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Factors Influencing Decisions Regarding  
Sexual Behavior of Adolescent Girls

by

Lois J. Welches

DISSERTATION

Submitted in partial satisfaction of the requirements for the degree of

DOCTOR OF NURSING SCIENCE

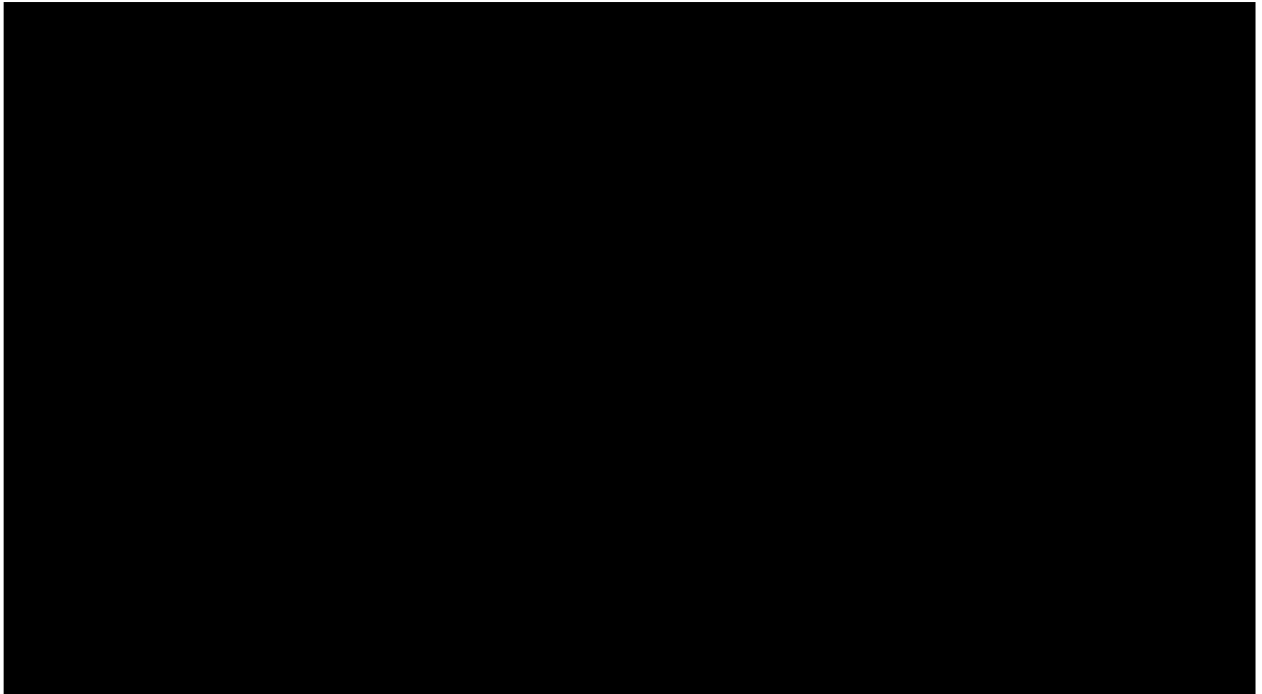
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## ABSTRACT

### Factors Influencing Decisions Regarding Sexual Behavior of Adolescent Girls

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University of California, San Francisco, 1976

The purpose of this study was to determine whether variables believed to influence a young woman's decision to have or not to have sexual intercourse during adolescence would differentiate sexually experienced and sexually inexperienced young women. The conceptual framework for the study was derived from theories of psycho-sociological, biological, and intellectual development, and the psychology of coping. All subjects (49 sexually inexperienced; 26 sexually experienced) attended a high school in the Central Valley of California.

Variables selected for study encompassed seven general areas: demographic data; relationships with parents; relationships with peers; dating behavior; attitudes toward family planning, contraception, and abortion; and personality factors. These variables were operationalized in the employment of four instruments; The Personal Values Abstract (Gough, 1972); the Population Policy Questionnaire (Gough, 1975); the Locus of Control Scale (Rotter, 1966); and investigator-created items. An in-depth interview was done with nine young women whose names were randomly selected from the total sample.

Sexually experienced young women, on the average, were found to be older, to feel more distant from both parents, to be dating more, and to have more steady boyfriends than their inexperienced peers. They also were more modern in outlook toward life, and tended to have somewhat more favorable attitudes toward family planning, abortion, and population control. However, both experienced and inexperienced subjects generally had more negative attitudes toward birth control and abortion than would be found among older women.

Sexual experience increased with the particular pattern of relationships that the young woman perceived to exist within her own family. The fewest sexually experienced young women were found in families where the relationships with and between the parents were perceived by the young woman to be above average. This closeness within the family provided for some young women a secure base from which to move out of the family to form friendships with members of both sexes. When, however, the sexually inexperienced daughter was too close to either both parents or to one parent, especially the father, she seemed to have greater difficulty moving to more intimate relationships outside the family. The ratio of sexually experienced to sexually inexperienced young women increased when the relationship with both parents was perceived by the daughter to be below average, and further increased when the relationship with the mother was seen as above average and the relationship with the father as below average. The greatest

proportion of sexually experienced young women was found in the group whose relationship with the father was perceived to be above average, and that with the mother was perceived to be below average.

## ACKNOWLEDGMENTS

Primary responsibility for the doctoral dissertation undoubtedly lies with the candidate, however, the report found herein represents the cumulative efforts and contributions of many faculty, friends, and family members.

I owe my deepest gratitude to each parent with whom I talked, and especially to the young women who participated in this study. This is a report of their attitudes and behavior, and without their cooperation it would not exist. The administrative staff of the high school that the subjects attended gave their genuine support, and spent countless hours contacting students and arranging for space.

To Dr. Ramona Mercer for her constant enthusiasm and assistance as the chairperson of my committee, I extend my warmest thanks. Dr. Shirley Chater foresaw problems I could not have imagined and saved me hours of hard work and heartache. Under the expert tutelage of Dr. Harrison Gough I learned to construct a questionnaire, and to find new meaning and greater depth in the analysis of data.

The conceptual framework for this research had its origin in my study with Miss Betty Highley. Dr. Eugenia Waechter taught me nearly all I know about child development, and further stimulated my interest in theories of adolescence.

My fellow-students were constant in their support

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Deep appreciation is expressed to Mr. William Uerkvitz whose graphic of the O-types appears as Figure 1 of this report. He did the graphic out of the kindness of his heart as a special favor to my brother, Mr. Charles Welches.

Drs. Lillian and Douglass Cartwright paved the way to my knowing and having the privilege of working with Dr. Gough, and read and critiqued portions of my paper. Very special gratitude is extended to Dr. Douglass Cartwright for standing firm in his optimism and belief in me.

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## TABLE OF CONTENTS

|      |   |     |
|------|---|-----|
| I.   | The Problem of Sexuality During Adolescence. . . . .                | 1   |
|      | Purpose of the Study. . . . .                                       | 1   |
|      | Background. . . . .   | 1   |
|      | Study Question. . . . .   | 4   |
|      | Conceptual Framework. . . . .                                       | 5   |
|      | Situational antecedent factors. . . . .                             | .6  |
|      | Personal antecedent factors. . . . .                                | 9   |
| II.  | Variables Influencing Decisions                                     |     |
|      | Literature Review. . . . .  | .13 |
|      | Sexual Attitudes and Behavior. . . . .                              | 13  |
|      | Contraception. . . . .  | 16  |
|      | Abortion. . . . .   | .19 |
|      | Parents. . . . .  | 26  |
|      | Peers. . . . .  | 28  |
|      | Achievement. . . . .  | 29  |
|      | Personality Factors. . . . .  | 29  |
| III. | Operationalizing the Variables and<br>Conducting the Study. . . . . | 32  |
|      | Study Instruments. . . . .  | 32  |
|      | Population Policy Questionnaire. . . . .                            | .34 |
|      | Test of Locus of Control. . . . .                                   | 36  |
|      | Personal Values Abstract. . . . .                                   | 37  |
|      | Goldsmith Items. . . . .  | .38 |
|      | Interview Schedule. . . . .   | 38  |
|      | Pretest. . . . .  | 39  |
|      | Data Collection. . . . .  | 39  |
|      | Obtaining permission to collect<br>data in high school. . . . .     | 39  |
|      | Acquiring the sample. . . . .                                       | 40  |
|      | Discussion of problems encountered. . . . .                         | 43  |
|      | The setting. . . . .  | .46 |
|      | The sample. . . . .   | 46  |
|      | Data collection procedure. . . . .                                  | .48 |
| IV.  | Findings. . . . .   | 51  |
|      | Variables Which Differentiated Subjects. . . . .                    | 51  |
|      | Clusters and O-Types. . . . .                                       | .56 |
|      | Variable analysis. . . . .  | .56 |
|      | Tvnology construction. . . . .                                      | .59 |
|      | Standardized Tests. . . . .   | .61 |
|      | Population Policy Questionnaire (PPQ). . . . .                      | .61 |



