectations which the operation of the structure has elicited and sanctioned. Disorganization in a family may be viewed as emanating from both sources: (1) as a departure from the socially accepted patterns of behavior that the community and the individual have come to consider as normal for compliance with social needs, and (2) as a departure from the structural requirements set up by the "unity" of interacting personalities. Unity of interacting personalities in this context means simply that the well structured family unit not only provides satisfaction with the basic cultural conditions, as prescribed by the social order, but at the same time provides an integral unit within which the individual personality needs may be adequately satisfied. Structural disorganization of the first deviation is ordinarily of greater concern to the community. Consisting of a denial of community values and standards, they demand intervention by organized agencies and official organizations. Disorganization resulting from the second type of deviation is often more

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difficult for the investigator to understand due to the highly personal values entangled in the process of disorganization. In a society that is characterized by rapid change, extreme mobility, and the intrusion of major secondary institutions on the lives of all individuals from childhood through adulthood, disorganization of the second type comes to assume great significance and dimension.\(^1\)

In focusing on the unwed teenage mothers' family of orientation the major points of references within the structural-functional framework are: (1) the concept of social interaction, and (2) the concept of socialization. The first involves the interplay of actions of several persons, aware of their common presence in a social interaction situation. This notion of interaction does not refer to the fact that there are several personalities within a given situation, but that interaction is behavior which is generally reactive and proactive in nature. It is behavior dependent upon actual or expected approval or disapproval. Since each individual in the interaction process orients his behavior in this manner, it might be said that a requisite for social interaction is an interpersonal shared system of expectations.

The second concept, that of the socialized individual, involves a comprehension of the sociological basis of personal habit patterns and the resultant concept of status

\(^1\)ibid.
and role. Each individual in every society occupies certain positions or statuses and with every position there are socially prescribed duties or functions to be performed; these functions are called roles. Every role contains an entire system of behavior that is more or less expected and enforced by various groups. A role can, therefore, be defined as a socially prescribed way of behaving in particular situations for any individual occupying a given social position. A role represents what an individual is supposed to do in a given situation by virtue of his social position.

Human activity may only be clearly perceived and understood in relation to specific social situations.

According to Bloch and Prince:

The individual may be perceived only as an abstraction—as a tendency to respond to selected aspects of a given situation confronting him. The individual responds by taking note of only those aspects of the situation that have value for him. This selective process is motivational in character. Objective features of the social situation present limits for perceptual selectivity for most persons.¹

Before noting the formal hypotheses, it must be emphasized that the disposition to act in any social situation involves standards of evaluation on the part of the actor. Action is both inhibited and directed by the probability of its effectiveness, its consistency with inter-

¹loc. cit., p. 137.
nalized morality, and personal observations of its appropriateness or timeliness. Individuals perceive, interpret, and relate to certain basic key elements within a given situation. Bloch and Prince suggest that these are the key elements of the bio-social and environmental factors that are involved in producing configurated wholes of behavior or a continual stream of emergents.\(^1\)

The concepts discussed above provide the tools which are utilized in establishing a guide to the present analysis of the teenage unwed mother. The structure-functional approach was employed in selecting the two general hypotheses from available literature and specific research hypotheses will be used to test the significance of the variables thought to be related to a more comprehensive study of the unwed mother.

**Hypotheses and Variables**

Due to the scarcity of available data relating directly to the problem of this investigation, the analysis is largely exploratory and descriptive, with the hypotheses and propositions cast in terms of expected associations between the variables being given consideration. General Hypothesis I is based upon the assumption that the teenage unwed mother's perception of herself as alienated from her parents serves as an indication of

\(^1\)ibid.
dysfunction within the family and the inability to relate to other social units of society in a positive fashion.

**General Hypothesis I**—The teenage unwed mother perceives of herself as alienated from her parents, both on a physical and communicative level.

Findings from the present investigation should provide evidence of the validity or nonvalidity of this hypothesis and additional testing should give evidence of the validity of the propositions and assumptions from which it has been derived.

**Research Hypothesis I**—The teenage unwed mother does not share the religious commitments of her parents.

If the unwed mother does not share the same religious commitment as her parents the indications would seem to demonstrate a rejection of one of society's most basic institutions and might also serve to reflect personal guilt feelings that would further estrange her from her parents. Variables used in the determination of this hypothesis are: religious preference, church attendance, and importance of the church and organized religion to the girls involved in the study.

**Research Hypothesis II**—The teenage unwed mother has different academic aspirations than her parents desire for her.

The principal aim of this hypothesis to clarify the theoretical propositions that: (1) self concepts of ability come primarily from the perceived evaluation of significant others; and (2) self concept of ability is a
"functionally limiting factor" in achievement.\textsuperscript{1} It has bee postulated that an individual's perception of the evaluation of his academic ability by his significant others results in a self concept of academic ability; and a particular condition of self concept of academic ability is necessary for a student to arrange his behavior to achieve academic tasks. Variables used to investigate this hypothesis are: (1) grade and college ability of the unwed mother as she perceives of them; (2) parental awareness of academic ability; (3) grade ability compared to that of peers and friends; (4) best friend's awareness of unwed mother's academic ability; and (5) aspirations for academic achievement by the unwed mother, her best friends, and her parents.

**Hypotheses concerning socialization and unity of interacting personalities**

General Hypothesis II and the research hypotheses related to it are based on the following important question regarding the processes of socialization: Does the disorganization that exists within the unwed mother's family structure cause her to seek acceptance within a peer group?

**General Hypothesis II**—Due to the disorganization that exists within her family structure,

\textsuperscript{1}These theoretical propositions were first formulated by Wilbur Brookover, Jean M. LaPere, Don E. Hamacheck, Shailer Thomas, and Edsel L. Erickson.
the unwed mother has sought acceptance within a peer group.

This hypothesis suggests that the level of premarital sexual permissiveness is directly related to the failure of adequate socialization processes within the unwed mother's home and has been a primary factor in her selection of a peer group as the major socializing agent structuring her behavior.

Research Hypothesis III--The greater the disorganization within the family structure the earlier and more frequent the teenage unwed mother began dating.

The result of making a choice of the peer group over the family has been noted by Elkin, who writes:

...through the peer group, the child can become more independent of his parents and other authorities. In the peer group, he develops new emotional ties and identities with new models. He seeks the attention, acceptance, or good will of peer group members and views himself according to the group's standards. Success in sports, dancing ability, sexual exploits, and so on, perhaps quite unimportant to his family, now become primary considerations in his self image.1

Disorganization within the family structure is determined within the context of this study by utilizing the following variables: (1) age of the unwed mother at the time of her first date; (2) extent of dating at the junior high and high school level; (3) extent of steady dating:

(4) number of engagements (both private understandings and formal announcements); (5) relationship with parents; (6) interpersonal relations among peers; (7) interpersonal confidence; and (8) family composition.

Research Hypothesis IV—The teenage unwed mother has tended to gain her knowledge of sexual attitudes and behavior more from her peers than her parents.

Reiss\(^1\) has emphasized that there is a tendency for an individual to perceive of his parents' permissiveness as a low point on a permissive continuum and his peers as a high point, and to place himself somewhat closer to his peers, particularly those he regards as close friends. This hypothesis was formulated to examine the source of the unwed mother's knowledge on sex, the perceived adequacy of such information, the actual and preferred sources of most of her information about sexuality in connection to its role in interpersonal relationships, and the correlation of the source of information, attitudes, and actual behavior. Variables used for investigation purposes in this hypothesis are: (1) designated sources of information regarding sex; (2) preference for additional information and sources; (3) parental role in presentation of sexual information; (4) attitudes toward marriage and family; and (5) knowledge of birth control information.

Proposition I—There is a relationship between the unwed mother's difficulty of interaction

\(^1\)op. cit.
with her parents and her selection of peer
group values regarding (1) sexual attitudes,
and (2) sexual behavior.

Reiss\(^1\) believed that the key question of any research
study on sexual permissiveness was: What sociocultural
factors help to explain the difference between high and
low permissive groups. Given the results of this study
the sociocultural factors as well as the interpersonal
relationships involved will be examined for indications of
various levels of permissiveness.

Proposition II--Sexual attitudes and behavior
are directly influenced by the source of the
initial information.

The source of information concerning sexual attitudes
and behavior is important if a determination can be made
that it influences the individuals involved or acts as an
agent of differentiation. This proposition is utilized in
the current study in an attempt to chart part of the pro-
cess of socialization for the teenage unwed mother through
focusing on the relationship of the source of her informa-
tion on human sexuality to her interpretation of sexuality
in her behavior.

\(^1\)ibid.
CHAPTER II

SCOPE AND METHOD

This chapter describes the method of data collection and statistical techniques utilized for analyzing the relationship between the unwed mothers' family of orientation and selected dimensions of familial adaptations. A general description of the background characteristics of the teenage girls comprising this study concludes the chapter.

Data Collection

The population for this research study consisted of approximately 100 girls enrolled in a continuing educational program serving pregnant high school girls. The number of girls who responded to the questionnaires administered was of necessity smaller than the total enrollment during the time period the study was conducted, given the fact that at any given time some of the girls were in the hospital giving delivery and/or in postpartum recovery, or had since transferred back to regular classes in their former high school.

The data utilized in the preparation of this thesis were obtained from a set of two questionnaires designed and administered by Dr. Herbert L. Smith of Western Michigan University's Department of Sociology. The objectives
of primary importance in constructing a study of unmarried pregnant teenagers are to determine: (1) the extent to which parents have provided them with information about human sexuality and family living; (2) the actual and preferred source of most of their information about sexuality, and its role in interpersonal relationships; (3) the perceived adequacy of their first information about sex; (4) their attitudes as to the role of the public schools in teaching about human sexuality and family living; (5) how they feel about giving sex information to children; (6) their attitudes toward marriage and the place of the family in modern society; (7) whether or not they think couples should limit the size of their family; (8) their attitudes toward, and the extent to which they are aware of, and used, birth control methods; and (9) their feelings about abortion.

Specific items were also included in the questionnaires in order that an assessment could be made of the quality of the parent-child relationships, their involvement in social activities of a heterosexual nature, their self concept of their academic abilities and their education aspirations and plans; and it is primarily with these specific items that the thesis will deal.

In addition to Dr. Smith's set of structured questionnaires the writer conducted approximately 20 inter-
views with teenage unwed mothers at the school. The research study can be said to have included all the girls enrolled in classes during the time in which data was collected and in this regard consists of an incomplete universe.

Process of Analysis

The quantitative information obtained from the questionnaire schedules were coded numerically. These data were punched onto IBM cards. The frequency distribution for each variable and the specific cross-tabulations, and all the numerical computations reported within the context of this thesis were done by computer, utilizing standard statistical programs.

Pearson's coefficient of contingency is reported as a measure of the strength of association. The .05 level of confidence is used as the measure of statistical significance and the Pearsonian r value is employed to determine whether a particular hypothesis or proposition is supported. Reference is sometimes made to the direction of the relationship discovered; when this is done the Pearsonian r value is utilized to determine whether the direction is positive or negative.

1Appendix A includes a copy of the structured questionnaire that was given to 96 unwed mothers and a listing of the variables utilized in said questionnaire. Dr. Smith's second questionnaire and the interview schedule employed by the writer are included in Appendixes B and C respectively.
General Characteristics

The respondents were comprised of 54 percent Caucasian, 39 percent Negro, and 7 percent that did not list their racial origin (Table 2-1).

TABLE 2-1.-Racial representation

<table>
<thead>
<tr>
<th>Race</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasian</td>
<td>52</td>
<td>54.17</td>
</tr>
<tr>
<td>Negro</td>
<td>37</td>
<td>38.54</td>
</tr>
<tr>
<td>American Indian</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Oriental</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>1.04</td>
</tr>
<tr>
<td>Not listed</td>
<td>6</td>
<td>6.25</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
<td>100</td>
</tr>
</tbody>
</table>

The median age for the 96 unwed mothers involved in the study was 15 years with the tenth grade being the median level of academic achievement at the time of the survey (Tables 2-2 and 2-3).

TABLE 2-2.-Age groups represented

<table>
<thead>
<tr>
<th>Age</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 years</td>
<td>1</td>
<td>1.04</td>
</tr>
<tr>
<td>15 years</td>
<td>13</td>
<td>13.54</td>
</tr>
<tr>
<td>16 years</td>
<td>20</td>
<td>20.83</td>
</tr>
<tr>
<td>17 years</td>
<td>40</td>
<td>41.67</td>
</tr>
<tr>
<td>18 years</td>
<td>19</td>
<td>19.79</td>
</tr>
<tr>
<td>19 years</td>
<td>3</td>
<td>3.13</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
<td>100</td>
</tr>
</tbody>
</table>
TABLE 2-3. - Academic grade level

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>8th grade</td>
<td>2</td>
<td>2.08</td>
</tr>
<tr>
<td>9th grade</td>
<td>11</td>
<td>11.46</td>
</tr>
<tr>
<td>10th grade</td>
<td>20</td>
<td>20.83</td>
</tr>
<tr>
<td>11th grade</td>
<td>28</td>
<td>29.17</td>
</tr>
<tr>
<td>12th grade</td>
<td>35</td>
<td>36.46</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
<td>100</td>
</tr>
</tbody>
</table>

Over 50 percent of the girls listed themselves as being "an in-between child" in their family structure, while 26 percent were the oldest and 12 percent the youngest child in their respective families. (Table 2-4).

TABLE 2-4. - Family composition and position of unwed mother

<table>
<thead>
<tr>
<th>Family Position</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>oldest child</td>
<td>25</td>
<td>26.04</td>
</tr>
<tr>
<td>youngest child</td>
<td>11</td>
<td>11.46</td>
</tr>
<tr>
<td>only child</td>
<td>7</td>
<td>7.29</td>
</tr>
<tr>
<td>in-between child</td>
<td>50</td>
<td>52.08</td>
</tr>
<tr>
<td>twin</td>
<td>1</td>
<td>1.04</td>
</tr>
<tr>
<td>not listed</td>
<td>2</td>
<td>2.08</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
<td>100</td>
</tr>
</tbody>
</table>

The majority of the teenage unwed mothers came from homes containing as many as five other children (Table 2-5).

Less than half the girls were living with their biological mother and father; almost a third of the homes represented had been broken by divorce and 11 percent by
death (Table 2-6).

<table>
<thead>
<tr>
<th>Siblings</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>7</td>
<td>7.29</td>
</tr>
<tr>
<td>One</td>
<td>10</td>
<td>10.42</td>
</tr>
<tr>
<td>Two</td>
<td>10</td>
<td>10.42</td>
</tr>
<tr>
<td>Three</td>
<td>14</td>
<td>14.58</td>
</tr>
<tr>
<td>Four</td>
<td>14</td>
<td>14.58</td>
</tr>
<tr>
<td>Five</td>
<td>8</td>
<td>8.33</td>
</tr>
<tr>
<td>Six</td>
<td>8</td>
<td>8.33</td>
</tr>
<tr>
<td>Seven</td>
<td>6</td>
<td>6.25</td>
</tr>
<tr>
<td>Eight</td>
<td>14</td>
<td>14.58</td>
</tr>
<tr>
<td>Nine</td>
<td>5</td>
<td>5.21</td>
</tr>
</tbody>
</table>

TABLE 2-6.-Reasons given for parental separation by the 51 percent of unwed mothers coming from broken homes

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father's death</td>
<td>9</td>
<td>9.38</td>
</tr>
<tr>
<td>Mother's death</td>
<td>2</td>
<td>2.08</td>
</tr>
<tr>
<td>Divorce</td>
<td>29</td>
<td>30.21</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>4.17</td>
</tr>
</tbody>
</table>

In reporting religious preference 60 percent recorded their religion as Protestant, 11 percent as Catholic, and 29 percent gave no indication of any religious affiliation.

This general description of the subjects, the nature of the research instruments, and the method of data collection provides an adequate background against which the
following analysis of this research study may be placed in perspective. In line with the purpose of this thesis, it is now time to turn to an analysis of the findings and the testing of the hypotheses which guided the analysis.
CHAPTER III

FINDINGS

The purpose of the current chapter is to present the results of the analysis of the data. Each hypothesis and the findings relevant to each one will be given in the order in which they were formulated in Chapter I.

Thus, General Hypothesis I and the two interdependent research hypotheses, which deal with the unwed mother's perceived alienation from her parents and her differing religious values and academic aspirations, will be examined first. Subsequently, General Hypothesis II and the two corresponding research hypotheses concerning socialization and the unity of interacting personalities will be placed under scrutiny. Finally, Proposition I involving the relationship between the unwed mother's difficulty of interaction with her parents and her selection of peer group values regarding sexual attitudes and behavior; and Proposition II which treats the extent of correlation between sexual attitudes, sexual behavior, and the sources of initial information will be empirically examined.

General Hypothesis I and the first two research hypotheses are:

**General Hypothesis I**—The teenage unwed mother perceives of herself as alienated from her parents, both on a physical and communicative level.
Research Hypothesis I--The teenage unwed mother does not share the religious commitments of her parents.

Research Hypothesis II--The teenage unwed mother has different academic aspirations than her parents desire for her.

Research Hypothesis I was formulated to investigate the variations that might exist between the religious commitment of the teenage unwed mother and her parents. It was believed that rejection on the part of the unwed pregnant daughter would be an indication of rejection of one of society's most basic institutions and might also serve to reflect guilt feelings within herself that would further alienate her from her parents. The second research hypothesis attempts to deal in part with the girls' concept of deferred gratification as compared to that of their parents.