|       |  |     |
|-------|--|-----|
| IV.   | Findings (continued)   |     |
|       | Personal Values Abstract (PVA) . . . . .   | 62  |
|       | Locus of Control . . . . .   | 66  |
|       | Sexually Experienced Subjects . . . . .  | 67  |
|       | One partner only . . . . .   | 67  |
|       | Intercourse with two partners . . . . .  | 67  |
|       | Intercourse with three, four, or<br>more partners . . . . .                              | 68  |
| V.    | Adolescence and Sexuality  |     |
|       | Attitudes and Behavior . . . . .   | 70  |
|       | Attitudes Regarding Sexual<br>Intercourse During Adolescence . . . . .                   | 70  |
|       | Dating and Going Steady . . . . .  | 72  |
|       | Girl Friends . . . . .   | 76  |
|       | Achievement . . . . .  | 77  |
|       | Abortion . . . . .   | 78  |
|       | Sexual Behavior and Contraception . . . . .  | 85  |
|       | Population Policy Questionnaire . . . . .  | 89  |
|       | Personal Values Abstract . . . . .   | 93  |
|       | Modernity . . . . .  | 93  |
|       | Socialization . . . . .  | 94  |
|       | Femininity . . . . .   | 96  |
|       | Personal Values Abstract types . . . . .   | 96  |
|       | Parents . . . . .  | 99  |
|       | O-Types of Subjects and Antecedent<br>Factors . . . . .                                  | 115 |
|       | Positive relationship - both parents . . . . .   | 115 |
|       | Poor relationships - both parents . . . . .  | 122 |
|       | Above-average relationship - mother;<br>below-average relationship -<br>father . . . . . | 129 |
|       | Below-average relationship - mother;<br>above average relationship -<br>father . . . . . | 134 |
| VI.   | Conclusions . . . . .  | 139 |
| VII.  | Bibliography . . . . .   | 149 |
| VIII. | Appendices . . . . .   | 155 |
|       | A. Questionnaire for Teenagers . . . . .   | 155 |
|       | B. Interview Schedule . . . . .  | 164 |



## VIII. Appendices (continued)

|  |      |
|--|------|
| C. Letter from Investigator to Parents . . . | .168 |
| D. Postcards Sent to Parents . . . . .       | .170 |
| E. Consent Form . . . . .                    | .172 |
| F. Profiles of Unique Subjects . . . . .     | .174 |
| G. O-Type Worksheet . . . . .                | .176 |

## LIST OF TABLES AND FIGURES

|           |   |    |
|-----------|---|----|
| Table 1:  | Questionnaire Items Related to Study Variables. . . . .   | 33 |
| Table 2:  | Age Distribution (N=75). . . . .  | 46 |
| Table 3:  | Grade Distribution (N=75). . . . .  | 46 |
| Table 4:  | Socioeconomic Status by Each Parent (N=75). . . . .   | 47 |
| Table 5:  | Number of Siblings (N=75). . . . .  | 48 |
| Table 6:  | Variables Differentiating Subjects Who Had Had Sexual Intercourse (S) From Those Who Had Not Had Sexual Intercourse (NS). . . . . | 53 |
| Table 7:  | Sexual Activity by Race. . . . .  | 54 |
| Table 8:  | Sexual Activity by Household. . . . .   | 55 |
| Table 9:  | Cluster Items With Oblique Factor Coefficients and Communalities. . . . .   | 58 |
| Table 10: | Correlations Between Factor Estimates. . . . .  | 57 |
| Figure 1: | O-Types. . . . .  | 60 |
| Table 11: | Means and Standard Deviations for PPQ Norms and Study Population. . . . .   | 62 |
| Table 12: | PVA Means and Standard Deviations for Study Sample and Norms for High School Females. . . . .                                     | 62 |
| Table 13: | Intercorrelations Among Three PVA Scales. . . . .   | 63 |
| Table 14: | PVA Types for Subjects With Sexual Experience (S) and Without (NS) Compared to Norms by Percent. . . . .                          | 64 |
| Table 15: | PVA Typology Descriptions. . . . .  | 65 |
| Table 16: | Means and Standard Deviations for Locus of Control With Contraceptive Choice and Frequency of Use (N=26). . . . .                 | 66 |





|           |   |      |
|-----------|---|------|
| Table 17: | Frequency of Dating by Percent for Sexually Experienced and Inexperienced Young Women. . . . .                      | .72  |
| Table 18: | Number of Times Gone Steady by Percent for Sexually Experienced (S) and Inexperienced (NS) Young Women. . . . .     | .73  |
| Table 19: | Percent Responses to Goldsmith's Abortion Items. . . . .  | .79  |
| Table 20: | Percent Responses to Abortion Items Which Did Not Differentiate the Groups (N=75). . . . .                          | .83  |
| Table 21: | Percent of Sexually Experienced Young Women by Age. . . . .   | .86  |
| Table 22: | Frequency of Sexual Intercourse and Use of Contraceptives by Frequency and Percent. . . . .                         | .87  |
| Figure 2: | Population Policy Questionnaire Family Planning Attitude Scales. . . . .  | .90  |
| Table 14: | PVA Types for Subjects With Sexual Experience (S) and Without (NS) Compared to Norms by Percent (repeated). . . . . | .97  |
| Table 23: | Percentage of Subjects Scoring High on Each Scale. . . . .  | .98  |
| Table 24: | Items Related to Parents Which Differentiated Subjects. . . . .   | .99  |
| Table 25: | Cluster Profiles of O-Types Related to Sexual Experience (S). . . . .   | .113 |
| Figure 1: | O-Types (repeated). . . . .   | .114 |
| Table 26: | O-Type Profiles of Young Women Reporting Good Relationships With and Between Parents. . . . .                       | .116 |
| Table 27: | O-Type Profiles of Young Women Reporting Poor Relationships With Both Parents. . . . .                              | .122 |
| Table 28: | Young Women Who Had Above-Average Relationships With Mothers and Below-Average With Fathers. . . . .                | .130 |



Table 29: Young Women Who Had Below-Average Relationships With Their Mothers and Above-Average With Their Fathers. . . . . 134

CHAPTER I  
THE PROBLEM OF SEXUALITY  
DURING ADOLESCENCE

Purpose of the Study

This exploratory study was designed to determine whether selected variables believed to influence a young woman's decision regarding her sexual behavior during adolescence would differentiate among groups of young women who have had sexual intercourse and those who have not. Attitudes and behavior reported by adolescents were examined in relation to variables such as contraception, abortion, family relationships, peers, achievement, and personality factors.

Background

At no time in the history of this country has the sexual behavior of adolescents received the attention afforded it today. Both popular and professional literature abound with conjecture, opinion, explanation, and advice regarding premarital intercourse, contraception, abortion, and illegitimacy among adolescents. It is estimated that from 35% to 40% of teenagers have engaged in sexual intercourse by the age of 17 years (Kantner & Zelnik, 1972; Sorenson, 1973), and that of those who have sexual intercourse, three in ten become pregnant (Sklar & Berkov, 1974).

In 1971 California experienced a dramatic decline in overall conception, and especially in illegitimate births. In 1971 and 1972 the decline in illegitimacy leveled off, while the legitimate birth rate continued to fall. The only group of women to reverse the downward trend in illegitimacy were white teenagers for whom there was a reported rise of 3% between 1971 and 1972, and an additional rise of 3% in 1973 (Sklar & Berkov, 1974). This illegitimate birth rate among teenagers has continued to rise despite increasing availability of contraception and increased use of legal abortion. In fact, data from 14 states throughout the country reveal that illegitimate birth rates were higher in 1973 (and in 1974 in California) than in 1965, a year when legal abortion was not an available option (Sklar & Berkov, 1975).

Numberous biopsychological factors specific to an individual, and external factors such as parental strife and fewer social restrictions with increased opportunity for sexual intercourse are believed to be predisposing factors leading to teenage pregnancy (Coblner, 1970; Osofsky, 1971; Vincent, 1969; Young, 1954). Problems faced by the adolescent once she has become a mother include incomplete education, poor employment risk, low income, psychological and developmental problems, and social dependency for both the mother and her infant (Barglow, 1969; Martin, 1973).

Though a majority of adolescents report negative feelings regarding abortion, according to Berkov and Sklar



(1975), more abortions are reported among teenagers now than among any other group of women in the United States. Even those who believe that the psychological effects of abortion are insignificant do not deny the existence of problems; instead, they believe those problems that occur are of short duration and are resolved by the woman without lasting effects (Niswander, Singer, & Singer, 1972; Martin, 1973).

When adolescents are sexually active, few use a reliable contraceptive consistently. Nearly 80% of sexually experienced, unmarried adolescents, ages 15 to 19, who participated in a national survey in 1971, indicated that they had engaged in sexual intercourse without using any form of contraception (Kantner & Zelnik, 1972). Those who indicated they had consistently used contraceptives were found to have higher educational aspirations, were more concerned with population control, were more aware of the relationship of contraception to bodily function, and were not involved in religious activities (Beard, 1973; Shah, Zelnik, & Kantner, 1975). Interruption of their life plans appeared to be the greatest motivation for consistent use of contraceptives among these young women and, in the event that they did become pregnant, they stated that they would probably choose abortion (Beard, 1973).

Two studies preceding this present effort had as their purpose the identification of antecedent factors leading to sexual intercourse or pregnancy during adolescence.

Abernathy (1974) identified women at risk for unwanted pregnancy as the basis for a preventive approach to reach the adolescent for counseling and contraceptive assistance before she engaged in unprotected sexual intercourse. Jessor and Jessor (1975) followed both high school and college students over a period of four years and delineated attributes that would be characterized as precursors determining a readiness for or proneness toward the transition to nonvirginity. Findings of both studies are presented in the literature review.

This present study was designed to differentiate adolescent young women according to various factors that influence their decision regarding sexual behavior. Greater understanding of such groups and the factors which differentiate them could provide insight for health professionals and others responsible for establishing health care policies for adolescents. Knowledge of the attitudes and behavior of young women in relation to such factors will be useful in the development of measures designed to decrease the incidence of pregnancy for those young women who consider pregnancy undesirable during adolescence.

### Study Question

The question of the study was as follows: Will selected variables believed to influence a young woman's decision regarding her sexual behavior during adolescence differentiate young women who have had sexual intercourse and those who have not? The need to make decisions such as



whether or not to have sexual intercourse, to obtain and use contraceptives, or to have an abortion in the event of pregnancy, pose demanding and difficult problems for young women. Variables selected for measurement encompassed six general areas: achievement, attitudes toward family planning, contraception, and abortion; relationships with parents; relationships with peers; personality factors; and demographic data. These variables are operationally defined in Chapter III.

### Conceptual Framework

The conceptual framework for studying the decisions of adolescents regarding sexual behavior is derived from theories of psycho-sociological, biological, and intellectual development and the psychology of coping. Coping is regarded as

problem-solving efforts made by an individual when the demands he faces are highly relevant to his welfare (that is, a situation of considerable jeopardy or promise), and when these demands tax his adaptive resources. (Lazarus, Averill, & Opton, 1974, p. 250)

These authors view the coping process as the individual's response to a condition of potential threat and his perception of the alternatives for solution or mastery. The alternatives are intended to actualize some promise or to remove the individual from a situation of some jeopardy. The young woman's resources for coping are dependent upon her psycho-sociological, biological, and intellectual development.



Appraisal is "the process by means of which the stakes or potential outcome of a situation, and of the coping efforts adopted . . . are judged or evaluated" (Lazarus et al., 1974, p. 260). The processes of appraisal are a function of the situation in which the young woman finds herself, as well as belief systems, cognitive styles, and other personal dispositions that have developed over her lifetime. According to Lazarus and his colleagues, appraisal has three aspects: (1) primary appraisal related to the individual's judgment that some situational outcome will be harmful, beneficial, or irrelevant; (2) secondary appraisal refers to the individual's perception of the potential range of coping alternatives by which harm can be mastered or beneficial results achieved; (3) reappraisal refers to a change in the original evidence or to feedback from the effects of the individual's own reaction. Both qualities of the situation itself and a variety of personal attributes of the individual young woman may affect her appraisals and the nature of her coping behavior. Lazarus et al. refer to these factors as antecedent factors influencing coping. Antecedent factors are both situational and personal.

Situational antecedent factors. Situational factors include physical environment (climate, terrain); social environment (roles, mores, customs); population characteristics (density, homogeneity); and the individual's perception of the difficulty or importance of the problem at



hand. An example of a situational factor which may add to the complexity of the adolescent's dilemma regarding sexual behavior is the conflict between the apparently changing attitudes and the more traditional attitudes toward morality in this country.

Morgenthau and Sokoloff (1972) and Godenne (1974) present two opposing views regarding sexual behavior of adolescents which prevail in the United States today. On one hand, sexual mores are regarded as outdated. Teenagers are not only believed to be biologically, psychologically, and socially ready for sexual intercourse, but are also believed to need this experience to establish their sexual identity and to learn to develop healthy relationships with the opposite sex. The other, more widely held view, is that adolescents, particularly of high school age, may be biologically ready for sexual intercourse, but are psychologically and socially too immature to deal with this complexity in a relationship. Though attitudes may be changing, proponents of the latter view believe that, in practice, adolescents are essentially no different from what they were 20 years ago.

Parental values of sexuality are also considered to be of major importance to the adolescent in deciding on his own sexual behavior. The internalization of parental attitudes during childhood, and efforts by the adolescent to formulate a new philosophy different from that of his parents, may lead to sexual acting-out by the adolescent,

particularly by females (Blos, 1971).

The Oedipal attachment thought to exist between parents and opposite sex children, and its need for resolution during adolescence is also believed by many proponents of psychoanalytic theory (Deutsch, 1945; Erikson, 1956) to be the cause of considerable sexual conflict. Few authors would deny that, given the ambivalence in feeling for parents by adolescents in this culture, the manner in which young people interact with their parents will have a major influence on the manner in which they behave sexually.

Another situational influence on the young woman's decision regarding sexual behavior may be her membership in a peer group. Eisenstadt (1968) and Burlingame (1970) consider adolescent peer groups to constitute a subculture with its own language, customs, modes of dress, musical tastes, and social institutions. The peer group provides for the young woman a source of empathy and a sense of belonging during this period in which she is neither child nor adult. This closer, more intense relationship with peers compensates for the "loss" of parents, as the young woman moves away from them during the maturation process (Committee on Adolescence, 1968). These authors agree that to be accepted by her peer group, the adolescent will go to great lengths to conform to the group's modes. Therefore peer group pressures may be a strong force in either encouraging or discouraging sexual activity and



experimentation.

The duration and intensity of the situational factors are also considered to be of importance by Lazarus et al. They propose that under severe stress, accompanied by intense emotional response, an individual is likely to use earlier and simpler forms of coping rather than to seek complex or novel solutions. They also proposed that individuals tend to use simpler forms of coping when the problem situation appears suddenly and is likely to continue over time. Still prevalent in this society is a

morality which demands both chastity and postponement of marriage, thus creating a long period of desperate eagerness when young persons practically at the peak of their sexual capacity are forbidden to enjoy it. (Davis, 1968, p. 78)

These pressures, seemingly without end for the adolescent, may force her into acting out her sexual needs in a manner which may serve to increase the complexity of an already existing conflict.