The results of the first research hypothesis indicate that the girls attended church on a much more frequent basis than their parents (Table 3-1). Over half the girls

<table>
<thead>
<tr>
<th>Church Attendance</th>
<th>Daughters</th>
<th>Mothers</th>
<th>Fathers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Never</td>
<td>7</td>
<td>7.29</td>
<td>16</td>
</tr>
<tr>
<td>Hardly ever</td>
<td>16</td>
<td>16.67</td>
<td>21</td>
</tr>
<tr>
<td>Several times/year</td>
<td>11</td>
<td>11.46</td>
<td>6</td>
</tr>
<tr>
<td>About once/month</td>
<td>5</td>
<td>5.21</td>
<td>7</td>
</tr>
<tr>
<td>2-3 times/month</td>
<td>18</td>
<td>18.75</td>
<td>10</td>
</tr>
<tr>
<td>Once weekly/more</td>
<td>39</td>
<td>40.63</td>
<td>34</td>
</tr>
</tbody>
</table>

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reported attending church at least two or three times a month, while it was noted that only 45.8 percent of the mothers and 31.2 percent of the fathers attended that frequently.

Over three-fourths of the girls thought that their church and religious beliefs were important (Table 3-2).

TABLE 3-2.-Importance of church for the unwed mother

<table>
<thead>
<tr>
<th>Church Importance</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fairly unimportant</td>
<td>7</td>
<td>7.29</td>
</tr>
<tr>
<td>Not too important</td>
<td>9</td>
<td>9.38</td>
</tr>
<tr>
<td>Fairly important</td>
<td>23</td>
<td>29.17</td>
</tr>
<tr>
<td>Quite important</td>
<td>25</td>
<td>26.04</td>
</tr>
<tr>
<td>Extremely important</td>
<td>21</td>
<td>21.88</td>
</tr>
</tbody>
</table>

These findings are in direct conflict with those that have been recorded by Kinsey and his associates in their published study.

1The various statistical tables utilized throughout this thesis will not always total a 100 percent response due to the lack of qualification that the girls noted about some of their responses and the structure of the questionnaire. Both numbers and percentages will be used where it is thought to be beneficial.

2op. cit. Kinsey discovered that the accumulative and active incidences of premarital coitus had been distinctly higher among those females in his sample population who were less actively involved with religious groups, and lower among those who were most devout. Kinsey emphasized that the differences between Protestant, Catholic, and Jewish females of the same degree of devoutness were usually less than the differences between the various levels within any one religion. It was Kinsey's conclusion that no other factors affect the female's pattern of premarital sexual behavior as markedly as the decade in which she was born and her religious background.
It would seem most necessary, in view of the findings based on the 96 unwed mothers, to consider the trend of religious emphasis in American churches.¹ In the United States the proportion of the population formally associated with churches has shown no serious drop-off, but many clergymen have felt it necessary to adopt a philosophy based on relativism in an effort to maintain the interest and patronage of the individuals attending church, especially the young. Research Hypothesis I was formulated on the assumption that it would be the parents and not the daughters that would show the greatest number of proponents for formal organized religious practices such as church attendance and that the church with its rigid beliefs of coitus only in marriage would serve to create guilt feelings within the unwed mother, thus alienating her from traditional religion and from her parents who, perhaps, held these religious commitments and traditions as sacred. The results of the girls' opinions of church importance, sexual standards, and the frequency of their premarital sexual intercourse are given in Tables 3-2, 3-3, and 3-4.

¹Sociologist Ira Reiss has suggested that the clash between religion and America's permissive premarital sexual standards is not as harsh as has previously been thought. He notes that while Christianity is formally opposed to all premarital intercourse the condemnation of women is much greater than that of men. Abstinence for men has most frequently been paid only lip service. Judaism, also, has always had a history of double standard orientation, although it officially prohibits intercourse for both sexes.
TABLE 3-3.-Opinion on sexual standards

<table>
<thead>
<tr>
<th>Sexual Relations Before Marriage</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>None for either men or women</td>
<td>18</td>
<td>18.75</td>
</tr>
<tr>
<td>For men only</td>
<td>1</td>
<td>1.04</td>
</tr>
<tr>
<td>Between engaged couples only</td>
<td>12</td>
<td>12.50</td>
</tr>
<tr>
<td>For both men and women</td>
<td>59</td>
<td>61.45</td>
</tr>
</tbody>
</table>

TABLE 3-4.-Frequency of sexual intercourse

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Almost never</td>
<td>26</td>
<td>27.08</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>21</td>
<td>21.88</td>
</tr>
<tr>
<td>Once a week</td>
<td>21</td>
<td>21.88</td>
</tr>
<tr>
<td>Several times a week</td>
<td>14</td>
<td>14.58</td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
<td>10.42</td>
</tr>
</tbody>
</table>

Several factors not accounted for in this research hypothesis may have played a vital role in the research results: (1) over half the girls (51.04 percent) were not living with their biological parents and in approximately one-third of the cases the separation of the parents was due to divorce. Sociological research on religious behavior of families has found that split families, both marital and church split, participate less in church and church related activities than the family not split.
by religious beliefs or divorce;\(^1\) and (2) the term "religious values" as utilized in the hypothesis was formulated in the traditional context, but as the trend of relativism in American churches demonstrates, a comprehensive statement on the churches' perspective of premarital sexual relations cannot be made. A basic limitation in behavioural research relating premarital sexual experience to religious background is that the significance of religion for the behavior of various individuals is difficult to determine. The degree of religious intensity and its resulting influence on the values and behavior of individuals is quite varied within all three major religious groups.

Past empirical research has given indications that the intensity of religion is more vital than religious denominational differences in influencing premarital sexual values and behavior. Kinsey found, for example, that with greater religious devoutness there was an increase among all three religious groups in stating feelings of regrets about premarital coitus.\(^2\) In addition, evidence


\(^2\)Kinsey's research indicated that devout Protestants (62 percent) were more likely than devout Catholics (50 percent) to note that they had no regrets about premarital coitus, but there were no marked differences between inactive Catholics and Protestants.
has been discovered by Gebhard\(^1\) suggesting that among Protestants there is an inverse relationship between religious devoutness and ending the premarital pregnancy through induced abortion.\(^2\)

The current research data\(^3\) departs from some of the basic conclusions drawn by Kinsey and Gebhard. Although 59 percent of the 96 unwed mothers attended church on a regular or semi-regular basis,\(^4\) and almost 80 percent indicated that their church was important to them, only 19 percent said that they favored abstinence of sexual relations for men and women before marriage and 61 percent noted that they approved of sexual relations for both men and women prior to marriage. Abortion was considered equivalent to murder by 40 percent of the girls, but as a measure having both advantages and disadvantages by 69 percent of those questioned. Over a third of the girls (34 percent) believed that abortion could be utilized as a form of birth control and 29 percent saw it as a possible

---


\(^2\)Gebhard's study showed that among females experiencing premarital coitus, 10 percent of the devout and 21 percent of the inactive Protestants had experienced induced abortions.

\(^3\)See Appendix A for the questionnaire utilized in gathering the present data.

\(^4\)Semi-regular in this context refers to attending church at least two or three times a month.
solution to many of society's social problems (Table 3-5).

TABLE 3-5.-Unwed mothers' opinion on abortions

<table>
<thead>
<tr>
<th>Abortion Opinion</th>
<th>Disagree No.</th>
<th>Disagree %</th>
<th>Uncertain No.</th>
<th>Uncertain %</th>
<th>Agree No.</th>
<th>Agree %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equivalent to murder</td>
<td>34</td>
<td>35.42</td>
<td>21</td>
<td>21.88</td>
<td>39</td>
<td>40.63</td>
</tr>
<tr>
<td>Unnecessary from standpoint of maternal health</td>
<td>29</td>
<td>30.21</td>
<td>40</td>
<td>41.67</td>
<td>24</td>
<td>25.00</td>
</tr>
<tr>
<td>Morally wrong in spite of possible benefits</td>
<td>33</td>
<td>34.38</td>
<td>24</td>
<td>25.00</td>
<td>36</td>
<td>37.50</td>
</tr>
<tr>
<td>Both advantages and disadvantages</td>
<td>8</td>
<td>8.33</td>
<td>19</td>
<td>19.79</td>
<td>66</td>
<td>68.75</td>
</tr>
<tr>
<td>Therapeutic health measure</td>
<td>19</td>
<td>19.79</td>
<td>45</td>
<td>46.88</td>
<td>27</td>
<td>28.13</td>
</tr>
<tr>
<td>Form of birth control</td>
<td>48</td>
<td>50.00</td>
<td>11</td>
<td>11.46</td>
<td>33</td>
<td>34.13</td>
</tr>
<tr>
<td>Solution to many of our social problems</td>
<td>37</td>
<td>38.54</td>
<td>28</td>
<td>29.17</td>
<td>28</td>
<td>29.17</td>
</tr>
</tbody>
</table>

A major factor that has been found to influence the results of the relationship between sexual behavior and religious devoutness is the intervening variable of race. Reiss has noted that the differences between men and women within both racial groups are parallel to the differences that one generally finds between Negroes and Caucasians. Reiss's research data did, however, give support to the commonly held theory that, among Negroes, as a part of their peculiar historical experience, there is a subculture with some value patterns different from the dominant...
white culture in American society.¹

Due to the number of variables that must be considered when dealing with premarital sexual relationships and religious devoutness the church cannot be equated with a strong emphasis on a particular set of traditional values nor as an authority that can be considered as similar to that belonging to parents. Thus, Research Hypothesis I does discover a variation existing between the religious commitment of the daughter and her parents, but in a manner contrary to that which had been anticipated by the writer. Many of the judgments of the church² have become less absolute and the teenage unwed mother is not forced to ignore her chosen church in an effort to resolve guilt feelings within herself. This hypothesis had been developed under the assumption that the church with its traditional values would serve as a negative factor in alienating daughters from parents. Instead, the church has

¹Reiss's research established that as church attendance decreased for whites there was a significant increase in permissiveness, but that decreased church attendance among Negroes gave little indication of an increase in permissiveness. Therefore, the racial difference tended to disappear among low church attenders, but to increase among high church attenders. As might be expected, Reiss found this to be more the case for females than for males, since female permissiveness is more strongly affected by church attendance. For additional information see: Reiss, Ira L., "Premarital Sexual Permissiveness Among Negroes and Whites." American Sociological Review, XXIX, No. 5 (October 1964), 688-98.

²The "church" in this context is a reference to all organized religion, not just a particular denomination or one of the three major religions in Western culture.
provided a positive identification for the unwed mother\(^1\) and does not exist as a barrier between the girls and their parents. Research Hypothesis I\(^2\) is, therefore, supported but in a direction different than one would expect in light of research literature dealing with the teenage unwed mother.\(^3\)

The second research hypothesis was structured to deal with the differences of educational aspirations held for the teenage unwed mother by her parents and herself.

Brookover\(^4\) and his associates have suggested that the relationship of perceived evaluations of significant others to self concept is postulated to be that of a sufficient and necessary condition. He notes that if a student's significant others alter their evaluations of the student's ability, this alteration will be reflected in the student's self-evaluation of ability. A change in one will be reflected by a change in the other.

The relationship of self concept of ability to achievement has been postulated to be that of a necessary but not

\(^1\)This statement cannot be generalized by saying that all churches provide positive self concepts for all unwed mothers.

\(^2\)Research Hypothesis I: The teenage unwed mother does not share the religious commitments of her parents.

\(^3\)See Appendix D for statistical correlations.

sufficient condition for the occurrences of a particular academic performance according to Brookover's research. The example given by Brookover in this particular kind of situation is that of a student who believes he is able to achieve a certain amount of success in algebra, but if the significant people in his life do not desire that he learn mathematics, or if he has no self desire to achieve as such, the student will not purposively learn algebra.¹

In summary, self concept of academic ability can be viewed as being basically dependent upon the perceptions of an individual's significant others. While academic performance is dependent upon other variables in addition to self concept,² this does not preclude the tendency of alterations in self concept of ability to be associated with alterations in achievement.³

Results from the current survey indicate that the daughters have higher aspirations of achievement and, perhaps, more unrealistic ones than they perceive their parents having for them (Table 3-6). Almost 93 percent of the girls thought that they were capable of obtaining mostly A's and B's in their academic work; correspondingly, only 36 percent felt that their parents believed

¹ibid.

²Brookover notes such variables as other self concepts, skills, role demands, previous learning, aspirations, and affective components.

³loc. cit., p. 11.
this to be possible.

TABLE 3-6.-Actual grades received, grades unwed mother believed herself capable of, and grades that would make parents happy

<table>
<thead>
<tr>
<th>Grades Received</th>
<th>Grades</th>
<th>Girls' Capability</th>
<th>Make Parents Happy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Mostly E's</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
</tr>
<tr>
<td>Mostly D's</td>
<td>1</td>
<td>1.04</td>
<td>0</td>
</tr>
<tr>
<td>Mostly C's</td>
<td>41</td>
<td>42.71</td>
<td>7</td>
</tr>
<tr>
<td>Mostly B's</td>
<td>45</td>
<td>46.88</td>
<td>55</td>
</tr>
<tr>
<td>Mostly A's</td>
<td>8</td>
<td>8.33</td>
<td>34</td>
</tr>
</tbody>
</table>

Over half the girls questioned (55.21 percent) considered it realistic to expect to graduate from high school while only 50 percent noted that their parents would like them to graduate from high school. Although the girls' academic ability as it related to grades far exceeded what they believed their parents expected of them, only 38.55 percent thought it reasonable to expect to continue their education past the high school level, although 60.37 percent would have liked to; and 46.58 percent believed that their parents had aspirations regarding the continuation of their formal education (Tables 3-7 and 3-8).

1 The girls reported that 50 percent of their parents "were satisfied with their (the girls') school work as long as they did their best."
### TABLE 3-7. Educational aspirations of the unwed mothers and their parents' expectations

<table>
<thead>
<tr>
<th>Extent of Education</th>
<th>Girls' Aspirations</th>
<th>Parental Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Quit school now</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Go to high school for a while</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Graduate from high school</td>
<td>37</td>
<td>38.54</td>
</tr>
<tr>
<td>Go to school to be secretary or learn trade</td>
<td>17</td>
<td>17.71</td>
</tr>
<tr>
<td>Go to college for a little while</td>
<td>9</td>
<td>9.38</td>
</tr>
<tr>
<td>Graduate from college</td>
<td>25</td>
<td>26.04</td>
</tr>
<tr>
<td>More than 4 years of college</td>
<td>6</td>
<td>6.25</td>
</tr>
</tbody>
</table>

### TABLE 3-8. Educational expectations of the unwed mothers compared to parental expectations

<table>
<thead>
<tr>
<th>Extent of Education</th>
<th>Girls' Expectations</th>
<th>Parental Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Quit school now</td>
<td>1</td>
<td>1.04</td>
</tr>
<tr>
<td>Go to high school for a while</td>
<td>1</td>
<td>1.04</td>
</tr>
<tr>
<td>Graduate from high school</td>
<td>53</td>
<td>55.21</td>
</tr>
<tr>
<td>Go to school to be secretary or learn trade</td>
<td>14</td>
<td>14.58</td>
</tr>
<tr>
<td>Go to college for a little while</td>
<td>10</td>
<td>10.42</td>
</tr>
<tr>
<td>Graduate from college</td>
<td>11</td>
<td>11.46</td>
</tr>
<tr>
<td>More than 4 years of college</td>
<td>3</td>
<td>3.13</td>
</tr>
</tbody>
</table>

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The unwed mother assumes that her school ability is average or above average when compared to the school ability of her friends and peers, but she feels that her friends underestimate her ability in continuing her education, the possible exceptions to this being that a larger percentage of friends expected the unwed mother to complete high school than either the percentage of unwed mothers or their parents. A slightly higher percentage of friends than unwed mothers thought that the unwed mother would attend college for a little while, but more parents than daughters or friends anticipated this situation occurring (Tables 3-9 and 3-10).

**TABLE 3-9.-School ability of unwed mothers compared with friends and peers**

<table>
<thead>
<tr>
<th>School Ability</th>
<th>Friends</th>
<th>Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>I am the poorest</td>
<td>0</td>
<td>0.</td>
</tr>
<tr>
<td>I am below average</td>
<td>2</td>
<td>2.08</td>
</tr>
<tr>
<td>I am average</td>
<td>67</td>
<td>69.79</td>
</tr>
<tr>
<td>I am above average</td>
<td>24</td>
<td>25.00</td>
</tr>
<tr>
<td>I am the best</td>
<td>3</td>
<td>3.13</td>
</tr>
</tbody>
</table>

1Only 2 percent of the girls felt that they were below average when their school ability was compared to that of their friends and peers.

2"Friends" in this context means "close friends," and the term "peers" is used as reference to the other students in the unwed mothers' classes.
TABLE 3-10.-Educational aspirations by the unwed mothers, their friends, and their parents

<table>
<thead>
<tr>
<th>Extent of Education</th>
<th>Girls' Aspirations</th>
<th>Friends' Aspirations</th>
<th>Parents' Aspirations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Quit school now</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Go to high school for a while</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Graduate from high school</td>
<td>37</td>
<td>38.54</td>
<td>58</td>
</tr>
<tr>
<td>Go to school to be secretary or learn trade</td>
<td>17</td>
<td>17.71</td>
<td>8</td>
</tr>
<tr>
<td>Go to college for a little while</td>
<td>9</td>
<td>9.38</td>
<td>11</td>
</tr>
<tr>
<td>Graduate from college</td>
<td>25</td>
<td>26.04</td>
<td>8</td>
</tr>
<tr>
<td>More than 4 years of college</td>
<td>6</td>
<td>6.25</td>
<td>1</td>
</tr>
</tbody>
</table>

The girls answering the questionnaires did not appear to view their present situation, pregnant and unwed, as one that might keep them from the educational obtainment that the majority of their parents desired for them; however, the girls did express a desire for more educational training than they felt it was realistic to expect.

Over half the girls (55.21 percent) felt reasonably certain that they were capable of college study, and this belief is not altogether unrealistic when their academic grades are considered (Table 3-11).

1"Parental Aspirations" has been used interchangeably with "Parental Expectations" throughout this study.
TABLE 3-ll.-College ability compared with grade ability

<table>
<thead>
<tr>
<th>College Ability</th>
<th>No.</th>
<th>%</th>
<th>No.</th>
<th>%</th>
<th>Grade Ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>7</td>
<td>7.29</td>
<td>0</td>
<td>0</td>
<td>Mostly E's</td>
</tr>
<tr>
<td>Probably none</td>
<td>10</td>
<td>10.42</td>
<td>1</td>
<td>1.04</td>
<td>Mostly D's</td>
</tr>
<tr>
<td>Not sure either way</td>
<td>26</td>
<td>27.08</td>
<td>41</td>
<td>42.71</td>
<td>Mostly C's</td>
</tr>
<tr>
<td>Yes, probably</td>
<td>40</td>
<td>41.67</td>
<td>45</td>
<td>46.88</td>
<td>Mostly B's</td>
</tr>
<tr>
<td>Yes, definitely</td>
<td>13</td>
<td>13.54</td>
<td>8</td>
<td>8.33</td>
<td>Mostly A's</td>
</tr>
</tbody>
</table>

Thus, Research Hypothesis II also indicates a somewhat higher commitment to another traditional institution, the school, by the daughters than by their parents. Whether this commitment to education is realistic and concrete is questionable as is the unwed teenage mothers' interpretation of their parents' and friends' perspectives on their education. The results do seem to demonstrate, however, that the unwed mother's self concept of academic ability is reflected in what she perceives to be the perceptions of her significant others.

Based on the research data available on the 96 unwed mothers, it can be concluded that the teenage unwed mother does not share the religious devoutness of her parents nor the educational aspirations that her parents hold for her, but that neither of these differences can be interpreted as a rejection of traditional societal and parental values that would result in the alienation of daughter from parent, and constitute a cause for a breakdown in communication between the two.
General Hypothesis II and the two research hypotheses interconnecting to it are based on the processes of socialization. These hypotheses are:

**General Hypothesis II**—Due to the disorganization that exists within her family structure, the unwed mother has sought acceptance within a peer group.

**Research Hypothesis III**—The greater the disorganization within the family structure the earlier and more frequent the teenage unwed mother began dating.

**Research Hypothesis IV**—The teenage unwed mother has tended to gain her knowledge of sexual attitudes and behavior more from her peers than her parents.

These hypotheses were developed to explore the attitudes of the unwed mother toward her significant others, and to gain a perspective of the "unity of interacting personalities" in regard to meeting and adequately satisfying the personality needs of the child being socialized within the home. The "child" in this particular context refers to the teenage unwed mother.

It seemed revealing to note that only 6 percent of the girls recorded that they "despised or disliked" their fathers and that the percentage dropped to 2 percent concerning negative feelings involving their mothers. The majority of the girls in the study viewed their parents with admiration and love. These factors can be considered "revealing" because of the positive projections one can make from them. This particular set of findings as recorded in Table 3-12 gives no hint of rebellion on the
TABLE 3-12.-Attitudes toward parents

<table>
<thead>
<tr>
<th>Attitudes</th>
<th>Father</th>
<th>Stepfather</th>
<th>Mother</th>
<th>Stepmother</th>
</tr>
</thead>
<tbody>
<tr>
<td>I despise him/her</td>
<td>4.17</td>
<td>0.</td>
<td>0.</td>
<td>0.</td>
</tr>
<tr>
<td>I dislike him/her very much</td>
<td>2.08</td>
<td>0.</td>
<td>1.04</td>
<td>1.04</td>
</tr>
<tr>
<td>I don't like him at all/she's alright, I guess</td>
<td>1.04</td>
<td>3.13</td>
<td>3.13</td>
<td>1.04</td>
</tr>
<tr>
<td>I like him/her okay--He's/She's alright, I guess</td>
<td>9.38</td>
<td>5.21</td>
<td>3.13</td>
<td>3.13</td>
</tr>
<tr>
<td>I like him/her okay</td>
<td>2.08</td>
<td>5.21</td>
<td>*--</td>
<td>*--</td>
</tr>
<tr>
<td>I like him/her very much</td>
<td>8.33</td>
<td>2.08</td>
<td>3.13</td>
<td>4.17</td>
</tr>
<tr>
<td>I love him/her very much</td>
<td>42.71</td>
<td>1.04</td>
<td>38.54</td>
<td>0.</td>
</tr>
<tr>
<td>He's/She's the greatest</td>
<td>21.88</td>
<td>0.</td>
<td>48.96</td>
<td>2.08</td>
</tr>
</tbody>
</table>

*Due to the structure of the questionnaire, this question was answered immediately above this space.

part of the unwed mother and appears to give more of a picture of family organization than disorganization. An additional factor that would testify to a "unity of interacting personalities" is the evidence that 40 percent of the girls would not change a thing about their mother in

1 The terms "stepfather" and "stepmother" are interchangeable with "foster father" and "foster mother" on the questionnaire; therefore, the categories designated as "stepfathers" and "stepmothers" do contain some "foster fathers" and "foster mothers."

2 The previously mentioned 6 percent that "despised or disliked" their fathers might be the possible exception to this statement.
an effort to make her an ideal parent and 37 percent believed their father to be an ideal parent with no changes necessary (Table 3-13).

**TABLE 3-13.-Desired changes to create ideal parents**

<table>
<thead>
<tr>
<th>Desired Changes</th>
<th>Mother</th>
<th></th>
<th></th>
<th>Father</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td></td>
<td>No.</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Nothing at all</td>
<td>39</td>
<td>40.63</td>
<td></td>
<td>36</td>
<td>37.50</td>
<td></td>
</tr>
<tr>
<td>One or two things</td>
<td>26</td>
<td>27.08</td>
<td></td>
<td>22</td>
<td>22.92</td>
<td></td>
</tr>
<tr>
<td>A few things</td>
<td>17</td>
<td>17.71</td>
<td></td>
<td>6</td>
<td>6.25</td>
<td></td>
</tr>
<tr>
<td>A fair number of things</td>
<td>5</td>
<td>5.21</td>
<td></td>
<td>3</td>
<td>3.13</td>
<td></td>
</tr>
<tr>
<td>A large number of things</td>
<td>3</td>
<td>3.13</td>
<td></td>
<td>7</td>
<td>7.29</td>
<td></td>
</tr>
<tr>
<td>Just about everything</td>
<td>4</td>
<td>4.17</td>
<td></td>
<td>10</td>
<td>10.42</td>
<td></td>
</tr>
</tbody>
</table>

Although close to 83 percent (82.72) of the girls reported that they "got along well" with both parents their patterns of dating gave partial evidence of disorganization within the girls' homes. Over 64 percent had begun dating before 15 years of age, had dated extensively as indicated by the number of boys, and by the age of 17, only 16.66 percent of the girls questioned had not experienced premarital coitus (Tables 3-14, 3-15, and 3-16). A large percentage of the girls (44.79 percent) reported that it had been one to four years between their first intercourse experience and their pregnancy (Table 3-17).
### TABLE 3-14. - Parent-child relationship

<table>
<thead>
<tr>
<th>Get Along</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poorly</td>
<td>1</td>
<td>1.04</td>
</tr>
<tr>
<td>Not very well</td>
<td>3</td>
<td>3.13</td>
</tr>
<tr>
<td>Fairly well</td>
<td>21</td>
<td>21.88</td>
</tr>
<tr>
<td>Well</td>
<td>35</td>
<td>36.46</td>
</tr>
<tr>
<td>Very well</td>
<td>33</td>
<td>34.38</td>
</tr>
</tbody>
</table>

### TABLE 3-15. - Age of unwed mother at time of her first date

<table>
<thead>
<tr>
<th>Age</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under thirteen</td>
<td>2</td>
<td>2.08</td>
</tr>
<tr>
<td>Thirteen</td>
<td>28</td>
<td>29.17</td>
</tr>
<tr>
<td>Fourteen</td>
<td>32</td>
<td>33.33</td>
</tr>
<tr>
<td>Fifteen</td>
<td>21</td>
<td>21.88</td>
</tr>
<tr>
<td>Sixteen</td>
<td>9</td>
<td>9.38</td>
</tr>
<tr>
<td>Seventeen</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Eighteen</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Have not dated</td>
<td>4</td>
<td>4.17</td>
</tr>
</tbody>
</table>

### TABLE 3-16. - Age at the time of first premarital coitus

<table>
<thead>
<tr>
<th>Age</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under thirteen</td>
<td>2</td>
<td>2.08</td>
</tr>
<tr>
<td>Thirteen</td>
<td>5</td>
<td>5.21</td>
</tr>
<tr>
<td>Fourteen</td>
<td>20</td>
<td>20.83</td>
</tr>
<tr>
<td>Fifteen</td>
<td>25</td>
<td>26.04</td>
</tr>
<tr>
<td>Sixteen</td>
<td>23</td>
<td>23.96</td>
</tr>
<tr>
<td>Seventeen</td>
<td>14</td>
<td>14.58</td>
</tr>
<tr>
<td>Eighteen</td>
<td>2</td>
<td>2.08</td>
</tr>
</tbody>
</table>
### TABLE 3-17. Time lapse between first coitus and pregnancy

<table>
<thead>
<tr>
<th>Time Lapse</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two-three months</td>
<td>29</td>
<td>30.21</td>
</tr>
<tr>
<td>Four-six months</td>
<td>11</td>
<td>11.46</td>
</tr>
<tr>
<td>Seven months-a year</td>
<td>7</td>
<td>7.29</td>
</tr>
<tr>
<td>One year</td>
<td>13</td>
<td>13.54</td>
</tr>
<tr>
<td>Two years</td>
<td>13</td>
<td>13.54</td>
</tr>
<tr>
<td>Three years</td>
<td>8</td>
<td>8.33</td>
</tr>
<tr>
<td>Over four years</td>
<td>4</td>
<td>4.17</td>
</tr>
</tbody>
</table>

During their junior high years only 18 percent (17.71) of the teenage unwed mothers stated that they had not dated and a fourth (25 percent) recorded that they had not participated in steady dating. Most of the girls (60 percent) claimed to have dated between one and five boys and 49 percent (48.96) said they had dated no more than three boys on a steady basis while attending junior high school.

At the various age levels of a high school student it was reported that 60 percent of the girls had dated as many as five boys. Three girls reported that they had never dated during their high school years and 27 percent (27.08) noted that they had dated more than ten boys. Over a third (37.50 percent) of the girls had dated two or three times on a steady basis and 6 percent claimed to have steady-dated four or five times (Tables 3-18 and 3-19).

1 "Steady basis" in this particular case refers to dating one boy to the exclusion of all others.
TABLE 3-18.-Number of boys dated during junior high and high school years

<table>
<thead>
<tr>
<th>Number Dated</th>
<th>Junior High</th>
<th></th>
<th>High School</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>None</td>
<td>17</td>
<td>17.71</td>
<td>3</td>
<td>3.13</td>
</tr>
<tr>
<td>One</td>
<td>15</td>
<td>15.63</td>
<td>13</td>
<td>13.54</td>
</tr>
<tr>
<td>Two-three</td>
<td>29</td>
<td>30.21</td>
<td>21</td>
<td>21.88</td>
</tr>
<tr>
<td>Four-five</td>
<td>14</td>
<td>14.58</td>
<td>14</td>
<td>14.58</td>
</tr>
<tr>
<td>Six-nine</td>
<td>7</td>
<td>7.29</td>
<td>13</td>
<td>13.54</td>
</tr>
<tr>
<td>Ten-fifteen</td>
<td>2</td>
<td>2.08</td>
<td>12</td>
<td>12.50</td>
</tr>
<tr>
<td>Fifteen or more</td>
<td>8</td>
<td>8.33</td>
<td>14</td>
<td>14.58</td>
</tr>
</tbody>
</table>

TABLE 3-19.-Times of steady dating during junior high and high school

<table>
<thead>
<tr>
<th>Steady Dating</th>
<th>Junior High</th>
<th></th>
<th>High School</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>None</td>
<td>24</td>
<td>25.00</td>
<td>4</td>
<td>4.17</td>
</tr>
<tr>
<td>One</td>
<td>23</td>
<td>23.96</td>
<td>37</td>
<td>38.54</td>
</tr>
<tr>
<td>Two-three</td>
<td>31</td>
<td>32.29</td>
<td>36</td>
<td>37.50</td>
</tr>
<tr>
<td>Four-five</td>
<td>10</td>
<td>10.42</td>
<td>6</td>
<td>6.25</td>
</tr>
<tr>
<td>More than five</td>
<td>6</td>
<td>6.25</td>
<td>7</td>
<td>7.29</td>
</tr>
</tbody>
</table>

It should be emphasized that such early and frequent dating patterns as those described have functioned as a means of removing the teenager out of the physical presence of her parents as well as out of range of their constrictive influence and into the sphere of the peer group and its values. The fact that 36 percent of the 96 unwed mothers had considered themselves engaged through a "private understanding" and an additional 34 percent had been
involved in a formally announced engagement gives further
demonstration of how disorganization within the unwed
mother's home may influence her heterosexual behavioral
patterns (Table 3-20). While engagement in and of itself

<table>
<thead>
<tr>
<th>Engagements</th>
<th>Private Understanding</th>
<th>Formally Announced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>None</td>
<td>48</td>
<td>50.00</td>
</tr>
<tr>
<td>One</td>
<td>35</td>
<td>36.46</td>
</tr>
<tr>
<td>Two or more</td>
<td>9</td>
<td>9.38</td>
</tr>
</tbody>
</table>

does not constitute a reason for the belief of existent
disorganization within any home the variable of age must
be taken into consideration.¹

Only a small percentage (20.83 percent) of the girls
felt a lack of confidence in their interpersonal relation-
ships with their peers and over 81 percent (81.67) stated
that they had only minor difficulty in making friends with
boys (Tables 3-21 and 3-22). These facts would tend to
suggest that the unwed mother feels comfortable in her
peer group and that if family disorganization did exist in
her home she would not be reluctant to seek the company of
her peers, which would offer her acceptance.

¹Over three-fourths (77 percent) of the girls were
17 years old and younger.
TABLE 3-21.-Interpersonal confidence

<table>
<thead>
<tr>
<th>Confidence</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not confident at all</td>
<td>2</td>
<td>2.08</td>
</tr>
<tr>
<td>A little confident</td>
<td>18</td>
<td>18.75</td>
</tr>
<tr>
<td>Confident</td>
<td>51</td>
<td>53.13</td>
</tr>
<tr>
<td>Very confident</td>
<td>24</td>
<td>25.00</td>
</tr>
</tbody>
</table>

TABLE 3-22.-Interpersonal relationships with boys (difficulty making friends with boys)

<table>
<thead>
<tr>
<th>Difficulty</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very much</td>
<td>1</td>
<td>1.04</td>
</tr>
<tr>
<td>A good deal</td>
<td>5</td>
<td>5.21</td>
</tr>
<tr>
<td>Not much</td>
<td>11</td>
<td>11.46</td>
</tr>
<tr>
<td>A little</td>
<td>22</td>
<td>22.92</td>
</tr>
<tr>
<td>Very little</td>
<td>55</td>
<td>57.29</td>
</tr>
</tbody>
</table>

A final variable that must be considered when dealing with Research Hypothesis I, which posits that the greater the disorganization within the family structure of the unwed mother's family the earlier and more frequently she began to date, is the variable of family composition. Over half (51.04 percent) the girls were not living with both of their biological parents at the time of the survey and almost a third of the homes (30.21 percent) had been broken by divorce. The family composition variable is one that had impact on the girls and is reflected in varying degrees in their answers about the place of marriage and
the role of the family in society. It is a most important variable and cannot be neglected in any part of this study.

Evaluating the available research data, it can be stated that the teenage unwed mother is in part a product of family disorganization and that it is not violating factual validity to give a tentative affirmation to Research Hypothesis III, which asserts that the product of this disorganization is earlier and more frequent dating on the part of the unwed mother.

Research Hypothesis IV was developed on the assumption that if a certain area of human behavior differs between social groups, the chances are overwhelming that it has been learned, and not the result of biological inheritance. Accordingly, it is worth questioning how different social groups learn different ways of expressing sexual attitudes and behavior. The primary emphasis in regard to this particular hypothesis is to examine (1) the source of the unwed mother's knowledge of sex, (2) the perceived adequacy of such information, (3) the actual and preferred sources of most of her information about sexuality in connection to its role in interpersonal relationships, and (4) the correlation of the sources of information, attitudes, and actual behavior.