Personal antecedent factors. Piaget (1969) described the intellectual development during adolescence in terms of the transition from concrete operations, a logic relating to objects themselves which can be effectively or mentally manipulated, to formal operations which result in the possibility of manipulating ideas in themselves. With formal operations the individual becomes capable of understanding ideal or abstract theories and concepts which allow him to consider alternatives to problems not yet experienced at the concrete level.



According to Hamburg (1974), the onset of puberty marks the young adolescent girl's first encounter with life in which she is confronted with challenges of both a biological and psychosocial nature which preclude the possibility of drawing upon analogous past experience as a guide. If she is still operating at Piaget's concrete stage of intellectual development, it will be difficult for her to consider alternatives with which she has little knowledge or experience in making decisions regarding her sexual behavior.

Although it has been generally assumed by Piaget that adolescents have reached the stage of formal operations by age 15 or 16, individuals develop at differing rates depending on many factors, including personality and life situations and experiences. Hamburg (1974) believes that even the young people who have reached the stage of formal operations tend to revert to concrete operations when confronted with an unfamiliar or unusually difficult problem.

The extent to which an individual perceives that the environment can be manipulated is another factor in the choice of coping behaviors (Lazarus et al., 1974). If the situation is perceived as one that cannot be changed externally, an attempt will be made to manipulate it intrapsychically.

Biologically, the adolescent is experiencing changes in hormonal secretions, rate of skeletal growth, and temporary imbalances in body structure and function (Jones,



1968; Hauck, 1970). Basic instinctual forces are given impetus by these physiological changes leading to an increase in energy, which may override the thought processes and control mechanisms and discharge itself through impulsive behavior, often related to the discharge of sexual tensions. Asceticism and intellectualization have been cited as prime defenses against the threat of increased sexual and aggressive urges (A. Freud, 1936). Asceticism is an attempt to deny completely the instinctual drives; intellectualization is used to cope through the thought processes in an effort to protect oneself from the shame and guilt associated with yielding to these sexual and aggressive urges.

Personality traits and values are also among those personal factors that influence the young woman's decisions. Personality factors such as femininity, socialization, and modernity are considered to represent measures of norm-setting, norm-observing, and norm-changing dispositions related to sexual behavior (Gough, 1972). Whether she perceives the results of her behavior as contingent upon her own capacities or as a matter of fate, luck, or chance (Rotter, 1966) will influence the manner in which the adolescent approaches a situation, as will the value she places on family planning, population management, contraception, and abortion (Gough, 1975).

In summary, the manner in which a young woman appraises the demands of a situation involving her sexual behavior

during adolescence will be contingent upon her own unique development as an individual, as well as on her response to those external pressures brought to bear throughout her development. This study has looked, within the framework described, at those antecedent factors influencing the young woman's appraisal of and coping behaviors leading to her sexual behavior. Literature relating to those antecedent factors selected for inclusion in this study is reviewed in Chapter II.

CHAPTER II  
VARIABLES INFLUENCING DECISIONS  
LITERATURE REVIEW

The review of the literature is organized around the major variables considered within the context of this study, and focuses primarily upon those recent studies of adolescents under the age of 19 years. References are made to studies of older adolescents or to earlier studies to substantiate other findings or to provide an historical overview.

Sexual Attitudes and Behavior

The so-called Sexual Revolution which has been sweeping America in the past two decades is considered by many to be little more than a liberalization of attitudes. Few persons would dispute the existence of greater tolerance with respect to the sexual behavior of others, or greater openness in discussion, dress, and throughout the mass media. Whether the incidence of premarital intercourse among youth has in reality increased, is a topic of considerable study.

According to Reiss (1968) there has been a shift in sexual standards rather than behavior; thus he maintains that while rates of premarital intercourse appear not to have changed radically over the past century, acceptance of that behavior has. Today, more people are likely to

believe that under certain conditions permarital sexuality is permissible and even desirable. Offer and Offer (1968) support Reiss in his supposition that there is no increase in sexual experience by today's youth.

Sklar and Berkov (1974), in a discussion of Teenage Family Formation in America, point out that before World War II and through the early 1960's early wedlock and early childbearing within wedlock was the usual behavior for teenagers, while illegitimate childbearing was relatively minimal. From the 1960's until present the incidence of early marriage and childbearing within marriage has declined, while the incidence of childbearing outside marriage has risen. They also point to an increased use of abortion by teenagers. Both of these facts would support the supposition that there is an increase in premarital intercourse among teenagers today.

Christensen and Gregg (1970) studied university students in Denmark (considered to be the most sexually liberal), students from a Midwestern university in the United States (considered to be typical of students in the U.S.), and students from an Intermountain university in the United States (considered to be the least sexually liberal). The study was conducted in 1958 and again in 1968. An increase was found in the incidence of premarital intercourse, justified by commitment to the partner, among the U.S. students in 1968 (a prevalent attitude in Denmark in 1958), while today the Danish pattern may be away from



commitment toward free and promiscuous sexual behavior.

From a National Survey of sexual behavior of teenagers, Kantner and Zelnik (1972) report that experience with premarital intercourse by women rises from 14% at age 15, to 21% at age 17, to 37% at age 18, and to 46% at age 19 years. Three-quarters of blacks as compared to 40% of whites have intercourse before age 18 years. Sorensen (1973) in another National Survey, found that 45% of girls interviewed had had sexual intercourse with at least one partner by the age of 19 years.

In a study of high school students in the San Francisco Bay Area, Miller (1973) reports that a majority of teenagers approve of premarital intercourse for both men and women, with the approval decreasing as the situation in which intercourse occurs moves from a highly committed love relationship to a casual one. Female respondents, especially lower-class females, are more likely to disapprove than males. Fifty-eight percent of the females in Miller's study reported having had sexual intercourse.

Though differences in opinion exist regarding the incidence of premarital intercourse among youth, agreement does exist on several points: (1) that attitudes of men and women toward sexuality are converging - to be a virgin at marriage is no longer a priority for either sex (Christensen & Gregg, 1970; Reiss, 1971; Berkov & Sklar, 1974; Morgenthau & Sokoloff, 1972); (2) that women are experiencing their first coitus at an earlier age



(Kantner & Zelnik, 1974; Morgenthau & Sokoloff, 1972); and (3) that premarital intercourse is occurring among a large number of adolescents and more information is needed regarding the implications of this behavior (all of the above authors).

### Contraception

Applications of findings from the John Hopkins study of adolescent sexuality, contraception, and pregnancy to United States census and vital data indicated that 1.4 to 2.3 million never-married teenagers, ages 15 to 19 years, were in need of contraceptive services in 1972. From various family planning data systems throughout the country, it was estimated that approximately 460,000 never-married teenagers were served by organized family planning programs during 1972, representing only 20% to 30% of the need for organized programs among this age group (Morris, 1974).

Blake (1973) conducted a study through use of Gallup Surveys between January, 1969, and August, 1972, to determine public opinion regarding sexual behavior, sex education, and free distribution of contraception to teenagers. She found that by 1972 most of the public favored sex education in schools; slightly more than half the population studied replied favorably to the distribution of free contraception; and less than one-third claimed that premarital sexual intercourse was "not wrong" for teenagers. It would appear that moral reservations about

premarital relations have exerted a downward pressure on the proportions willing to make contraceptive services available to teenagers, and could account, in part, for Morris's finding of the lack of such services.

In studies of contraception among teenagers it has universally been found that most sexually active teenagers had used either no contraception or occasionally used an unreliable method such as withdrawal or rhythm (Beard, 1972; Goldsmith, 1972; Miller, 1973; Shah, Zilnik, & Kantner, 1975; Sorensen, 1973). Reasons given by teenagers for not using contraceptives included the following: use of birth control is like planning for sex, it interferes with the spontaneity, pleasure, and convenience (Shah, 1975; Sorensen, 1973; Goldsmith, 1972); they were having sex at the time of the month when they believed they were not likely to conceive (Shah, 1975); they believed they were too young or just couldn't get pregnant (Shah, 1975; Goldsmith, 1972; Sorensen, 1973); contraceptives were difficult to get or they would find it too embarrassing to get them (Shah, 1975; Sorensen, 1973; Beard, 1972); they either wanted to become pregnant or wouldn't mind if they became pregnant (Goldsmith, 1972; Sorensen, 1973; Shah, 1975).