Almost a third (31.25 percent) of the girls felt that their first information about sex was "inadequate," and only 51 percent thought that if they wanted to know
something about their body that they could conduct a discussion with their parents.¹

When questioned as to whether their parents or guardians had discussed any of 19 subjects connected with human sexuality, the responses were those that appear in Table 3-23.

In an effort to determine where the teenage unwed mother got most of her information, Table 3-24 was drawn up based on the unwed mothers' responses.²

The ages of the unwed mothers when they received their information on sexual behavior have been presented in Table 3-25. The extent and correctness of the information received cannot be validated within the context of the current study.

If given an opportunity to learn more on sexual behavior the girls indicated the preferences shown in Table 3-26.

The preferable source of this additional information on sexual behavior was the girls' own parents, teachers were designated as a second preference, and a small percentage of the girls did not want instruction from either parents or teachers (Table 3-27).

¹About three-fifths (32.29 percent) of the 51 percent qualified their answer by noting that the question would have to be asked at the right time and place.

²Two subjects that are in Table 3-23 but not in Table 3-24 are "where to go on dates" and "how to act when on dates."
<table>
<thead>
<tr>
<th>Sexual Information</th>
<th>Haven't Contributed</th>
<th>Have Contributed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Menstruation</td>
<td>20</td>
<td>20.83</td>
</tr>
<tr>
<td>Nocturnal emissions</td>
<td>8</td>
<td>8.33</td>
</tr>
<tr>
<td>Coitus</td>
<td>16</td>
<td>16.67</td>
</tr>
<tr>
<td>Pregnancy</td>
<td>20</td>
<td>20.83</td>
</tr>
<tr>
<td>Contraceptives</td>
<td>12</td>
<td>12.50</td>
</tr>
<tr>
<td>Abortion</td>
<td>17</td>
<td>17.71</td>
</tr>
<tr>
<td>Masturbation</td>
<td>8</td>
<td>8.33</td>
</tr>
<tr>
<td>Venereal disease</td>
<td>13</td>
<td>13.54</td>
</tr>
<tr>
<td>Masturbation</td>
<td>10</td>
<td>10.42</td>
</tr>
<tr>
<td>Sex perversions</td>
<td>11</td>
<td>11.46</td>
</tr>
<tr>
<td>Sex deviants</td>
<td>12</td>
<td>12.50</td>
</tr>
<tr>
<td>Pleasure of sexual relations</td>
<td>8</td>
<td>8.33</td>
</tr>
<tr>
<td>Difficulty of controlling emotions</td>
<td>17</td>
<td>17.71</td>
</tr>
<tr>
<td>Differences between boys and girls</td>
<td>15</td>
<td>15.63</td>
</tr>
<tr>
<td>Necking and petting</td>
<td>13</td>
<td>13.54</td>
</tr>
<tr>
<td>Premarital sex behavior</td>
<td>12</td>
<td>12.50</td>
</tr>
<tr>
<td>Where to go on dates</td>
<td>12</td>
<td>12.50</td>
</tr>
<tr>
<td>How to act on dates</td>
<td>17</td>
<td>17.71</td>
</tr>
<tr>
<td>Immorality of sexual behavior</td>
<td>12</td>
<td>12.50</td>
</tr>
</tbody>
</table>

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TABLE 3-24.—The unwed mothers' major sources of information on sexual behavior

<table>
<thead>
<tr>
<th>Sexual Information</th>
<th>Other</th>
<th>Mom</th>
<th>Dad</th>
<th>Bros.</th>
<th>Other School &amp; Sis.</th>
<th>Kids Info</th>
<th>Books</th>
<th>Friends</th>
<th>Church</th>
<th>No Info</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Menstruation</td>
<td>5.21</td>
<td>70.83</td>
<td>0.</td>
<td>0.</td>
<td>1.04</td>
<td>11.46</td>
<td>4.17</td>
<td>5.21</td>
<td>0.</td>
<td>2.08</td>
</tr>
<tr>
<td>Nocturnal emissions</td>
<td>8.33</td>
<td>15.63</td>
<td>2.08</td>
<td>2.08</td>
<td>9.38</td>
<td>13.54</td>
<td>8.33</td>
<td>15.63</td>
<td>0.</td>
<td>25.00</td>
</tr>
<tr>
<td>Coitus</td>
<td>7.29</td>
<td>39.58</td>
<td>0.</td>
<td>2.08</td>
<td>5.21</td>
<td>7.29</td>
<td>5.21</td>
<td>18.75</td>
<td>1.04</td>
<td>13.54</td>
</tr>
<tr>
<td>Pregnancy</td>
<td>7.29</td>
<td>60.42</td>
<td>0.</td>
<td>0.</td>
<td>1.04</td>
<td>8.33</td>
<td>3.13</td>
<td>6.25</td>
<td>1.04</td>
<td>12.50</td>
</tr>
<tr>
<td>Contraceptives</td>
<td>5.21</td>
<td>23.96</td>
<td>1.04</td>
<td>3.13</td>
<td>2.08</td>
<td>16.67</td>
<td>8.33</td>
<td>12.50</td>
<td>1.04</td>
<td>26.04</td>
</tr>
<tr>
<td>Abortion</td>
<td>9.38</td>
<td>28.13</td>
<td>2.08</td>
<td>2.08</td>
<td>4.17</td>
<td>11.46</td>
<td>14.58</td>
<td>11.46</td>
<td>1.04</td>
<td>15.63</td>
</tr>
<tr>
<td>Orgasm</td>
<td>14.58</td>
<td>10.42</td>
<td>2.08</td>
<td>1.04</td>
<td>3.13</td>
<td>11.46</td>
<td>10.42</td>
<td>13.54</td>
<td>1.04</td>
<td>32.29</td>
</tr>
<tr>
<td>Venereal disease</td>
<td>2.08</td>
<td>28.13</td>
<td>2.08</td>
<td>2.08</td>
<td>1.04</td>
<td>26.04</td>
<td>8.33</td>
<td>8.33</td>
<td>2.08</td>
<td>19.79</td>
</tr>
<tr>
<td>Masturbation</td>
<td>9.38</td>
<td>17.71</td>
<td>0.</td>
<td>2.08</td>
<td>3.13</td>
<td>12.50</td>
<td>12.50</td>
<td>10.42</td>
<td>1.04</td>
<td>31.25</td>
</tr>
<tr>
<td>Sex perversions</td>
<td>7.29</td>
<td>15.63</td>
<td>0.</td>
<td>1.04</td>
<td>3.13</td>
<td>7.29</td>
<td>7.29</td>
<td>8.33</td>
<td>1.04</td>
<td>48.96</td>
</tr>
<tr>
<td>Sex deviants</td>
<td>6.25</td>
<td>16.67</td>
<td>0.</td>
<td>0.</td>
<td>4.17</td>
<td>7.29</td>
<td>7.29</td>
<td>9.38</td>
<td>1.04</td>
<td>47.92</td>
</tr>
<tr>
<td>Pleasure of sexual relations</td>
<td>16.67</td>
<td>18.75</td>
<td>2.08</td>
<td>0.</td>
<td>7.29</td>
<td>4.17</td>
<td>9.38</td>
<td>20.83</td>
<td>1.04</td>
<td>19.79</td>
</tr>
<tr>
<td>Difficulty of controlling emotions</td>
<td>12.50</td>
<td>37.50</td>
<td>1.04</td>
<td>2.08</td>
<td>4.17</td>
<td>8.33</td>
<td>4.17</td>
<td>8.33</td>
<td>1.04</td>
<td>20.83</td>
</tr>
<tr>
<td>Differences between boys and girls</td>
<td>10.42</td>
<td>40.63</td>
<td>1.04</td>
<td>1.04</td>
<td>2.08</td>
<td>6.25</td>
<td>4.17</td>
<td>8.33</td>
<td>1.04</td>
<td>25.08</td>
</tr>
<tr>
<td>Necking &amp; petting</td>
<td>13.54</td>
<td>22.92</td>
<td>0.</td>
<td>2.08</td>
<td>8.33</td>
<td>5.21</td>
<td>6.25</td>
<td>16.67</td>
<td>1.04</td>
<td>23.96</td>
</tr>
<tr>
<td>Premarital sex behavior</td>
<td>12.50</td>
<td>22.92</td>
<td>1.04</td>
<td>2.08</td>
<td>6.25</td>
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<td>6-9 years</td>
<td>10-11 years</td>
<td>12-13 years</td>
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<td>16-17 years</td>
<td>18 yrs or older</td>
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<td>2.08</td>
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<td>25.00</td>
<td>19.79</td>
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<tr>
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<td>9.38</td>
<td>1.04</td>
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<tr>
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<td>0.0</td>
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<tr>
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<td>21.88</td>
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<tr>
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<td>Pregnancy</td>
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<td>19.79</td>
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<tr>
<td>Your church's view on sexual behavior</td>
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<td>18</td>
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<tr>
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<td>Necking and petting</td>
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TABLE 3-27. Preferable source of additional information on sexual behavior

<table>
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<tr>
<th>Sexual Information</th>
<th>Neither</th>
<th>Teachers</th>
<th>Parents</th>
</tr>
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<td>10.42</td>
<td>34.38</td>
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<td>Sex perversions</td>
<td>17.71</td>
<td>34.38</td>
<td>29.17</td>
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<td>Embryo development</td>
<td>11.46</td>
<td>40.63</td>
<td>27.08</td>
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<td>19.79</td>
<td>28.13</td>
<td>31.25</td>
</tr>
<tr>
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<td>29.17</td>
<td>17.71</td>
<td>35.42</td>
</tr>
<tr>
<td>Orgasm</td>
<td>23.96</td>
<td>31.25</td>
<td>27.08</td>
</tr>
<tr>
<td>Difficulty of controlling emotions</td>
<td>20.83</td>
<td>18.75</td>
<td>42.71</td>
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<tr>
<td>Nocturnal emissions</td>
<td>18.75</td>
<td>27.08</td>
<td>40.63</td>
</tr>
<tr>
<td>Venereal disease</td>
<td>12.50</td>
<td>39.58</td>
<td>30.21</td>
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<td>40.63</td>
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<td>45.83</td>
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<td>17.71</td>
<td>17.71</td>
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<td>25.00</td>
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<td>37.50</td>
</tr>
<tr>
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<td>10.42</td>
<td>9.38</td>
<td>62.58</td>
</tr>
</tbody>
</table>

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Given the information contained in Table 3-23 it can be stated that no less than fifteen sets of parents have discussed any one of the nineteen subjects listed in Table 3-23 and no more than 67 sets have discussed any one topic. It was found that the girls' fathers, brothers, sisters, and churches played the most passive role in giving the girls information on sexual behavior. Mothers, schools, books, friends, peers, and other sources were the most responsible for disseminating information (Table 3-24).

The largest percentage of the girls surveyed in the study reported that they received most of their information on sexual behavior between the ages of 12 and 15, but over 44 percent indicated that they had not been told about the "pleasure of sexual relationships" until after they were 16. One notable exception of the participants in the study, however, was the 3 percent that had received information on the "differences between boys and girls" at approximately five years of age (Table 3-25).

Over 40 percent of the unwed teenage mothers expressed an interest in more knowledge about contraceptives and abortion. "Sex perversions" was ranked third by the girls as a topic for additional information. Unfortunately there is no way that the current study can determine which sexual perversions that the girls would like more information on (Table 3-26).

As stated previously in this chapter the preferable
source for additional information on sexual behavior was the girls' own parents. Whether the girls have been able in the past or are able at the present time to discuss sexual behavior with their parents is considered somewhat doubtful when almost 49 percent (48.92) have emphasized that they either have not attempted or that they were unable to speak with their parents on such things.

The teenage unwed mother's orientation can be seen in her varied attitudes toward marriage and the importance of the family structure in modern society (Tables 3-28 and 3-29). A fourth of the girls questioned believed

TABLE 3-28.-Attitudes toward marriage

<table>
<thead>
<tr>
<th>Attitudes</th>
<th>Disagree</th>
<th></th>
<th>Uncertain</th>
<th></th>
<th>Agree</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
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<td>An obsolescent tradition</td>
<td>33</td>
<td>34.38</td>
<td>28</td>
<td>29.17</td>
<td>24</td>
<td>25.00</td>
</tr>
<tr>
<td>For some, but not for others</td>
<td>25</td>
<td>26.04</td>
<td>10</td>
<td>10.42</td>
<td>57</td>
<td>59.38</td>
</tr>
<tr>
<td>A legal technicality, but not necessary for successful relationship between man and woman</td>
<td>32</td>
<td>33.33</td>
<td>19</td>
<td>19.79</td>
<td>41</td>
<td>42.71</td>
</tr>
<tr>
<td>Is foundation of a family</td>
<td>16</td>
<td>16.67</td>
<td>8</td>
<td>8.33</td>
<td>68</td>
<td>70.83</td>
</tr>
<tr>
<td>Only access for sexual relationships, thus provides for order and control in society</td>
<td>51</td>
<td>53.13</td>
<td>21</td>
<td>21.88</td>
<td>19</td>
<td>19.79</td>
</tr>
</tbody>
</table>
TABLE 3-29.-Importance of family structure in modern society

<table>
<thead>
<tr>
<th>Importance</th>
<th>Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
</tr>
</thead>
</table>
| The family is the most necessary and the basic unit of society             | 13       | 21        | 57    | 59.38%
| A family is a way of grouping individuals for living and learning          | 9        | 21        | 62    | 64.58%
| A family is for the protection of the young and weak                        | 14       | 25        | 53    | 55.21%
| A family is one way of grouping people, but there are other ways            | 16       | 22        | 53    | 55.21%
| A family is an unnecessary aspect of today's society and will eventually die out as a part of modern society | 51       | 31        | 7     | 7.29%

that marriage was "an obsolescent tradition" and almost a third (29.17 percent) were uncertain as to whether it was or was not outmoded. A total of 19.79 percent believed that "marriage was the only access for sexual relationships and thus provides for order and control in society."

Directly contrasting this belief is the one held by 74 percent (73.96) that sexual relationships are acceptable before marriage. Almost two-thirds of the respondents either agree or are uncertain as to whether "marriage is a legal technicality but not necessary for the successful
relationship between a man and a woman" while over four-fifths either agree or are uncertain as to whether the "family is the most necessary and the basic unit of society."¹

The teenage unwed mother has gained most of her information on birth control from reading materials, friends, and parents; her opinions on this particular subject are equally as varied as her views on marriage and family. She believes that she has adequate knowledge of birth control and its use (42.71 percent), but is unsure as to the safe nature of birth control pills (42.71 percent). A third of the girls (34.38 percent) would not use birth control in all their sexual relations even if this were possible and 20.83 percent were of the opinion that birth control often keeps the girls from enjoying sexual relations (Tables 3-30 and 3-31).

**TABLE 3-30.** Source of information on birth control

<table>
<thead>
<tr>
<th>Source</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
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<tr>
<td>Books, magazines newspapers</td>
<td>29</td>
<td>30.21</td>
</tr>
<tr>
<td>Friends</td>
<td>27</td>
<td>28.13</td>
</tr>
<tr>
<td>Parents</td>
<td>27</td>
<td>28.13</td>
</tr>
<tr>
<td>Other relatives</td>
<td>8</td>
<td>8.33</td>
</tr>
<tr>
<td>Medical sources--doctor, nurse, etc.</td>
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<td>19.79</td>
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<tr>
<td>Other source</td>
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¹See Appendix A, question 62.
TABLE 3-31.-Attitudes toward use of birth control

<table>
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<th>Don't Know</th>
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<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
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<tr>
<td>Birth control often doesn't work even if you are careful</td>
<td>26</td>
<td>27.08</td>
<td>34</td>
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<tr>
<td>The best kind of birth control is the kind the boy uses</td>
<td>44</td>
<td>45.83</td>
<td>11</td>
</tr>
<tr>
<td>The kind of birth control that a woman has to put inside herself makes me</td>
<td>27</td>
<td>28.13</td>
<td>22</td>
</tr>
<tr>
<td>feel a little sick</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>I don't think I know enough about how to use birth control</td>
<td>41</td>
<td>42.71</td>
<td>26</td>
</tr>
<tr>
<td>Even if I could, I don't think I would want to use birth control every</td>
<td>39</td>
<td>40.63</td>
<td>33</td>
</tr>
<tr>
<td>time I had sexual relations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using birth control sometimes keeps girls from enjoying sexual relations</td>
<td>42</td>
<td>43.75</td>
<td>20</td>
</tr>
<tr>
<td>Birth control pills are not harmful even if you use them regularly</td>
<td>32</td>
<td>33.33</td>
<td>17</td>
</tr>
</tbody>
</table>

Research Hypothesis IV asserts that the teenage unwed mother has tended to gain her knowledge of sexual attitudes and behavior more from her peers than her parents. Table 3-32 gives evidence that peers more than parents have
TABLE 3-32.-Comparison of parents\(^1\) and peers as sources of information on sexual behavior

<table>
<thead>
<tr>
<th>Information</th>
<th>Parents</th>
<th>Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Menstruation</td>
<td>70.83</td>
<td>6.25</td>
</tr>
<tr>
<td>Nocturnal emissions</td>
<td>17.71</td>
<td>25.00</td>
</tr>
<tr>
<td>Coitus</td>
<td>39.58</td>
<td>23.96</td>
</tr>
<tr>
<td>Pregnancy</td>
<td>60.42</td>
<td>7.29</td>
</tr>
<tr>
<td>Contraceptives</td>
<td>25.00</td>
<td>14.58</td>
</tr>
<tr>
<td>Abortion</td>
<td>30.21</td>
<td>15.63</td>
</tr>
<tr>
<td>Orgasm</td>
<td>12.50</td>
<td>16.67</td>
</tr>
<tr>
<td>Venereal disease</td>
<td>30.21</td>
<td>9.37</td>
</tr>
<tr>
<td>Masturbation</td>
<td>17.71</td>
<td>13.55</td>
</tr>
<tr>
<td>Sex perversions</td>
<td>15.63</td>
<td>11.46</td>
</tr>
<tr>
<td>Sex deviants</td>
<td>16.67</td>
<td>13.55</td>
</tr>
<tr>
<td>Pleasure of sexual relations</td>
<td>20.83</td>
<td>28.12</td>
</tr>
<tr>
<td>Difficulty of controlling emotions</td>
<td>38.54</td>
<td>12.50</td>
</tr>
<tr>
<td>Differences between boys and girls</td>
<td>41.67</td>
<td>10.41</td>
</tr>
<tr>
<td>Necking and petting</td>
<td>22.92</td>
<td>25.00</td>
</tr>
<tr>
<td>Premarital sex behavior</td>
<td>23.96</td>
<td>18.75</td>
</tr>
<tr>
<td>Immorality of sexual behavior</td>
<td>28.12</td>
<td>7.29</td>
</tr>
</tbody>
</table>

contributed to the unwed mothers' knowledge on nocturnal emissions, orgasm, the pleasure of sexual relations, necking and petting. Parents are credited with providing

\(^1\)The percentages given for "Parents" is a combination of the totals given in the "Mom" and "Dad" categories in Table 3-24; the percentages for "Peers" are the combined totals of "Friends" and "Other kids" categories in Table 3-24.
more knowledge to their daughters than their peers on the following topics: (1) menstruation; (2) coitus; (3) pregnancy; (4) contraceptives; (5) abortion; (6) venereal disease; (7) masturbation; (8) sex perversions; (9) sex deviants; (10) the difficulty of controlling emotions; (11) differences between boys and girls; (12) premarital sex behavior; and (13) the immorality of sexual behavior. Information by the peer group either matches or exceeds parental influence on the following five topics: abortion, masturbation, sex perversion, sex deviants, and premarital sex behavior. If it could be established that the peer group has more influence in the selection of books read by unwed mothers, it would indicate a preponderant influence of the peer group over that of the parents (Table 3-33).

Although the peer groups' contribution of sexual information was less than that of the parents in thirteen categories, it is important to note what the peer groups did contribute. Only 7.29 percent of the peers ever emphasized the "immorality of sexual behavior." This finding supports Ehrmann's\(^1\) statement that young people have a high degree of tolerance for other people's sexual behavior; thus, the amount of felt strain is minimized and young people have developed a fully autonomous courtship pattern which is shaped greatly by their own felt needs.

\(^{1}\)op. cit.
TABLE 3-33.-Comparison of parents, peers, and books as sources of information on sexual behavior

<table>
<thead>
<tr>
<th>Information</th>
<th>Parents</th>
<th>Peers</th>
<th>Books</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Menstruation</td>
<td>70.83</td>
<td>6.25</td>
<td>4.17</td>
</tr>
<tr>
<td>Nocturnal emissions</td>
<td>17.71</td>
<td>25.00</td>
<td>8.33</td>
</tr>
<tr>
<td>Coitus</td>
<td>39.58</td>
<td>23.96</td>
<td>5.21</td>
</tr>
<tr>
<td>Pregnancy</td>
<td>60.42</td>
<td>7.29</td>
<td>3.13</td>
</tr>
<tr>
<td>Contraceptives</td>
<td>25.00</td>
<td>14.58</td>
<td>8.33</td>
</tr>
<tr>
<td>Abortion</td>
<td>30.21</td>
<td>15.63</td>
<td>14.58</td>
</tr>
<tr>
<td>Orgasm</td>
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<td>Venereal disease</td>
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<tr>
<td>Masturbation</td>
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<tr>
<td>Sex perversions</td>
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<td>11.46</td>
<td>7.29</td>
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<td>7.29</td>
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<td>Pleasure of sexual relations</td>
<td>20.83</td>
<td>28.12</td>
<td>9.38</td>
</tr>
<tr>
<td>Difficulty of controlling emotions</td>
<td>38.54</td>
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<td>41.67</td>
<td>10.41</td>
<td>4.17</td>
</tr>
<tr>
<td>Necking and petting</td>
<td>22.92</td>
<td>25.00</td>
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</tr>
<tr>
<td>Premarital sex behavior</td>
<td>23.96</td>
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<td>7.29</td>
</tr>
<tr>
<td>Immorality of sexual behavior</td>
<td>28.12</td>
<td>7.29</td>
<td>7.29</td>
</tr>
</tbody>
</table>

and desires. The peer groups' lack of concern with the "immorality of sexual behavior," therefore, serves as a positive re-enforcement of the girls' behavior and insulates her in the values of the peer group.

It is impossible to state with certainty the percentage of parents that approve of their daughters having
premarital intercourse, but it would seem possible to conclude that the opinion of 61.46 percent of the respondents—that sexual relationships were acceptable for both, men and women, before marriage—is more a reflection of peer attitudes than parental views. Less than a fifth (19.79 percent) of the girls agreed with the statement that marriage was the only access for sexual relationships and thus provided for order and control within the society,\(^1\) which could also be regarded as an attitude influenced more by peers than parents.

If the girls had come from homes where there was a strong family unit it would be expected that they would have internalized positive feelings about marriage and family; instead, many of the girls disagreed with the traditional values regarding familial organization and many were uncertain as to the role and function of marriage and family in various situations. (See Tables 3-28 and 3-29.) Whether this uncertainty is due to the disorganization within the homes of the girls or the influence of the peer group is difficult to access utilizing the available data.

Provided the assumptions that have been postulated about parents and peers are considered proper and correct, Research Hypothesis IV can be granted a tentative affirma-

\(^1\) A percentage of 53.13 disagreed and 21.88 percent were uncertain in regard to this statement.
tion. Other sociological data have indicated that dating age children perceive some gap between themselves and their parents, although not a radical gap.

In summary, evidence from the current data demonstrates a trend toward the adherence to the legitimacy of choosing from a variety of premarital sexual standards rather than a condition of normlessness as might have been the case half a century ago. Today, the cultural value of female virginity at marriage is held much more strongly by parents than their dating daughters. Thus, it is largely the parents who define premarital coitus as deviant sexual behavior, but the supporting attitudes of the peer group help to negate this parental value.

Proposition I suggests that there is a relationship between the unwed mother's difficulty of interacting with her parents and her selection of peer group values regarding sexual attitudes and sexual behavior. Evidence has been provided in other research studies to support the belief that the strongest behavioral limits placed upon premarital sexual behavior have a tendency to be internal to the individuals, rather than limits imposed from an external source. This particular belief emphasizes that controls are more apt to be on the "basis of what the individual feels is right rather than on the

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1 This trend has been noted by Ehrmann, Reiss, and Kinsey.
basis of what he has been told is right."¹ The findings from the current data demonstrate that the girls' responses reflect a concern to avoid being set apart from their peers in a noticeably different manner. Results also indicate that their choices in answering the various questions reflect perceived similarities and differences between self and parents, and self and peers.

Proposition I posits that the teenage girls are more likely to be given to peer-conformity in making decisions that involve areas where social values are changing rapidly, i.e. premarital sex, than making decisions in areas in which social values are relatively stable, i.e. organized religion and education. In addition, Proposition I also indicates that the teenage unwed mother is facilitated in her peer-conformity by her own difficulty of interacting with her parents. The disorganization within the family of the unwed mother has caused it to be transformed into an atomistic type of family system.² In the atomistic variation of the family system, the individual is freed to a very large degree from the family, particularly if he is of school age or older. Atomism can and has gone so far that many


people consider the family as a personal and individual arrangement for their own limited purposes. Although the unwed mother might desire to have a close relationship and lines of open communication with her parents, as her responses on the questionnaires indicated, she is barred from such a relationship by the atomistic nature of her family; thus, she seeks satisfactory relationships within her peer group and the development of her sexual permissiveness can be placed in perspective by a restatement of Reiss's seven propositions outlining the sociocultural factors regarding sexual permissiveness:

1. The lower the traditional level of sexual permissiveness in a group, the greater the likelihood that social forces will alter individual levels of sexual permissiveness.

2. The stronger the amount of general liberality in a group, the greater the likelihood that social forces will maintain high levels of sexual permissiveness.

3. To the extent that individual ties to the marital and family institutions differ, individuals will tend to display a different type of sensitivity or permissiveness to social forces.

4. The higher the general level of permissiveness in a group, the greater the extent of equalitarianism within the abstinence and double standard classifications.

5. Differences in the potential for permissiveness in one's basic set of parentally derived values is a key determinant of the number, rate, and direction of changes in one's premarital sexual standards and behavior.
6. There is a general tendency for the individual to perceive of his parents' permissiveness as a low point on a permissive continuum and his peers' permissiveness as a higher point, and to place himself somewhat closer to his peers, particularly to those he regards as his close friends.

7. The greater the responsibility for other family members and/or the less the courtship participation, the greater the likelihood that the individual will be low on permissiveness.¹

Proposition II postulates that sexual attitudes and behavior are directly influenced by the source of the initial information. The question that is always asked by individuals, whenever there are proposals to introduce sex education, is whether the giving of such information may encourage sexual experimentation and tacitly appear to give approval to such experiments. Many people that advocate sex education, convinced of the worthiness of their cause, quite readily deny that this can happen. Some advocates of sex education even argue that it will promote abstinence and more decisions to wait until after marriage. Packard² has noted, however, that the truth seems to be that if sex education is judged primarily by the increase or the decrease of incidence of premarital coitus, the evidence is still too fragmentary to make any firm conclusion.


Whether sex education would result in an increase or decrease of sexual experimentation or have no effect at all would probably be dependent upon the specific program and the ability of the people in charge. In any case, it would seem as Packard\(^1\) has emphasized that the major goal of sex education is not to affect the "quantity" of sexual encounters among teenagers, but rather to affect the "quality" of the attitudes that teenagers have toward sexuality as they grow toward adulthood.

Table 3-26, which deals with the teenage unwed mother's desire for additional knowledge, and other tables throughout this study that attest to the lack of information many of the girls have on sexual behavior, demonstrate that sex education of the broadest type is needed. The traditional argument is that it is best to allow the parents to handle the sex education of their children. In reality, not all parents are able to deal with the various topics covered in an adequate course on sex education, and the information provided in this study---on parent-child relationships, sources of information on sexual behavior, opinions toward birth control, and preference for additional information---serves in making evident this particular fact.

The current research data do give indications that sexual attitudes and behavior are directly influenced by

\(^{1}\)loc. cit., p. 375.
the source of the initial information. Many of the girls
surveyed still felt that they did not have adequate infor-
mation on a variety of subjects dealing with sexual behav-
ior and a large number designated their lack of knowledge
by the manner in which they responded to the questions.

An intervening variable closely related to sexual
attitudes and behavior is that of "age." Table 3-25 pre-
sents the ages that the unwed mothers received information
on sexual behavior, but unfortunately there is no corre-
sponding table to interpret how adequate this information
was at the time it was given. It could be inferred indi-
rectly from other data in the study, however, that this
information was unsatisfactory in content.
CHAPTER IV

SUMMARY AND CONCLUSIONS

This study, by initial definition, was to investigate the dynamics of parent-child and peer relationships as they pertain to the unwed teenage mother. The incomplete universe consisted of approximately 100 unwed teenage mothers from a metropolitan area of Michigan.

The research instruments used to obtain factual information were a set of two questionnaires and an interview schedule. Information gathered in this manner dealt with socialization processes and the unity of interacting personalities with regard to the teenage unwed mother and her perception of her significant others. The independent variables employed in the study were the following: (1) religious preference; (2) church attendance; (3) parental dominance; (4) parental attitudes; (5) relationship with parents; (6) desire to change parents; (7) age of the unwed mother at the time of her first date; (8) the unwed mother's difficulty in making friends; (9) the unwed mother's level of interpersonal confidence; (10) the unwed mother's extent of dating at both the junior high and high school level; (11) number of times that she had gone steady; (12) number of engagements (both formal and informal); (13) her grade ability; (14) her college ability;
(15) the awareness of her parents and her best friend as to her academic work and aspirations; (16) parental information on sex; (17) source of information on sexual behavior; (18) preference for more information on sexual behavior and the preferred source; (19) parental role in dealing with subjects that deal with sexual behavior; (20) the unwed mother's age at time of her first coital experience; (21) her attitudes toward marriage and family; (22) her attitudes toward birth control; (23) her source of birth control information; and (24) her knowledge of birth control techniques.

General Hypothesis I and the two interdependent research hypotheses dealt with the unwed mother's perception of alienation from her parents, and particular attention was focused on the differing religious commitments and academic aspirations that the parents and their daughters held. The research data indicated that the unwed mother surveyed did not have the same religious commitments of her parents or the educational aspirations that her parents had for her. Neither of these differences, however, could be interpreted as a rejection of traditional societal or parental values that would result in the alienation of daughters from parents, insomuch as the girls claimed to be more religious and aspired to greater academic attainment than their parents.

General Hypothesis II and the two interconnecting
research hypotheses related to it explored the processes of socialization and the unity of interacting personalities. The sociological concept of the family as a unity existing in interaction has two primary aspects. Sociologists have designated, first of all, that the family is an interplay of personalities rather than being limited to the common fixation of sexual, parental, and filial instincts. The sociological description of family interaction must then be placed in terms of impulses defined by society, as wishes, sentiments, and attitudes.¹

The family also exists in interaction with the society at large, of which the family and its members are component parts. The status of the family, its role as defined in societal mores, in public opinion, and by legal codes, and the alterations created in the family which often result from the functioning of social forces in the community are all examples of the significance for the family and its members of interaction with society.

The results of the two general hypotheses, their collateral research hypotheses, and propositions demonstrate to the writer that the teenage unwed mother is in part a victim of her own adolescence. Sociologically, adolescence is the period in the life cycle of an individual when the society in which he functions ceases to consider

him as a child and does not permit him the consideration
of an adult with its corresponding status, roles, and
functions. Sociologist Hollingshead\(^1\) has defined ado-
lescence by the roles the person is expected to play, is
forced to play, or is prohibited from playing by virtue
of his position in society. Adolescence is not design-
nated by a particular point in time such as puberty, since
its form, content, duration, and period in the human life
span are determined differently by the various societies
and cultures throughout the world. As a victim of her
adolescence and of a society that does not provide any
exact line of demarcation between adolescence and adult-
hood the teenage unwed mother has developed a set of values
that appear to be more peer oriented than parent oriented.
It has been postulated within the context of this study
that there is a relationship between the unwed mother's
sexual attitudes and behavior and her interaction with
parents and peers; the information presented in Chapter III
has affirmed this postulation.

Conclusions

1. The teenage unwed mother does not perceive
herself as alienated from her parents on
either a physical or communicative level,
but there are indications of both types
of such alienation in the research data.

\(^{1}\)Hollingshead, August B., *Elmtown's Youth*. New York:
2. The teenage unwed mother does not share the same religious commitments of her parents; she regards herself as more religious than they are and notes that her participation in church attendance is more frequent than her parents.

3. The teenage unwed mother has different academic aspirations than her parents desire for her, but it is not greatly differentiated and does not seem to pose any problem in family relationships.

4. The disorganization within the home of the unwed mother has played a role in her desire to find acceptance within a peer group.

5. There are indications that the disorganization within the family structure has resulted in the teenage unwed mother dating at an earlier age and more frequently than some of her peers, but a control group is needed to give this more than a tentative affirmation.

6. The teenage unwed mother has tended to gain her knowledge of sexual attitudes and behavior from both her parents and her peers, but she considers much of her information inadequate and desires more.

7. There is a relationship between the unwed mother’s difficulty of interaction with her parents and her selection of peer group values regarding sexual attitudes and sexual behavior.

8. Sexual attitudes and behavior are directly influenced by the source of the initial information.

Possible Implications of the Findings

Given the general hypotheses as stated in Chapter I,¹

¹See pp. 27-29.
it must be concluded that the results of this study concerning the unwed mothers' family of orientation have placed the teenage unwed mother in a different perspective than has been provided by past research studies. Through investigation of the hypotheses the objectives of primary importance explored were:

1. A determination of the extent to which parents provided their daughters with information about human sexuality and family living.

2. The actual and preferred source of most of the unwed mothers' information about sexuality, and its role in interpersonal relationships.