Swinger, Bowers, & Fleck (1976) presented case reports of seven women applying for abortion who experienced conception within two months of the loss of a significant other. In no instance was the woman consciously aware of

wanting a child; however, none used a contraceptive.

Sorensen (1973) found that the more regularly the teenager was having sexual intercourse the more apt she was to use a reliable method of birth control. Nettleton and Cline (1975) found that girls used contraceptives more consistently after having delivered a baby. Other investigators have shown repeated out-of-wedlock pregnancies to be prevalent (Dempsy, 1972). Both Martin (1973) and Perez-Reyes (1973) found more consistent use of reliable contraceptives by adolescents following abortion.

Consistent use of contraceptives by adolescent females has been found to be positively related to the mother's educational background (Shah, 1975), and to the girl's own educational aspirations (Beard, 1972; Goldsmith, 1972; Shah, 1975). Beard also found contraceptors to be more self-accepting and more positive in their attitudes regarding pregnancy prevention.

Oral contraception was most often mentioned as the most desired method, especially by consistent users (Beard, 1972; Miller, 1973; Sorensen, 1973); however, among both sexually active and inactive girls, many believed that the pill could be physically harmful (Beard, 1972; Shah, 1975; Sorensen, 1973). Lane and Sobrero (1975) reported that 101 of 399 women between ages 13 and 19 years who attended a family planning clinic chose an intra-uterine device. Twenty-two chose to try another device after unsatisfactory experience with the first, and seven

tried a third time.

In an inductive field study approach, Lindemann (1974) observed the adolescent female's (N=102) developing awareness as a sexually active person related to her use or non-use of contraceptives. She identified three stages through which the young woman usually goes in her attempt to find a means of avoiding pregnancy. The first stage, called the natural or "do-nothing" stage, is the stage in which young women are the most unaware and are usually introduced to condoms or withdrawal by their partners. The peer prescription stage or second stage includes discussions with peers regarding ways to prevent conception such as withdrawal, condoms, douche, rhythm, and foam. During the third stage, called the expert prescription stage, the adolescent acknowledges to an expert her sexual activity or intent to engage in sexual activity and requests an effective means of birth control. The usual path of movement was from Stage 1 through Stage 3; however, all possible progressions, including skipping stages, were observed.

Failure to use contraceptives or use of unreliable contraceptive measures may frequently result in pregnancy, and the young woman is faced with the question of abortion.

### Abortion

Initially, it was believed that legal abortion had an impact of lowering illegitimate birth rates among adolescents, but since 1972 the illegitimacy rate has again risen and use of abortion by adolescents continues to be

widespread (Sklar & Berkov, 1974). The emotional after-effects of a therapeutic abortion among women generally have been the subject of inquiry and, despite inconsistencies in the literature, the concensus seems to be that, with rare exceptions, abortions were genuinely therapeutic. Studies of attitudes in relation to abortion and follow-up of abortion among teenagers are few in number. The major findings are reported here.

It was generally found that adolescents who were well-adjusted and emotionally stable before abortion remained so following the abortion, and the disturbed young women continued to be disturbed (Lipper, 1973; Martin, 1973; Perez-Reyes, 1973; Glasser & Pasnau, 1975; Senay, 1970). Martin (1973) interviewed 52 adolescents who had an abortion within six months preceding the interview. She saw the pregnancy as filling a void in the life of the adolescent and serving as an attempt to establish self-identity. The pregnancy was seen as a symptom and, though abortion relieved the symptom, it did not assist the young woman in understanding herself.

Perez-Reyes (1973) described three types of adolescents who become pregnant and seek abortion: (1) the very young, inexperienced, passive girl who submits to intercourse under pressure by a male partner who is usually older and often an occasional acquaintance; (2) the girl early in a heterosexual relationship who begins sexual experimentation with her boyfriend that

culminates in intercourse before having full knowledge or being fully aware of possible consequences; and (3) the girl who has a history of emotional problems with marked conflict between her parents, and who practices intercourse as part of a pathological pattern of behavior to fulfill unsatisfied emotional needs.

Based on their counseling of 150 adolescents seeking abortion over a two-year period, Glasser and Pasnau (1975) also identified three types of problems encountered in their clinical practice. The "angel syndrome" type included the attractive, intelligent high school student who had high academic achievements and was frequently quite popular with her peers. She was consciously uncomfortable with her parents' lack of recognition of her sexual maturity and their insistence on retaining her as their angelic little girl. Adolescents in this type usually informed the parents of the abortion. In the "parent-expectation syndrome" type, a history revealed the parents' preoccupation with a sibling's abortion which, unconsciously, could be seen by the adolescent as an expectation for her to do the same. Young women in this category sought abortion without ambivalence. The "unloved syndrome" type included an extremely emotionally deprived adolescent who had a history of gross maternal deprivation, father absence, and, often, multiple homes. This young woman often expressed feelings of gratification in finally having received love from someone, and fre-

quently decided against abortion.

It was found by most authors that young women who had an abortion usually experienced some degree of anxiety and concern previous to and for a period immediately following the abortion. Two studies dealt specifically with this question.

Niswander (1972) administered the MMPI to 65 abortion patients and 20 maternity patients shortly before abortion or delivery and again in six months. Preoperatively the abortion patients were less "normal" in over-all adjustment, anxiety, depression, and impulsivity. The abortion group showed improvement in psychological state six months after the abortion except in impulsivity. The MMPI was also employed pre-abortion and six months post-abortion by Perez-Reyes (1973) in a study of 41 adolescent females. The pre-abortion profile showed elements of a major crisis; girls tended to be more confused, had physical concerns, felt sad, tended to be suspicious and sensitive, to worry, and to think less of themselves. Following abortion the depression decreased, and the profile in general more nearly approached the normative group. The girls' school performance improved, they resumed dating (most often with a boy other than the putative father), and seemed generally in good emotional health. Forty percent of the sample resumed sexual intercourse, two-thirds of whom used a reliable contraceptive regularly. Three became pregnant again within the year.





A poor relationship with parents was found universally among subjects who had the most difficulty adjusting in the post-abortion period (Martin, 1972; Abernathy, 1974; Perez-Reyes, 1973; Glasser & Pasnau, 1975; Senay, 1971). Abernathy (1973) compared 65 women, both married and single, who had an abortion with women who were effective contraceptors. She found the woman who had aborted to be taking over elements of her mother's role as wife or housekeeper; the daughter was alienated from the mother and in an intimate relationship with the father; and a poor relationship existed between the parents. Though they reported disliking sex, the most important relationships for these young women were with males. Abernathy is proposing that these attributes in a young woman may render her at a high risk for pregnancy.

Sixty percent of Martin's (1973) sample and half of Senay's (1970) sample of adolescent abortion patients reported consideration of or attempted suicide. Both of these authors also found that girls who felt involved with the pregnancy prior to abortion and fantasized about the child they might bear had great difficulty in the post-abortion period. Senay believes that such identified behavior may be a contraindication for therapeutic abortion.

A major problem encountered in the treatment of adolescents who request an abortion is their tendency to postpone confrontation with the reality of pregnancy until late in the pregnancy, causing increased risk in performing



the abortion (Smith, 1975; Perez-Reyes, 1973; Glasser & Pasnau, 1975). The most favorable outcome to abortion occurred when the young woman had made the decision early in the pregnancy, and her parents and others involved showed a helpful attitude rather than a critical and punitive one (Martin, 1973; Perez-Reyes, 1973; Senay, 1970).

Only four studies were found that explored the adolescent's attitude toward abortion. Perez-Reyes (1973) found that 34% of his sample were against abortion, and that having had a therapeutic abortion did not result in a more liberalized attitude. Martin (1973) found that young women who had great difficulty adjusting after the abortion usually had experienced moral conflict regarding abortion.

Beard (1972) interviewed three groups of adolescents under the age of 19 years: abstainers, contraceptors, and non-contraceptors. Those adolescents who had never had sexual intercourse believed human life begins in the first trimester of pregnancy, and they stated that if they became pregnant they would choose premature marriage to abortion. Among the young women who consistently used contraceptives, ruination of their life plans was their greatest concern if they became pregnant, and this group stated that they would have an abortion. The group considered to be at highest risk for pregnancy due to their lack of use of contraceptives stated that, though they had some concerns regarding abortion, a ruined reputation



would worry them more than an abortion.

Gabrielson et al. (1971) studied attitudes toward abortion among three groups of adolescents aged 13-17 years. The sample included a group of consistent contraceptors, a group applying for an abortion, and a group who were pregnant and had decided against abortion and were residing in a maternity home until their infants were born. The findings were as follows: contraceptors and abortion candidates were more accepting of abortion than maternity home residents; those who were currently practicing any religion were less accepting than those who were not; whites were more accepting than blacks; older respondents were more accepting than younger. Over 20% of the abortion group agreed to the statement "I could not bring myself to have an abortion." A majority of all girls expected abortion to be followed by feelings of guilt. One-third of the abortion group and two-thirds of the maternity group equated abortion and killing, and 37% of the pregnancy group felt that a girl who gets pregnant is at fault and should not be allowed to get an abortion.

Abortion continues to be in widespread use by adolescents. Young women who are emotionally healthy before the pregnancy tend to have less difficulty adjusting following the abortion. It is of interest that Martin (1973) reports that 60% of her sample had great difficulty adjusting post abortion, and Senay (1970) reported the same of over half of his sample. A universal problem reported by

all investigators who found adolescents had much difficulty in adjustment was a poor relationship with parents.

### Parents

According to Friedman (1971), sexual acting-out among adolescent young women often is believed to reflect the breakdown of parental control, a rebellion against authority, and an acute disturbance in the parent-adolescent relationship. In his work with families of sexually active teenage girls, Friedman found mothers to have excessive emotional investment in their daughters, yet saw the daughters as very unlike themselves. About half of the mothers in his groups encouraged their daughters to take over significant aspects of their own mothering role; this was especially true when the daughter was the oldest sibling. Abernathy (1974) also found that assuming activities of the mother's role was one precursor to pregnancy among adolescent girls.

Curtis (1974) compared 30 antepartum adolescents with 20 never-pregnant young women. Less than half of the antepartum subjects reported having a close relationship with anyone in their immediate families, while 19 of the 20 never-pregnant subjects named a family member, most often the mother, as the person to whom they felt closest. Babakian and Goldman (1971) found that 10 of the 30 pregnant teenagers whom they studied felt close to their mothers.

Most of the adolescents in the Babakian and Goldman

study were reported to have a strong identification with their mothers, and three girls reported that they were responding to their mother's wish for a baby by becoming pregnant. As early as 1954, Young, from her work as a social worker for pregnant adolescents over many years, described the "mother-ridden child" in which domination by the mother deprived the girl of a normal relationship with either parent. Lipper (1973) described her sample of post-abortion adolescents as 63% mother-dominated. In a study of adolescent girls without fathers, Hetherington (1973) found mothers of daughters from broken homes to be overprotective and solicitous of their daughters. Father absence was seen to be an antecedent to adolescent pregnancy by both Lipper (1973), where 44% of the sample were from one-parent families, and Babakian (1971), whose study included 80% of the sample from one-parent families.

When the family was intact and the girls were sexually acting-out, the relationship between the parents was often reported to be very poor (Abernathy, 1974; Friedman, 1971; Martin, 1973; Young, 1954). Fathers who were present in homes of sexually active girls were described by Friedman (1971) as seductive to their daughters, caught up in the daughter's unresolved Oedipal feelings, and seeking an unusual amount of attention from the daughters. Both Babakian (1971) and Abernathy (1973) found a group of young women in which the daughter was alienated from the mother and in an intimate relationship with the father. Babakian

feels that pregnancy among this group of young women is an attempt to deal with unresolved Oedipal feelings which are intensified by the seductiveness of the father.

Jessor and Jessor (1975), in their four-year longitudinal study of the transition from virginity to non-virginity among youth, found that non-virgins had less parental support, lower parental controls, and less parental disapproval of problem behavior. Parents of non-virgins were also less apt to approve of the friends of their adolescent offspring than were the parents of virgins.

The general impression with which one is left in regard to the family of sexually acting-out young women is a lack of control by parents, a poor relationship between the parents, and an undue attachment to the child by either the mother or father. To become independent from one's parents is considered to be a major developmental task in this country during adolescence. To compensate for the feeling of loss of parents, the adolescent turns to her peers as a source of empathy and help.

### Peers

Though the importance of the peer group during adolescence is discussed in nearly every text or article concerning adolescent development, only five studies related to the sexual behavior of adolescents included this variable. Sixty percent of Martin's (1973) sample of adolescents who had had an abortion reported having had



very few, if any, girl friends. Abernathy (1974) considers few female friends and lack of support from female friends to be one of the variables contributing to a high risk for pregnancy during adolescence. Pregnant adolescents in Curtis's (1974) study reported none or few girl friends in contrast to the never-pregnant girls who reported having many friends. Jessor and Jessor (1975) found that non-virgins selected friends who approved of their sexual behavior and were usually sexually involved themselves.

### Achievement

Though pregnancy during adolescence has usually been associated with school drop-out, only Jessor and Jessor (1975) included achievement as a variable in their study. They found non-virgins to place lower value on achievement and had lower expectations of achievement for themselves than did virgins. Behaviorally they also tended to achieve less academically than virgins.

Though not considered to be a factor of achievement per se by Curtis (1974), she asked pregnant and never-pregnant adolescents to list their hobbies and interests outside school. Never-pregnant adolescents reported twice as many hobbies and interests as pregnant girls.

### Personality Factors

Most investigators alluded to personality factors such as dependency or independence; however, only two investigators studying sexuality during adolescence employed

a standardized personality inventory. Niswander (1972) and Perez-Reyes (1973) employed the MMPI in their studies of adolescents and abortion. These studies are reviewed in the section on Abortion.

Until the last decade most of the research relating to problems of population control were demographic in nature and seldom included variables of personality. Knowledge of motivation for sexual behavior came primarily from the psychoanalytic literature. In an extensive review of family planning literature, Pohlman (1969) emphasized the need for inclusion of psychological variables in studies of population. Fawcett (1970) discussed adaptation of psychological assessment methods to population problems and the need for a systematic review of existing instruments as well as the development of new sensitive and reliable instruments. He stressed the importance of evidence for cross-cultural validity and comparability of specific tests or techniques. Gough (1972) noted the lack of success by psychologists and others in relating personality factors to criteria in the field of population. He also pointed out the need for instruments which could be self-administered in a short period of time and which were adaptable cross culturally for trans-national use.

Two relatively new instruments were selected for use in this study: the Personal Values Abstract (Gough, 1973), and the Test of Locus of Control (Rotter, 1966). Though neither has been used in studies of sexuality during

adolescence, they are both self-administered instruments that can be completed in 10-15 minutes, and were believed to include factors of possible relevance in determining factors influencing decisions regarding sexual behavior during adolescence. Both instruments are described in Chapter III.

CHAPTER III  
OPERATIONALIZING THE VARIABLES AND  
CONDUCTING THE STUDY

This chapter includes a description of the study instruments, the pretest of the instruments, the process of acquiring the sample and the problems encountered, the setting in which the study took place, the sample population, and the process of data collection.

Study Instruments

Four instruments and an interview schedule were employed to operationalize the variables. They included the Personal Values Abstract (PVA; Gough, 1972), the Population Policy Questionnaire (PPQ; Gough, 1975), the Test of Locus of Control (Rotter, 1966), and 50 investigator-created items. Five items developed by Goldsmith (1972) on attitudes towards abortion were also included. With the exception of the PVA, all instruments were contained within a single questionnaire called the Questionnaire for Teenagers (Appendix A). Table 1 presents the questionnaire items related to the variables selected for study. A description of each instrument follows.