3. The perceived adequacy of the unwed mothers' first information about sex.

4. The attitudes of the unwed mothers toward marriage and the place of the family in modern society.

5. The quality of the parent-daughter relationship as perceived by the unwed mother.

6. The role of traditional societal structures, i.e. the church and school, in the lives of the unwed mothers.

7. The nature and influence of peer relationships regarding sexual attitudes and behavior.

Evidence has been presented to substantiate that the primary research objectives do function as a constellation of relationships and interconnecting structural influences. Moreover, the findings give indications that there is a need to refine the research hypotheses and propositions in an attempt to further clarify the differences between
the current research and past study. The failure of this investigation to support other studies should be taken as indicating that the findings regarding teenage unwed mothers cannot be generalized to all situations.

It is believed that refined hypotheses and propositions can be employed effectively in sociological research utilizing a structural-functional framework. In the structural-functional approach to the analysis of family, three basic areas of functions have been noted:

1. The functions of the family for society, the relationships between the nuclear family and other social systems.

2. The functions of subsystems within a family for the family or for each other, family activities that are dealt with exclusively within the family.

3. The functions of the family for individual family members, the family and personality.

It is felt that this is one of the more adequate approaches because of the emphasis on the significant aspects of the family structure for dealing with individual socialization processes as they relate to serving functions and need fulfillments.

Limitations of the Current Study

The major limitations of the present research analysis are believed to lie in the facts that:

1. Additional information on the parent and peer relationships as they related to the unwed mother was needed.
2. There was an absence of data comparing the attitudes and behavior of unwed mothers to a control group of girls.

3. There were no variables dealing directly with the unwed mother's feelings about the unwed father.

Two questionnaires and one interview schedule were used in gathering the data for this research, but only one questionnaire was utilized as the basis for the percentages contained within the context of the thesis. The second questionnaire and interview schedule were found to contribute to the writer's personal understanding of the teenage unwed mother but not directly to the research analysis as it was presented.

Areas for Further Research

"Few social problems are more complex—and have more serious, long range consequences for society as a whole—than those associated with the unwed teenage mother."\(^1\)

The number of illegitimate births to girls under the age of 17 has grown faster in recent years than the entire child-bearing population in Michigan, according to a publication of the Michigan Youth Commission. The number of illegitimate births for the 17 year old and younger girls have continually gone up from 1940 to 1965, from 740 to

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2,950. The Michigan State Health Department's figures and trends for illegitimate births indicate a faster growing number and a higher percentage of illegitimate births to girls 17 years of age and younger than they note for the total child-bearing population.¹

The Michigan Youth Commission also reported that the number of illegitimate children born to girls 16 and under had grown from 275 in 1940 to 2,050 in 1967. The number of illegitimate births in the United States as a whole has also been increasing. The latest available government statistics report that 339,200 recorded illegitimate births in 1968 (Table 4-1) compared with 318,200 in 1967. Although figures are not yet available for 1969 and 1970, government officials state that the number of illegitimate children born is expected to show an increase for both years.

There is a need for more intensive research and study as the figures relating to illegitimacy attest. Numerous questions were raised at the beginning of this study and many have remained unanswered throughout its duration. New questions were created from the analysis and the failure of obtaining more than tentative answers to some of the research hypotheses. Many of these questions are believed to be of such a significance as to justify further research.

TABLE 4-1.-Illegitimacy rates by age of mother (births per 1,000 women)*

<table>
<thead>
<tr>
<th>Year &amp; Number (by 1,000's)</th>
<th>Age of Mothers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1940--89.5</td>
<td>7.1</td>
</tr>
<tr>
<td>1945--117.4</td>
<td>10.1</td>
</tr>
<tr>
<td>1950--141.6</td>
<td>14.1</td>
</tr>
<tr>
<td>1955--183.3</td>
<td>19.3</td>
</tr>
<tr>
<td>1960--224.3</td>
<td>21.6</td>
</tr>
<tr>
<td>1963--259.4</td>
<td>22.5</td>
</tr>
<tr>
<td>1966--302.4</td>
<td>23.6</td>
</tr>
<tr>
<td>1968--339.2</td>
<td>24.1</td>
</tr>
</tbody>
</table>


A more thorough study of the influence of personal, social and cultural background factors on sexual attitudes and behavior should be made. Additional information on the teenage unwed mother’s family and friends is required if researchers hope to gain more than a subjective view of the unwed mother’s significant others.

A most important area of family research is that of the meaning of marriage and family relationships for its members. The current study did explore the attitudes of the unwed mothers toward marriage and premarital sexual standards. It would prove revealing to find out the views of teenage unwed mothers and their parents toward marriage, premarital sexual standards, and on sexual standards after marriage.
More information is needed about the socio-economic class to which the girls belong. There are reasons to believe that the relationship between sexual acts and cultural values is much more complex than is usually presumed. Sociological research has documented that a higher degree of intolerance for deviant behavior, behavior departing from traditional societal norms, exists among those of low education and socio-economic position. This tendency is reinforced by the dogmatism of fundamentalist religious groups likely to flourish and having greatest appeal to those in the lower social strata. Based on the fact that many of the girls surveyed came from homes representing the lower, or the lower-middle levels of economic status, one might assume a high degree of intolerance for premarital sexual behavior; but there is no direct indication of this in the data utilized in the study. It could prove most interesting to deal with the data from this study in the context of the theory of the "lower-class value stretch." Rodman's¹ theory deals with the two contradictory positions: (1) society is based upon a common value system; and (2) society is based upon a class-differentiated value system. The concept of the lower-class value stretch is presented as a method of resolving some of these contradictions and giving a better under-

standing of the behavior of the lower-class. The lower-class value stretch makes reference to the wider range of values, and the lower degree of commitment to these values, to be found within the lower class.

There have been a number of studies concerned with the physical aspects of premarital sexual behavior, but most of these reports have given only a presentation of the incidence and frequency of such sexual intercourse; studies of attitudes associated with premarital sexual behavior have lagged behind. What we do know, however, suggests that the rationale toward permissiveness in relation to premarital sexual intercourse appears to have changed. Contemporary sex attitudes may be changing to the extent that, as Reiss¹ has noted, premarital sexual intercourse is acceptable for many girls, but only under specific conditions. No attempt was made in the present study to gain information about the girls' rationale for their participation in premarital coitus or the number of partners with which a girl had sexual intercourse. Information regarding the rationale for premarital sexual attitudes and behavior would most certainly be of value in obtaining a profile of the unwed mother's self concept.

Further study is also needed to determine why some

teenage unwed mothers decide to continue their education and how they differ from the pregnant girls who seek abortions or drop out of school when they gain knowledge of their pregnancy. A large number of the girls questioned indicated that they did not view their current situation, pregnant and unwed, as an obstacle that would keep them from obtaining the amount of education that they desired. Why their counterparts would decide against continued education or even the pregnancy itself would be a valid area for future research.

The opportunity for additional research on the teenage unwed mother appears to be almost without limit because of the complexity of the problem and the lack of study devoted to it. The writer feels that the teenage unwed mother must be studied as a member of a family unit and an active participant in family dynamics, not as a separate entity. The structural-functional frame of reference has the potential for placing the unwed mother in this particular type of perspective. Additional research could lead to a better understanding of family relationships and their projected consequences than has been possible in the past.
Variables that were directly correlated with each other in the research data obtained from the following questionnaire were: (1) importance of religious preference; (2) church attendance; (3) father's education; (4) mother's education; (5) church attendance of mother and father; (6) parental dominance; (7) attitudes toward parents; (8) ability to get along with parents; (9) changes thought necessary for an ideal mother or father; (10) parents' marriage; (11) age at time of first date; (12) difficulty of the girl to make friends; (13) physical appearance of the girl; (14) interpersonal confidence; (15) present dating patterns; (16) extent of dating in junior high and high school; (17) formal and private engagements; (18) college ability; (19) parental awareness and surveillance; (20) best friend awareness; (21) best friend aspirations; (22) personal aspirations and plans; (23) job preference; and (24) attitudes relating to sexual standards, marriage, and birth control.
1. What is your sex?
   Check one: 1 ______ male
               2 ______ female

2. What is your present age?
   Check one: 0 ______ 12 or under
              1 ______ 13
              2 ______ 14
              3 ______ 15
              4 ______ 16
              5 ______ 17
              6 ______ 18
              7 ______ 19
              8 ______ 20 and over

3. What is your grade in school?
   Check one: 1 ______ 7th
              2 ______ 8th
              3 ______ 9th
              4 ______ 10th
              5 ______ 11th
              6 ______ 12th
              0 ______ Other (specify)

4. What curriculum are you enrolled in? Senior High students:
   0 ______ None
   1 ______ College
   2 ______ Business
   3 ______ Home Economics
   4 ______ General
   5 ______ Other (specify)

5. How many brothers and sisters do you have?
   ______ number brothers
   ______ number sisters
   ______ total
6. Are you:

Check one: 1______an oldest child
2______a youngest child
3______an only child
4______an in-between child
5______a twin

7. Are you living in a home with both your original mother and father?

_______no
_______yes

7a. If you are not living with both parents, which parent(s) is (are) not living in your home? Write in your age at the time when you were separated from the parent.

1______Mother was absent when I was ____years old.
2______Father was absent when I was ____years old.

7b. How did the separation come about?

1______Father's death
2______Mother's death
3______They were divorced
4______Other__________________________ (specify)

IF PARENTS ARE DIVORCED OR SEPARATED: (if not go to question 8)

7c. How old were you when your parents divorced or separated?

_______

7d. Which parent did you live with most of the time after the divorce or separation?

1______Mother
2______Father
3______Foster parents
4______Other relative (specify)__________________________

7e. If the parent with whom you lived remarried, how old were you when the parent remarried?

_______years

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8. What is your religious preference?

1 ______ Catholic
2 ______ Jewish
3 ______ Protestant What denomination? __________
4 ______ Other (specify) __________________________

8a. All in all, how important would you say your church and religion is to you?

Check one: 1 ______ Fairly important
2 ______ Not too important
3 ______ Fairly important
4 ______ Quite important
5 ______ Extremely important

8b. How often do you attend church services?

Check one: 1 ______ Never
2 ______ Hardly ever
3 ______ Several times a year
4 ______ About once a month
5 ______ Two or three times a month
6 ______ Once a week or more

9. Are you:

Check one: 1 ______ American Indian
2 ______ Afro-American (Black)
3 ______ White
4 ______ Oriental
5 ______ Other (specify) __________________________

10. How many years of schooling did your father complete? Your mother? (The highest educational level completed)

Father (check one) Mother (check one)

_______ 1. Some grade school
_______ 2. Completed grade school
_______ 3. Some high school
_______ 4. Completed high school
(Father) (Mother)

5. Special school, but not college
6. Some college
7. Completed college
8. Advanced college degree
9. Other (explain) __________

11. What kind of work does your father do? _____________

12. Where is your father employed? _________________

Does your mother work outside the home for money?
1. No
2. Yes

12a. Where does your mother work? _________________

12b. What kind of work does your mother do? ____________

13. How often does your mother attend church services?
1. Never
2. Hardly ever
3. Several times a year
4. About once a month
5. Two or three times a month
6. Once a week or more

14. How often does your father attend church services?
1. Never
2. Hardly ever
3. Several times a year
4. About once a month
5. Two or three times a month
6. Once a week or more

15. In your family would you say that your father bosses your mother, that your mother bosses your father, or that they don't boss one another?

Check one:
1. Father is definitely the boss in our family
2. Father tends to be boss, but not always
3. Mom and Dad do not boss each other
4. Mother tends to be boss, but not always
5. Mother is definitely the boss in our family

16. How much do you like your father?
   0. I despise him
   1. I dislike him very much
   2. I don't like him at all
   3. He's alright, I guess
   4. I like him okay
   5. I like him very much
   6. I love him very much
   7. He's really great

16a. Answer only if you have a stepfather, or foster parent.
    How much do you like your stepfather or foster parent?
   0. I despise him
   1. I dislike him very much
   2. I don't like him at all
   3. He's alright, I guess
   4. I like him okay
   5. I like him very much
   6. I love him very much
   7. He's really great

17. How much do you like your mother?
   0. I despise her
   1. I dislike her very much
   2. She's alright, I guess
   3. I like her okay
   4. I like her very much
   5. I love her very much
   6. She's the greatest mom in the world

17a. Answer only if you have a stepmother, or foster parent.
    How much do you like your stepmother, or foster parent?
   0. I despise her
1. I dislike her very much
2. She's alright, I guess
3. I like her okay
4. I like her very much
5. I love her very much
6. She's the greatest

18. All in all, how well do you get along with both of your parents?
1. Poorly
2. Not very well
3. Fairly well
4. Well
5. Very well

19. If it were possible to change real parents into ideal parents, how much would you change in your MOTHER?
1. nothing at all
2. one or two things what?
3. a few things what?
4. a fair number of things what?
5. a large number of things what?
6. just about everything what?

20. If it were possible to change real parents into ideal parents, how much would you change in your FATHER?
1. nothing at all
2. one or two things what?
3. a few things what?
4. a fair number of things what?
5. a large number of things what?
6. just about everything what?

21. How would you describe your parents' marriage?
1. very unhappy
2. unhappy
3. not too happy
4. just about average
5_____ a little happier than average
6_____ very happy
7_____ extremely happy

22. Have you ever been on a date?
1_____ No
2_____ Yes

23. How old were you when you had your first date?
Check one: 1______ under 13
2______ 13
3______ 14
4______ 15
5______ 16
6______ 17
7______ 18
8_____ have not dated

24. How much difficulty do you have making friends with members of the other sex?
Check one: 1______ very much
2______ a good deal
3_____ not much
4_____ a little
5_____ very little

25. Compared with the other boys or girls of your sex, how would you describe your physical appearance?
Check one: 1_____ ugly
2______ somewhat homely
3_____ about average
4_____ good looking
5_____ very good looking (handsome, pretty)

26. When you are on a date, how confident are you that things will work out okay and that it will be enjoyable or fun, for both you and your date?
Check one: 1_____ not confident at all
2_____ a little confident
3 I'm confident
4 very confident

27. Which of the following best describes your present dating behavior?
Check one:
1 not dating
2 dating once in a while
3 date quite often
4 dating steadily
5 going steady with one person
6 have an understanding for engagement
7 am engaged
8 am married
9 have been married before but not now

28. When do you date?
0 do not date
1 mostly school nights
2 mostly weekends
3 both

28a. How often do you date?
0 never
1 big occasions only
2 once a month
3 once every two weeks
4 nearly every week
5 every week
6 several times a week

28b. Which do you enjoy most?
0 not dating
1 going with a crowd
2 double dating
3 single dating
28c. What do you prefer to do on a date?

1. dances
2. movies
3. sports
4. parties at home
5. parties at school
6. other activities (name)

29. Would you please read the following statements about dating and check yes or no.

<table>
<thead>
<tr>
<th>Boys: Does lack of a car or money affect your dating?</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls: Would you refuse to date a boy who hasn't got a car?</td>
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<tr>
<td>Would you go on a &quot;dutch treat&quot; date as a general rule?</td>
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<tr>
<td>Does a person's reputation influence you in dating him or her?</td>
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<tr>
<td>Do you think that you should kiss on the first date?</td>
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<tr>
<td>Do you neck on a casual date?</td>
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<tr>
<td>If you neck, do you neck because you think everyone does it?</td>
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<tr>
<td>Do you approve of going steady?</td>
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<tr>
<td>Are you going steady?</td>
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<tr>
<td>Do you go steady for security and prestige?</td>
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<tr>
<td>Boys: On a casual date do you expect a good-night kiss?</td>
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<tr>
<td>Necking?</td>
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<tr>
<td>Girls: Do you think you have to neck to be popular?</td>
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<tr>
<td>Do you pet (make-out) on a date?</td>
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<tr>
<td>Do you ever drink on a date?</td>
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<tr>
<td>If you drink, do you drink in your home?</td>
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<tr>
<td>at friends' homes?</td>
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<tr>
<td>in parks, at lakes?</td>
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</tbody>
</table>
29. When you have parties at home, are your parents usually around? ____________

Do you respect a girl more if she refuses to drink? ____________

Girls: Do you respect a fellow more if he refuses to drink? ____________

Would you go out with a boy or girl who drinks on a date? ____________

Have you ever tried "pot or grass"? ____________

Have you ever tried "LSD or acids"? ____________

Have you ever tried "goofballs or nimbies"? ____________

Have you ever tried "pep pills, bennies or dexies"? ____________

Have any of your friends or acquaintances tried "pot, acids, goofballs, or pep pills"? ____________

Would you go out with a boy or girl who used drugs or narcotics? ____________

<table>
<thead>
<tr>
<th>3 Yes</th>
<th>2 Don't</th>
<th>1 Know</th>
</tr>
</thead>
</table>

30. How many different people have you dated?

<table>
<thead>
<tr>
<th>IN JUNIOR HIGH SCHOOL</th>
<th>IN HIGH SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 none</td>
<td>0 none</td>
</tr>
<tr>
<td>1 one</td>
<td>1 one</td>
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<tr>
<td>2 two or three</td>
<td>2 two or three</td>
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<tr>
<td>3 four or five</td>
<td>3 four or five</td>
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<td>4 six to nine</td>
<td>4 six to nine</td>
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<tr>
<td>5 ten to fifteen</td>
<td>5 ten to fifteen</td>
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<tr>
<td>6 fifteen or more</td>
<td>6 fifteen or more</td>
</tr>
</tbody>
</table>

31. How many times have you gone steady?

<table>
<thead>
<tr>
<th>IN JUNIOR HIGH SCHOOL</th>
<th>IN HIGH SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 none</td>
<td>0 none</td>
</tr>
<tr>
<td>1 one</td>
<td>1 one</td>
</tr>
<tr>
<td>2 two or three</td>
<td>2 two or three</td>
</tr>
</tbody>
</table>
32. How many times have you been engaged?

"A private understanding"  "Formally announced"
1_______none  1_______none
2_______one  2_______one
3_______two or more  3_______two or more

33. Are you a member of any of the following kinds of organizations?

Check each one that you are a member:

1  2
No  Yes

———— church groups
———— school clubs—how many
———— neighborhood club—how many
———— youth organization—how many

34. Compared with your close friends, how do you rate yourself in school ability?

Check one:  1_______I am the poorest
2_______I am below average
3_______I am average
4_______I am above average
5_______I am the best

34a. How do you rate yourself in school ability compared with those in your class?

Check one:  1_______I am the poorest
2_______I am below average
3_______I am average
4_______I am above average
5_______I am the best

35. Do you think you have the ability to complete college?

Check one:  1_______no
2_______probably not
3_________not sure either way
4_______yes, probably
5_________yes, definitely

36. What kind of grades do you usually get in your classes?
Check one: 1_______mostly E's
2_______mostly D's
3_______mostly C's
4_______mostly B's
5_______mostly A's

36a. Forget for the moment how teachers grade your work. In your own opinion, how good do you think your work is?
Check one:
1_______my work is much below average
2_______my work is below average
3________my work is average
4_______my work is good
5_______my work is excellent

36b. What kind of grades do you think you are capable of getting?
Check one: 1_______mostly E's
2_______mostly D's
3_______mostly C's
4_______mostly B's
5_______mostly A's

37. What kind of marks in school would you have to get to make your father and mother happy?
Check one:
1_______my parents don't care what marks I get in school
2_______mostly E's
3_______mostly D's
4_______mostly C's
5_______mostly B's
6_______mostly A's
7_______just as long as I do my best, they are happy
37a. Do your parents know how you are doing in school?
Check one:
1. they know nothing about my school work
2. they know a little about my school work
3. they know something about my school work
4. they know almost everything about my school work
5. they know everything I do in school

38. Does your best friend know how you are doing in school?
Check one:
1. He(she) knows nothing about my school work
2. He(she) knows only a little bit about my school work
3. He(she) knows something about my school work
4. He(she) knows almost everything about my school work
5. He(she) knows everything I do in school

39. How far do your father and mother think you will go in school?
Check one:
1. quit now
2. go to high school for a while
3. graduate from high school
4. go to school to be a secretary or learn a trade
5. go to college for a little while
6. graduate from college
7. more than 4 years of college

39a. How far in school does your best friend think you will go?
Check one:
1. quit now
2. go to high school for a while
3. graduate from high school
4. go to school to be a secretary or learn a trade
5 _______ go to college for a little while
6 _______ graduate from college
7 _______ more than 4 years of college

39b. How far would you like to go in school?
Check one:
1 _______ quit now
2 _______ go to high school for a while
3 _______ graduate from high school
4 _______ go to school to be a secretary or learn a trade
5 _______ go to college for a little while
6 _______ graduate from college
7 _______ more than 4 years of college

40. Sometimes what you expect to do isn't the same as what you'd like to do. How far in school will you really go?
Check one:
1 _______ quit now
2 _______ go to high school for a while
3 _______ graduate from high school
4 _______ go to school to be a secretary or learn a trade
5 _______ go to college for a little while
6 _______ graduate from college
7 _______ more than 4 years of college

41. If you could have any job, which one would you like to have after you finish school?

42. Sometimes the job you get is not the job you wish for. What kind of job do you think you will get after you finish school?

43. Have either of your parents (or guardians) talked with you about any of the following subjects? (Check yes if they have, no if they haven't.)
<table>
<thead>
<tr>
<th>Subject</th>
<th>Don't Know</th>
<th>1</th>
<th>2</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Menstruation</td>
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<tr>
<td>Nocturnal emissions (wet dreams)</td>
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<tr>
<td>Coitus (sexual intercourse)</td>
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<tr>
<td>Pregnancy</td>
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<tr>
<td>Contraceptives</td>
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<tr>
<td>Abortion</td>
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<tr>
<td>Orgasm (climax)</td>
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<tr>
<td>Venereal disease</td>
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<tr>
<td>Masturbation</td>
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<td>Sex perversions</td>
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<td>Pleasure of sexual relations</td>
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<td>Difficulty of controlling emotions</td>
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<td>Differences between girls and boys</td>
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<td>Necking and petting</td>
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<td>Premarital sex behavior</td>
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<tr>
<td>Where to go on dates</td>
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<tr>
<td>How to act when on dates</td>
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<tr>
<td>Immorality of sexual behavior</td>
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<tr>
<td>Your church's view of sexual behavior</td>
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</table>

44. Where did you get most of your information about the following subjects?

45. How old were you when you first learned about them?

Check source.

<table>
<thead>
<tr>
<th>At What Age</th>
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<th>1</th>
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<tbody>
<tr>
<td>Menstruation</td>
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<td>At What Age</td>
<td>Other</td>
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46. How adequate would you say that your first information about sex was?

1. Poor
2. Adequate
3. Very adequate

47. Where did you get your first information about menstruation?

Check one:
0 never received any information
1 church
2 school
3 reading books
4 girl friends
5 older sister
6 mother
7 others (whom)

48. If your mother provided you with information about menstruation, how well did she prepare you for your first period?
1 Poorly
2 Adequately
3 Very adequately

48a. What was your first reaction upon finding out that you were menstruating?
Check one:
0 have never menstruated
1 very scared
2 shocked or frightened
3 indifferent
4 simply accepted it as part of growing up
5 gratified
6 related or thrilled

48b. At what age did you first experience menstruation?
Check one: 1 under ten
2 ten
3 eleven
4 twelve
5 thirteen
6 fourteen
7 fifteen
8 sixteen
9 over sixteen
0 never have menstruated
48c. Do you think it is primarily the responsibility of your mother to provide you with the information to prepare you for your first menstrual period?

Check one:
1_________ No, she would probably be too embarrassed and uncomfortable about it.
2_______ No, we could be better taught in school.
3_______ I'm not sure, it depends!
4_______ Yes, if she feels at ease about it.
5_______ Yes, definitely. It's her duty to her daughter.

49. Where did you get your first information about "wet dreams" or nocturnal emissions?

Check one:
0________ never received any information
1_______ church
2_______ school
3_______ reading books
4______ boyfriends
5_______ older brother
6_______ mother
7_______ father
8_______ others (whom) ____________________

50. Question 50 is omitted as it does not pertain to the thesis in any way.

51. If you wanted to know something about your body, do you feel you could talk with your parents about it?

Check one:
1_______ No, I have tried and they always avoid the subject.
2_______ No, we just don't talk about things like this in our family.
3_______ I'm not sure. I never tried.
4______ Yes, if it was the right time and place.
5_______ Yes, they always answer my questions about things like this.
51a. If you cannot talk about sex with your parents, why do you suppose this is so?

52. If you had your choice, would you like to learn more about the following subjects? (Check those which you would like to learn about.)

As many as you prefer.

1. menstruation
2. nocturnal emissions (wet dreams)
3. coitus (sexual intercourse)
4. pregnancy
5. contraceptives
6. abortion
7. orgasm (climax)
8. venereal disease
9. masturbation
10. sex perversions
11. sex deviants
12. pleasure of sexual relations
13. difficulty of controlling emotions
14. differences between boys and girls
15. necking and petting
16. premarital sexual behavior
17. appropriate dating behavior
18. morality of sexual behavior
19. your church's view on sexual behavior
20. embryo development

53. If you had your choice, would you prefer that your parents or your teachers provide this information for you?

Check for each topic:

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<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
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<tbody>
<tr>
<td>Neither</td>
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<tr>
<td>Teachers</td>
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<tr>
<td>Parents</td>
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</tbody>
</table>

1. menstruation
2. nocturnal emissions
54. If you had the opportunity for learning about any of the following subjects in your school, would you check those topics about which you would like to learn more than you now know?

Yes, I would like to know more about:

1. physical growth
2. children and child development
3. personality development
4. dating
5. courtship and engagement
6. marriage preparation
7. family living

<table>
<thead>
<tr>
<th></th>
<th>Neither</th>
<th>Teachers</th>
<th>Parents</th>
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<tr>
<td>3.</td>
<td>coitus</td>
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<td>4.</td>
<td>pregnancy</td>
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<td>5.</td>
<td>contraceptives</td>
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<td>6.</td>
<td>abortion</td>
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<td>7.</td>
<td>orgasm (climax)</td>
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<td>8.</td>
<td>venereal disease</td>
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<td>9.</td>
<td>masturbation</td>
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<td>10.</td>
<td>sex perversions</td>
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<td>11.</td>
<td>sex deviants</td>
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<td>12.</td>
<td>pleasure of sexual relations</td>
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<td>13.</td>
<td>difficulty of controlling emotions</td>
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<td>14.</td>
<td>differences between boys and girls</td>
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<td>15.</td>
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<td>16.</td>
<td>premarital sexual behavior</td>
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<td>17.</td>
<td>appropriate dating behavior</td>
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<td>18.</td>
<td>morality of sexual behavior</td>
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<td>19.</td>
<td>your church's view on sexual behavior</td>
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<td>20.</td>
<td>embryo development</td>
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</table>
If you had the opportunity to learn more about the subjects listed in Question 54 and such information were to be taught in your school would you prefer that the material be taught as a unit within the regular courses now taught, or prefer that there be special courses which could be taken, or would you prefer that the material be made an integral part of your entire school experience from kindergarten through senior high? (Please check one!)

1. special units
2. special courses
3. integrated throughout
4. other (specify) ____________

If your school were to teach about the following areas of information, would you prefer that the material be taught as a unit within the regular courses being taught, or would you prefer that there be special courses which could be taken for credit, or would you prefer that the material be integrated through the entire school experiences from kindergarten to senior high?

<table>
<thead>
<tr>
<th>Units</th>
<th>Special Courses</th>
<th>Integrated</th>
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<tbody>
<tr>
<td>1. physical growth</td>
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<td>2. children and child development</td>
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<td>3. personality development</td>
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<td>4. dating</td>
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<td>5. courtship and engagement</td>
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<td>6. marriage preparation</td>
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<td>7. family living</td>
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<td>8. sex education</td>
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<td>9. marriage and family problems</td>
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<td>10. divorce and broken homes</td>
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<tr>
<td>11. sex and society</td>
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</tbody>
</table>

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57. If this kind of information were taught by your school, do you think that it ought to be taught for boys only, girls only, or both boys and girls?

<table>
<thead>
<tr>
<th>1. physical growth</th>
<th>Boys</th>
<th>Girls</th>
<th>Both</th>
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</thead>
<tbody>
<tr>
<td>2. children and child development</td>
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<td>3. personality development</td>
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<td>4. dating</td>
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<td>5. courtship and engagement</td>
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<td>9. marriage and family problems</td>
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<td>10. divorce and broken homes</td>
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<tr>
<td>11. sex in society</td>
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58. Why do you feel you would like to learn more about any of the kinds of information listed above? __________

59. From the way your parents informed you, or failed to inform you about sex, what did you conclude about sex in marriage?

Check all that apply:

1. ______ Sex was dirty, vulgar or shameful.
2. ______ Sex wasn't for children to know about.
3. ______ Sex was something for women to tolerate in marriage.
4. ______ Sex was for having children.
5. ______ Sex was an acceptable part of husband-wife relationship.
6. ______ Sex was for having children and for mutual husband-wife enjoyment.
7. ______ Sex was not to be talked about but was beautiful.
8. ______ Sex was a beautiful experience in marriage.
0. ______ Other (what?) ___________________________
60. How do you feel about the giving of sex information to children? Check for each statement whether you agree or disagree.

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<tbody>
<tr>
<td>1. Under no consideration should children be given sex information.</td>
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<td>2. Only if the child asks questions.</td>
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<td>3. Might as well give information, as they will find out anyway.</td>
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<td>4. Information should be limited to the study of plants and flowers.</td>
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<td>5. Children should be discouraged from asking intimate questions.</td>
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<td>6. Knowing about sex will encourage children to experiment with it.</td>
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<td>7. Sex information is unnecessary if the right moral principles are taught.</td>
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<td>8. Any sex information given out must be truthful.</td>
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<td>9. Sex education is an important duty of parenthood.</td>
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<td>10. Sex information is important to healthy living and maturity.</td>
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61. How do you feel about abortion? For each statement check whether you agree or disagree with it.

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<tbody>
<tr>
<td>1. Equivalent to murder.</td>
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<td>2. Unnecessary from the standpoint of maternal health.</td>
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</tbody>
</table>
62. What are your attitudes toward marriage? For each of these statements please check the response that best reflects your own attitude about it.

1 2 3
Disagree Uncertain Agree
3. Morally wrong in spite of its possible benefits
4. Has both advantages and disadvantages
5. A therapeutic health measure
6. A form of birth control
7. The solution to many of our social problems

63. How do you feel the family fits into the pattern of modern society? Check those statements that apply to your view of modern society.

1 2 3
Disagree Uncertain Agree
1. The family is the most necessary and the basic unit of society.
2. A family is a way of grouping individuals for living and learning.
3. A family is for the protection of the young and the weak.
4. A family is one way of grouping people, but there are other ways.
5. A family is an unnecessary aspect of today's society and will eventually die out as a part of modern society.

64. Do you ever have any doubts about your fair chances of having a successful marriage?

1. I don't intend to ever marry
2. Frequently
3. Occasionally
4. Rarely
5. Never

65. Which of the following most nearly represents your opinion on sex standards for men and women before marriage?

1. No sexual relations for either
2. Sexual relations for men only
3. Sexual relations between engaged couples only
4. Sexual relations for both

66. What do you think is the ideal number of children in a family?

Boys
Girls
Total

67. How do you think a couple should determine the size of their family? Please check whether you agree or not with each of the following statements.

1. They should do nothing and have as many children as they get.
2. They should stop having children when they get as many as they want. ___ ___ ___
3. One partner should be sterilized after they get the number they want ___ ___ ___
4. They should abstain from sexual relations unless they want a child. ___ ___ ___
5. They should use some type of birth control device after they have as many children as they want. ___ ___ ___
6. They should use birth control methods in planning, having and spacing their children. ___ ___ ___

68. Do you believe that birth control information should be made available to: (Check those whom you feel should be given this information.)

Check one:
1____ Should not be available to anyone!
2____ Married women only
3____ Married men and women only
4____ Single girls/women who have had children out of wedlock
5____ All who ask for birth control information (married or single)
6____ Other (specify) _______________________

The following questions are concerned with the use and non-use of birth control methods.

69. What was your age when you first began to have sexual intercourse?

Check one: 1____ less than 13 years old
2____ 13
3____ 14
4____ 15
5____ 16
6____ 17
7____ 18
70. After your first experience with intercourse, about how often have you had sexual intercourse?

Check one:
1______almost never
2______less than once a week
3______once a week
4______several times a week
5______other (specify)______________________________

71. About how long after you had your first intercourse experience, did you become pregnant?

Check one:
1______two or three months
2______four to six months
3______seven months to a year
4______one year
5______two years
6______three years
7______over four years

72. When you had intercourse, have you ever tried to use any methods of birth control to keep from having babies?

Check one:
1______no (go on to question 73.)
2______yes

72a. When you have had sexual relations in the past, how often did you use birth control?

Check one:
1______hardly ever
2______occasionally
3______sometimes
4______usually

72b. Which types of birth control have you ever tried or used when having sexual relations? Check as many as you have tried.

1______rhythm (safe period)
2______suppository
73. Which of the following types of methods of birth control have you heard about? Check as many as apply.

1. rhythm method (safe period)
2. suppository
3. douche
4. jelly/cream/foam
5. diaphragm
6. intrauterine device
7. condom or rubber
8. the "Pill"
9. other ________________________

73a. Do you remember where you first learned about birth control?

Check one:
1. no
2. yes About how old were you? __________

If yes, which of the following sources, if any, provided you with this information? Check as many as apply.

1. books, magazines, newspapers
2. friends
3. parents
4. other relatives
5. medical sources--doctor, nurse, etc.
6. other sources (please list) ____________________

_________________
Which of the following statements about birth control do you agree with, if any? Check one for each statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>Birth control often doesn't work even if you are careful.</td>
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<tr>
<td>The best kind of birth control is the kind the boy uses.</td>
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<tr>
<td>The kind of birth control that a woman has to put inside of herself makes me feel a little sick.</td>
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<td>I don't think I know enough about how to use birth control.</td>
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<td>Even if I could, I don't think I would want to use birth control every time I had sexual relations.</td>
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<tr>
<td>Using birth control sometimes keeps girls from enjoying sexual relations.</td>
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<tr>
<td>Birth control pills are not harmful even if you use them regularly.</td>
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</tbody>
</table>

In answering the questions in this study do you believe that you were:

1. _______dishonest in most instances
2. _______dishonest in some instances
3. _______truthful in most instances, but not all
4. _______as honest and truthful as possible
APPENDIX B
1. If you were free to go as far as you wanted to go in school, how far would you like to go?
   1. I'd like to quit right now.
   2. I'd like to go to high school for a while.
   3. I'd like to graduate from high school.
   4. I'd like to go to secretarial or trade school.
   5. I'd like to go to college.