Investigator-created items. Fifty items were developed by the investigator. The dimensions for inclusion were identified from unstructured interviews of 10 pregnant adolescents done by the investigator in 1973, from the investigator's clinical experience with adolescents,



Table 1  
Questionnaire Items Related to  
Study Variables

| Study Variables                    | Questionnaire Items                          |
|------------------------------------|--|
| 1. Demographic Data                | 1,2,3,4                                      |
| 2. Socioeconomic Status            | 9,10,11,12                                   |
| 3. Family Composition              | 5,6,7,8,13,14                                |
| 4. Relationship with Mother        | 15,18,19,21,22,23,25,26,27,<br>28,29,30,35   |
| 5. Relationship with Father        | 16,17,22,23,32,33,34,35,36                   |
| 6. Relationship of Parents         | 24,31  |
| 7. Attitude toward Birth Control   | 37*,42,49,55,61,66,71,76                     |
| 8. Attitude toward Abortion        | 38*,45,52,58,63,68,73,78<br>39**,44,47,50,81 |
| 9. Attitude toward Family Planning | 41*,48,54,60,65,70,75,80                     |
| 10. Population Management          | 43*,51,56,62,67,72,77,82                     |
| 11. Modernity                      | 40*,46,53,59,64,69,74,79                     |
| 12. Peers                          | 84   |
| 13. Dating Behavior                | 85,86,87                                     |
| 14. Onset of Menarche              | 88   |
| 15. Sexual Behavior                | 89,90,91                                     |
| 16. Contraceptive Behavior         | 92,93  |
| 17. Pregnancy and Abortion         | 94,95,96                                     |
| 18. Achievement                    | 97   |
| 19. Extracurricular Activities     | 98,99  |
| 20. Work Experience                | 100  |
| 21. Internal-External Control      | pp. 7 and 8***                               |
| 22. Personal Values Abstract       | Under separate cover                         |

\*Items from Population Policy and Social Attitude Questionnaire developed by Harrison G. Gough, Institute for Personality Assessment and Research, University of California, Berkeley, used with permission

\*\*Items from study of adolescent attitudes toward abortion used with permission of author, S. Goldsmith.

\*\*\*Rotter, 1966.

and from a review of the current literature.

Items were developed for each dimension. This complex task was completed under the direction of Harrison G. Gough, Director, Institute for Personality Assessment and Research, University of California, Berkeley. Since no construct validity was established prior to use of the items, no attempt was made to create a scale for the dimensions; rather, each item was included in the study as a separate variable (see unstarred items in Table 1).

Population Policy Questionnaire (PPQ). This new instrument was developed by Harrison G. Gough at the Institute of Personality Assessment and Research at the University of California, Berkeley. Attitudes towards five aspects of population psychology are measured as five eight-item scales which are discussed in detail in Gough's publication, 1975:

a. Family planning is defined as a

belief in the desirability and rationality of planning for each child and for total family size, a conviction that spacing of children is preferable to an uninterrupted sequence of new babies, and that the capacity of the parents to provide both economic and psychological support would be considered in any decision to seek pregnancy. (p. 124)

b. Population management refers to "the planned deployment of governmental institutional resources in the pursuit of designated goals in population" (p. 124).

c. Contraception relates to "availability, constraints,





and judged efficacy" (p. 124).

d. Abortion relates to questions of "legality, availability, restrictions and societal cost" (p. 125).

e. Modernity incorporates

postulated components of orientation toward the future, acceptance of secular-rational normative standards, sense of personal efficacy, disposition to seek and welcome socioeconomic change, and an emphasis on achievement, autonomy, and the enhancement of individual identity. (p. 123)

Reliability coefficients for the five scales were computed on 372 female college students, 392 male students, 287 non-students, and an additional 98 non-students for the Modernity Scale. Alpha coefficients were as follows: birth control .63, abortion .72, family planning .53, population management .72, and modernity .77. The moderately low figure for family planning may stem from the fact (Gough, 1975) that low scores were atypically infrequent in the sample tested in the Bay Area. It is anticipated that subsequent use of the instrument in more diversified populations will improve this figure.

With the exception of one scale (modernity), the factors included in this instrument have been included in previous studies of sexuality during adolescence and provide data for comparison. The modernity scale was retained for this study because its components of orientation toward the future, acceptance of normative standards, achievement,



autonomy, and enhancement of individual identity are all closely related to the developmental tasks of adolescence. It was for this reason, in addition to the fact that the PPQ is an easily administered self-report instrument that can be completed in approximately 10 minutes, that the full set of five measures in the PPQ was chosen for inclusion in this study.

Test of Locus of Control. This 29-item self-report instrument was designed to test individual differences in a generalized belief in internal-external control, and renders a single score (which, however, is based on only 22 of the 29 items). A belief in internal control is interpreted as a person's perception that an event is contingent upon his own behavior or his own relatively permanent characteristics. An externally controlled person perceives the event as following some action of his own, but not being entirely contingent upon the action. Rather, he sees the event as partly contingent upon luck, chance, etc. (Rotter, 1966).

Internal consistency reliability coefficients range from .65 to .76. Test/re-test reliability ranges from .49 to .83 with intervening time periods of one to two months. Means and standard deviations for high school students ranged from  $8.5 \pm 3.74$  to  $10 \pm 4.20$ . Higher scores denote a more external orientation (Rotter, 1966).

Locus of Control was chosen for inclusion in this study because it was considered a possible differentiating factor



in relation to use of contraception and pregnancy. The assumption was that adolescents who became pregnant and kept the infant would be more externally controlled than those who had an abortion or those who used a contraceptive consistently and did not become pregnant.

Personal Values Abstract (PVA). This personality inventory is a 97-item true-false self-report inventory which was abstracted from the California Psychological Inventory (Gough, 1957) for use in studies concerned with population control. The three scales selected for inclusion are considered by Gough (1972) to represent measures of norm-setting, norm-observing, and norm-changing dispositions as related to sexual behavior.

- a. Femininity (Fy) includes 34 of 38 items of the CPI Fe scale. The underlying continuum of measurement is addressed to initiation (masculine mode) versus conservation (feminine mode) and represents the norm-setting component.
- b. Socialization (Sn) includes 32 of 54 items of the CPI So scale. The scale relates to the internalization of norms and the degree to which behavior is guided by sanction and represents the component of adherence to norms.
- c. Modernity (My) utilizes 32 items from the first cluster of five scales on the CPI which seeks to assess different facets of social initiative and personal independence. This scale represents the components of norm-innovating and norm-changing.



Internal consistency reliability coefficients on female samples were .72, .74, and .36 for My, Sn, and Fy respectively. Because of the nature of the Fy scale, a test-retest coefficient may be a more appropriate index; the test-retest coefficient for high school females was .65. The PVA was abstracted from the CPI specifically for use in studies related to sexual behavior and population which necessitated use of a less time-consuming instrument. Ordinarily, the PVA can be completed in from 10 to 15 minutes.

Goldsmith items. A study of adolescents' attitudes toward abortion (Gabrielson et al., 1974) included five items developed by Sadja Goldsmith which differentiated among her subjects. These five items were included to permit comparison of data from this study with the findings of Goldsmith.

Interview schedule (Appendix B). A randomly selected subsample of the study population was interviewed to facilitate interpretation of the data by providing real-life examples of profiles of the groups. The interview explored attitudes and/or behavior in six areas: present personal functioning; family history; peer relationships; sexual behavior including intercourse, contraception, pregnancy, and abortion; sexual attitudes of parents; and plans for the future. Items included in the sections on present personal functioning and family history were adapted from items included in the Family Planning Personal





Interview Form, as developed at the Institute of Personality Assessment and Research, University of California, Berkeley. Other items were developed by the investigator.

### Pretest

The teenage questionnaire was pretested by nine teenage girls at the Youth Guidance Center in San Francisco. The sample included two girls who had never had sexual intercourse, three girls who had had intercourse and had not become pregnant, one girl who had had a legal abortion, and one girl who had delivered an infant. Each girl was asked to complete the entire questionnaire, to check any items which were unclear to her, and to circle any word which she did not understand. The average time for completion was 20 minutes. Checked items, circled words, and careful examination of responses resulted in minor alterations in the wording of several items, revision of two items, and the inclusion of additional instructions.