2. Sometimes what we would like to do is not the same as what we really expect to do. How far in school do you expect you will really go?
   1. I plan to quit as soon as I can.
   2. I plan to continue in high school for a while.
   3. I plan on graduating from high school.
   4. I plan on going to secretarial or trade school.
   5. I plan on going to college.

3. There are many people who are concerned about how well young people do in school. From the list of people below, please indicate the one group you feel is most concerned about how well you do in school.
   1. My relatives
   2. My guidance counselor
   3. My close friends
   4. My teachers
   5. My parents

4. Which of the following list of people do you feel are most important to you?
   1. My relatives
   2. My guidance counselor
   3. My close friends
   4. My teachers
   5. My parents

5. When it comes to social activities and recreation and fun, which of the following people are most important to you?
   1. My relatives
2. My social club friends
3. My close friends
4. My brothers and sisters
5. My parents

6. Forget for the moment how teachers have graded your school work in the past. Please tell us how you feel about the kind of work you do in your classes.

1. My work is much below average.
2. My work is below average.
3. My work is average.
4. My work is good.
5. My work is excellent.

7. What kind of grades do you think you are capable of getting in your classes?

1. Mostly E's
2. Mostly D's
3. Mostly C's
4. Mostly B's
5. Mostly A's

8. What kind of grades do you think your parents feel you are capable of getting in your classes?

1. Mostly E's
2. Mostly D's
3. Mostly C's
4. Mostly B's
5. Mostly A's

9. What kind of marks in school would you have to get to make your parents happy?

1. My parents don't care what marks I get in school.
2. Mostly C's
3. Mostly B's
4. Mostly A's
5. Just as long as I do my best, they are happy.

10. Compared with your close friends, how do you rate yourself in school ability?
1. I am the poorest.
2. I am below average.
3. I am average.
4. I am above average.
5. I am the best.

11. How do you rate yourself in school ability compared with those in your classes?
   1. I am the poorest.
   2. I am below average.
   3. I am average.
   4. I am above average.
   5. I am the best.

12. What kind of grades do you usually get in your classes?
   1. Mostly E's
   2. Mostly D's
   3. Mostly C's
   4. Mostly B's
   5. Mostly A's

The next few questions deal with how you feel about your teachers. In general:

13. Would you say that you get along well with the teachers that you have had in your classes?
   1. Definitely not.
   2. Probably not, for the most part.
   3. Not sure either way.
   4. Yes, for the most part.
   5. Yes, definitely.

14. Would you say that the others in your school have made you feel that they are interested in you?
   1. Definitely not.
   2. Probably, not for the most part.
   3. Not sure either way.
   4. Yes, for the most part.
   5. Yes, definitely.
15. Would you say that the teachers you have had have always been fair with you?

1. Definitely not.
2. Probably not, for the most part.
3. Not sure either way.
4. Yes, for the most part.
5. Yes, definitely.

16. Have you been able to talk to your teachers as often as you needed to about the work you do in school?

1. Definitely not.
2. Probably not, for the most part.
3. Not sure either way.
4. Yes, for the most part.
5. Yes, definitely.

17. Have teachers discouraged you from using your own opinions when answering questions in classes?

1. Definitely not.
2. Probably not, for the most part.
3. Not sure either way.
4. Yes, for the most part.
5. Yes, definitely.

Now we would like to ask you to tell us how you feel about your school. To answer these questions use the following categories to indicate your feelings. Then blacken in the number of the statement that best describes how you feel, on the answer sheet.

1. Strongly disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly agree

18. What I learn in school helps me grow and develop better as a person.

19. I am happy about being in this school.

20. The problems of this school are important to me.

21. I feel pleased when I tell people that I am a student of this school.
22. One of the best things that has happened to me is when I came to this school.

23. This school provides opportunities for me to become actively involved in the selection and planning of our class projects.

24. I find most of my classes in this school enjoyable and interesting.

25. I find most of what I am being taught very important for helping me get along in life.

26. I find little meaning in what I am supposed to be learning in most of my classes in this school.

27. There is very little in my classes that makes sense to me.

28. In my classes in this school I have opportunities to do things that I am good at.

29. School is just a place for the student to be criticized and failed.

30. Most of my school work is boring and frustrating.

31. I find most of my school activities enjoyable.

The following items are more concerned with how you feel about yourself. Answer in the same ways as you did above.

32. Usually I have difficulty in making friends.

33. Generally I have difficulty in making friends with members of the opposite sex.

34. Compared with other boys or girls of my sex, I am satisfied with the way I look.

35. When I am with my friends, I am confident that things will work out okay, and that it will be enjoyable and fun for both me and my friends.

36. Most of the time I like myself.

37. Many times I do not understand why I do the things I do.

38. Often I don't understand myself.
39. I often find myself being discouraged and frustrated.
40. I often wonder what life is all about.
41. Being different from others bothers me.
42. I want to understand myself better.
43. I want to understand why others are like they are.

Which of the following statements do you agree or disagree with? Answer the same as Q. 18-Q. 43.

44. It is only wishful thinking to believe that I can really influence what happens in my school.
45. Whether one likes it or not, chance plays an awfully large part in what happens in school.
46. More and more I feel helpless in the fact of what's happening in school today.
47. Persons like myself have little chance of protecting our personal interests when they conflict with those of other groups in the school.
48. In spite of what people say, the lot of the average student is getting worse.
49. These days a student doesn't really know who he can count on.
50. Now-a-days a student has to pretty much live for today and let tomorrow take care of itself.
51. There is little use of talking to school officials because often they aren't really interested in the problems of the average student.
52. If the odds are against you in your work at school, you can come out on top by hard work, sticking to it, and keeping at your studies.
53. In this school you have to learn what the teachers say you must.
54. In this school you cannot use your own initiative or imagination.
55. Whatever happens to a person in the future is largely a matter of fate or luck.
56. Good luck is more important than hard work for success.

57. Every time I try to get ahead someone or something stops me.
PART ONE: GENERAL INFORMATION

1. Class in school:
   ____Freshman  ____Junior
   ____Sophomore  ____Senior

2. What is your religion (specific denomination)?

How often do you attend church?
   ____More than once a week
   ____Once a week
   ____Once every two weeks
   ____Once a month
   ____Seldom
   ____Never

Is your parents' religion the same as yours?
   ____Yes  ____No

Are both parents' religion the same or different?

3. Are your parents:
   ____Living together  ____Divorced
   ____Separated  ____Missing

Are you living with your parents?  ____Yes  ____No

If you are not living with your parents, indicate with whom:

   ____Guardian
   ____Relative (please specify)
   ____Other (please specify)

4. Father living?  ____Yes  ____No

Occupation of father or male guardian with whom you have lived the longest:

Father's or male guardian's education (be specific as to when he stopped his schooling):
5. Mother living? ____Yes ____No

Occupation of mother or female guardian with whom you have lived the longest: ________________________________

Mother's or female guardian's education (be specific as to when she stopped her schooling): ________________________________

6. Number of brothers______Their ages____________________
Number of sisters ____Their ages___________________________

7. How old were you when you had your first date?____

8. Do you prefer to go steady or date the field?_____ 

9. Have you ever wished you were of the opposite sex?
   ____Often ______Seldom
   ____Sometimes ______Never

10. How many different boys did you date in Junior High School ________, in High School ________?

11. Your scholarship average in High School:
   ____A ____C
   ____B ____D

12. Are you planning to go to college? ____Yes ____No
If the answer is no, explain whether this is what you want or whether you feel you cannot attend college. ____________________________________________________________

PART TWO: PARENT-CHILD RELATIONSHIP

13. What is your relationship with your parents at the present time?

   With Your Father With Your Mother
   ____Very close ____Very close
   ____Close ______Close
   ____Somewhat close ____Somewhat close
   ____Not close ______Not close
   ____Distant ____Distant
14. Of all the persons you have known, who do you think impressed you the most favorably during your childhood years from 1 to 12 years of age?

Check one:

___ Mother
___ Father
___ Brother or sister
___ Teacher
___ Grandparent
___ Stepparent
___ Friend of the opposite sex
___ Friend of the same sex
___ Other (who?) __________________

15. Of all the persons you have known, who do you think impressed you the most favorably during high school?

Check one:

___ Mother
___ Father
___ Brother or sister
___ Teacher
___ Grandparent
___ Stepparent
___ Friend of the opposite sex
___ Friend of the same sex
___ Other (who?) __________________

16. What two people did you most dislike being with during childhood, from the ages of 1 to 12 years? (Indicate their relationship, not their name—example—father.)

________________________  __________________

17. What two people do you dislike being with now?

________________________  __________________

18. If you had to live on an uninhabited island for ten years, what two people would you like most having with you?

________________________  __________________
19. What two people would you like having least with you?

------------------------

20. If you had been your father, what two things would you have changed in your family life?

(a)

(b)

21. If you had been your mother, what two things would you have changed in your family life?

(a)

(b)

22. What two things would you change about your life if you had it to live over again?

(a)

(b)

23. How do you feel your standards compare with those of your parents?

Check one of the following for each parent listed:

Mother                             Father
___Very similar              ___Very similar
___Similar
___Somewhat similar           ___Somewhat similar
___Somewhat dissimilar        ___Somewhat dissimilar
___Very dissimilar            ___Very dissimilar

If at all dissimilar, do you feel your standards are more or less strict than those of your parents? ___

24. How do you feel your standards compare with those standards of others your own age?

___Very similar              ___Somewhat dissimilar
___Similar
___Somewhat similar           ___Dissimilar
___Somewhat dissimilar         ___Very dissimilar

If at all dissimilar, are your standards more or less strict than those your own age?
25. How do you feel your standards compare with those standards of your very close friends?

___ Very similar ___ Somewhat dissimilar
___ Similar ______ Dissimilar
___ Somewhat similar ___ Very dissimilar

26. From the way your parents informed you, or failed to inform you about sex, what did you conclude about sex?

___ Sex was a beautiful experience in marriage
___ Sex was an acceptable part of husband-wife relationships
___ Sex was something women had to tolerate in marriage
___ Sex was dirty and vulgar
___ Sex was for having children only
___ Sex wasn't for children to know about
___ Sex was for having children and for mutual husband and wife enjoyment
___ Sex was not to be talked about but was beautiful
___ Other (what?) ______________________________

PART THREE: SEX INFORMATION AND ATTITUDES

27. Do you feel for the most part that your life goals are being achieved or not being achieved?

___

28. Do you feel there are sufficient pastimes and types of entertainment for your use or that it is difficult to find things to do?

___

29. Do you think your standards (beliefs) regarding sex before marriage

___ are likely to change in the future.
___ are somewhat likely to change in the future.
___ are slightly likely to change in the future.
___ are slightly unlikely to change in the future.
___ are somewhat unlikely to change in the future.
___ are very unlikely to change in the future.
30. Have your attitudes toward sexual behavior changed since you have begun dating?  
   ___Yes  ___No
   If yes, have they become more strict or less strict?  
   Please explain how many times they have changed and at what ages.

31. I believe that my sexual behavior and the sexual standards in which I believe are:
   in agreement with each other  ___Yes  ___No
   in disagreement with each other  ___Yes  ___No
   Please explain your answer if your sexual behavior differs from your sexual standards.

32. For engaged women it is proper to allow:
   ___Kissing  ___Petting  ___Full sexual relations
   For engaged men it is proper to allow:
   ___Kissing  ___Petting  ___Full sexual relations

33. Summarize your feelings toward your past serious relationships as a whole. Do you feel they have been helpful or harmful in the formulation of your present attitudes?

34. Do you think your standards should apply to others?  
   ___Yes  ___No
   Please explain your answer.
TABLES OF STATISTICAL CORRELATIONS

The statistical relationships within the context of this thesis have been based on the value of the Pearsonian \( r \) at .05 level of significance. A correlation point of .168 is regarded as a significant level of correlation between variables.

The following variables are utilized in tables of statistical correlation to give a more adequate presentation of their existing relationships: (1) religious importance; (2) church attendance; (3) mother's church attendance; (4) father's church attendance; (5) grades received by the unwed mother; (6) educational aspirations; (7) educational expectations; (8) unwed mother's school ability as interpreted by her friends; (9) ability to complete college; (10) grade capability; (11) expectations of educational obtainment possible for unwed mother held by friends and parents; (12) parental happiness with daughter's academic work; (13) age at first coitus; (14) time lapse between first coitus and pregnancy; (15) availability of birth control information; (16) use of birth control techniques; (17) attitudes toward birth control; (18) frequency of birth control use; (19) parent-child relationship; (20) difficulty of making friends; (21) physical appearance; and (22) level of interpersonal confidence.
A designation of "S" will denote a level of significant correlation in the following statistical tables while that of "NS" will denote an absence of significant correlation.

TABLE D-1.-Importance of religion and the unwed mother's church attendance correlated with the church attendance of her parents

<table>
<thead>
<tr>
<th>Unwed Mother</th>
<th>Church Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Importance of Religion to Unwed Mother</td>
<td></td>
</tr>
<tr>
<td>.26 S</td>
<td>.16 S</td>
</tr>
<tr>
<td>.51 S</td>
<td>.25 S</td>
</tr>
</tbody>
</table>

TABLE D-2.-The unwed mothers' grade ability, expectations, and aspirations correlated with variables pertaining to educational achievement

<table>
<thead>
<tr>
<th>Unwed Mothers' Grade Capability</th>
<th>Parental Satisfaction</th>
<th>Parental Expectations</th>
<th>Friends' Expectations</th>
<th>Ability Compared With Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades Received</td>
<td>.04 NS</td>
<td>.33 S</td>
<td>.32 S</td>
<td>.03 NS</td>
</tr>
<tr>
<td>Educational Aspirations</td>
<td>-.11 S</td>
<td>.11 NS</td>
<td>.69 S</td>
<td>.65 S</td>
</tr>
<tr>
<td>Educational Expectations</td>
<td>.10 NS</td>
<td>-.10 NS</td>
<td>.18 NS</td>
<td>.26 S</td>
</tr>
<tr>
<td>School Ability--Friends</td>
<td>.08 NS</td>
<td>.18 S</td>
<td>.33 S</td>
<td>.09 NS</td>
</tr>
<tr>
<td>Ability to Complete College</td>
<td>.18 S</td>
<td>.18 S</td>
<td>.32 S</td>
<td>.23 S</td>
</tr>
</tbody>
</table>
TABLE D-3.-Premarital sexual intercourse and variables relating to birth control

<table>
<thead>
<tr>
<th>Unwed Mother</th>
<th>Availability of Birth Control</th>
<th>Frequency of Coitus</th>
<th>Use of Birth Control</th>
<th>Frequency of Birth Control Use</th>
<th>Time Lapse*</th>
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<tbody>
<tr>
<td>Age at 1st Coitus</td>
<td>.20 S</td>
<td>.40 S</td>
<td>.45 S</td>
<td>.17 S</td>
<td>.04 NS</td>
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<tr>
<td>Attitudes Toward Birth Control</td>
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<td>-</td>
<td>.37 S</td>
<td>.59 S</td>
<td>.11 NS</td>
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<tr>
<td>Use of Birth Control</td>
<td>.59 S</td>
<td>.60 S</td>
<td>-</td>
<td>-</td>
<td>.16 S</td>
</tr>
<tr>
<td>Frequency of Coitus</td>
<td>.37 S</td>
<td>-</td>
<td>-</td>
<td>.60 S</td>
<td>.02 NS</td>
</tr>
</tbody>
</table>

*Between first intercourse experience and pregnancy.
<table>
<thead>
<tr>
<th>Unwed Mother</th>
<th>Availability of Birth Control</th>
<th>Age at 1st Coitus</th>
<th>Frequency of Coitus</th>
<th>Time Lapse</th>
<th>Use of Birth Control</th>
<th>Frequency of Birth Control Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Importance of Religion to Unwed Mother</td>
<td>.05 NS</td>
<td>.17 S</td>
<td>-.06 NS</td>
<td>-.18 S</td>
<td>-.03 NS</td>
<td>.04 NS</td>
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<tr>
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<td>-.07 NS</td>
<td>.27 S</td>
<td>.11 NS</td>
<td>-.11 NS</td>
<td>.09 NS</td>
<td>.00 NS</td>
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<td>Parent-child Relationship</td>
<td>-.20 S</td>
<td>.32 S</td>
<td>-.00 NS</td>
<td>.00 NS</td>
<td>-.05 NS</td>
<td>.13 NS</td>
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<td>Age of First Date</td>
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<td>.17 S</td>
<td>.08 NS</td>
<td>.18 S</td>
<td>.07 NS</td>
<td>.08 NS</td>
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<tr>
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<td>.04 NS</td>
<td>-.06 NS</td>
<td>.04 NS</td>
<td>.03 NS</td>
<td>.02 NS</td>
</tr>
<tr>
<td>Physical Appearance</td>
<td>.02 NS</td>
<td>.06 NS</td>
<td>-.08 NS</td>
<td>.12 S</td>
<td>.00 NS</td>
<td>-.16 S</td>
</tr>
<tr>
<td>Interpersonal Confidence</td>
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<td>-.04 NS</td>
<td>-.08 NS</td>
<td>-.00 NS</td>
<td>-.03 NS</td>
</tr>
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BIBLIOGRAPHY