### Data Collection

Obtaining permission to collect data in high school. A total of 15 high schools in the San Francisco Bay Area were contacted by telephone to request permission to collect data from the students. Twelve of the school administrators felt that parents would strongly object to any study involving sexuality and refused on behalf of the parents to allow the students to participate. One principal stated that the students in his school had



completed so many questionnaires that he doubted the validity of their responses. Another agreed to review the study proposal but doubted that the school administration would be interested. One administrator agreed to a personal interview with the investigator and, following the interview, seemed quite optimistic about the feasibility of collecting data in his school; he later called to say that the administrative and counseling staff feared great dissension among the parents and refused to be involved.

In desperation, the investigator called a long-time friend who was on the school board of a high school in central California. At the suggestion of this friend, an appointment was made with the Superintendent of Schools. An abstract of the study proposal was presented to him at this initial meeting. A subsequent meeting was called by the Superintendent at which all of the administrative staff of the high school were present. Approval to conduct the study was finally given during this meeting.

Acquiring the sample. Participation by students from this school was contingent upon the investigator's agreement to the following procedure formulated by the school administration: no student was to be contacted until the investigator had received verbal permission from the parent; if permission was granted, the daughter could then be contacted at school and told about the study; if she agreed to participate she could be given a consent form



which both she and her parent signed. Only students returning these signed consent forms were eligible for participation.

A letter from the investigator, written in collaboration with school personnel (Appendix C), was mailed to the parents of every girl who attended the school. Because one-quarter of the school population is Mexican-American, many of whose parents cannot read English, a Spanish translation of the letter was included to all parents with Spanish surnames. The purpose of the letter was to elicit interest in the study. Parents were requested to return an enclosed postcard (Appendix D) on which they were given a choice of either stating that they were not interested or that they wished to hear more about the study. A total of 532 letters were mailed. This number included a potential sample of 600 girls since some parents had more than one daughter attending the school. Eighty-two postcards were returned; fifty stated that they were not interested and did not want to be contacted. Of the 32 parents who expressed interest in the study, 12 requested a meeting and the remainder wished to be called by the investigator.

Because the parental response was so poor, another meeting was held with the school administrators and a decision was made to schedule a meeting to which all parents who had requested the meeting and all parents who had not responded to the initial letter would be invited.



One week before the meeting was to take place, 430 postcards were mailed inviting parents to attend the meeting (Appendix D). On the Saturday preceding the meeting (which was to be held on Thursday), the investigator received a note from a parent stating that she would be unable to attend the meeting and was concerned that other parents would be unable to attend because the meeting date was the opening night of the school play, a production which had a very large cast and would attract many parents.

In a telephone call with the principal of the school on the following Monday it was decided that, since the school play would be presented on three consecutive evenings, the meeting should take place as planned. It was, however, suggested that the investigator might randomly call parents to determine whether another meeting should be scheduled.

Calls to parents selected randomly from the roster (excluding those who had requested no further contact) were made during the following two days. Most parents stated that they had not planned to attend the meeting (not necessarily because they were attending the play), but that they had received the letter and the card and were interested in hearing more of the details of the study. Parents were given the following information: background of the investigator's experience with adolescents, assurance of the confidentiality of responses, and a summary of the content of the data to be collected. Each parent was told that her daughter would be asked whether or not she had ever had





sexual intercourse. During this call most parents gave verbal consent for their daughters to be contacted.

By the time the meeting took place, the investigator had obtained parental permission via telephone for 52 girls to be contacted. Only 10 parents attended the meeting and all but one responded positively. Because the telephone calls had elicited such a positive response, the investigator was encouraged to continue with the calls. A total of 156 parents were reached by telephone and two were visited at home at their request. One hundred thirty-three responded positively.

All girls whose parents had given consent were invited by personal notice (provided by the school) to attend a meeting to elicit their participation in the study. Ninety-six girls attended the meeting. The content of the meeting included essentially the same information given to the parents. Of the 96 girls attending, 95 agreed to participate and took consent forms (Appendix E). Eighty-one consent forms were returned. Seventy-six girls who were present at school on one of the two days during which data were collected completed the questionnaire and inventory. One participant failed to complete the forms properly and had to be excluded, leaving a final total sample of 75 subjects.

Discussion of problems encountered. Reports of research on the sexual attitudes and behavior of high school students conducted in a high school setting are



extremely rare. A major roadblock to such studies, it would appear from this investigator's experience, is a general attitude on the part of school personnel that parents will resist such studies to the point of creating a furor which could lead to mistrust of school personnel and general disruption within the school system. Evidence of such disruption has been observed in many school districts within the San Francisco Bay Area when courses in the Family Life Series, which include some aspects of sexuality, were introduced into the curriculum. Most schools require parental permission for attendance at such courses.

Having talked with both school administrators and parents during this study, it is the opinion of this investigator that the problem is more complex and cannot be explained solely by parental attitudes toward sexuality. Consider the ambiguity with which both adolescents and their parents must cope in today's society.

At present, in California, a minor (as young as 13 years) may legally acquire contraceptives or an abortion without parental consent. Participation in a study related to sexuality by the same minors does require parental consent. Over half the parents who were contacted by telephone during this study mentioned the law regarding abortion as an usurping of parental responsibility. As one parent put it, "If my child were caught shoplifting, I would be required to appear in court to take responsibility



for the child's behavior, but if she were to become pregnant, I might never know because she can get an abortion without my consent." Another parent cited an example of a friend whose daughter went for an abortion without the mother's knowledge. Complications arose during the abortion procedure and the child's mother was called to the hospital. This experience was her introduction to the fact that her daughter had been pregnant.

It is the belief of this investigator that most parents want to be involved in decisions concerning their children's behavior. The resistance of parents felt by school personnel and others working with adolescents may be in part explained by this expressed feeling that parental responsibility is being consumed by law, particularly in the area of sexuality.

Failure on the part of school systems and other agencies to include parents in a more personal way in planning and decisions regarding their children may also increase parental resistance to new programs. In this study, a letter was not enough. A meeting at which they could discuss the issue did not captivate the interest of most parents. It was the personal contact, the telephone conversation (or the home visit in two instances) during which the investigator openly presented the facts and the parent was given an opportunity to respond with questions and concerns, which resulted in the acquisition of a sample. Only 23 of the 156 parents who were contacted

in this way denied the investigator permission to contact their daughters.

The setting. The high school in which the data collection took place is located in the Central Valley of California, a primarily rural area, in a relatively conservative community. The District is comprised of one high school which includes grades 9 through 12, serving four elementary school districts, and has a population of approximately 1300 students. Many students from outlying communities are bussed to school each day. In October, 1974, a racial and ethnic survey of the student body revealed a mix of 26% Mexican-American, 73% other white, and 1% Oriental. The campus possesses excellent modern facilities with a major portion of the buildings less than 10 years old.

The sample. Included in the total sample (N=75) were girls who ranged in age from 14 through 18 years, representing membership in all four grades. Table 2 presents the percent distribution by age and Table 3 by grade.

Table 2

Age Distribution (N=75)

| Age | f%   | Cum f% |
|-----|------|--------|
| 14  | 21.3 | 21.3   |
| 15  | 17.4 | 38.7   |
| 16  | 25.3 | 64.0   |
| 17  | 24.0 | 88.0   |
| 18  | 12.0 | 100.0  |

Table 3

Grade Distribution (N=75)

| Grade | f%   | Cum f% |
|-------|------|--------|
| 9     | 28.0 | 28.0   |
| 10    | 24.0 | 52.0   |
| 11    | 30.7 | 82.7   |
| 12    | 17.3 | 100.0  |



Distribution by race includes 70% Caucasian, 25% Mexican-American, 1% Oriental, and three students who marked "other" but did not specify. The sample is clearly representative of the racial mix of the entire student body (see section on The Setting).

Socioeconomic status was determined by Hollingshead's (1957) Two-Factor Index of Social Position. Determinations were made separately for both the mother and the father of each subject. Table 4 shows differences in status by each parent.

Table 4

Socioeconomic Status  
by Each Parent (N=75)

| Status    | Mother<br>f% | Father<br>f% |
|-----------|--------------|--------------|
| Class I   | 4.0          | 2.7          |
| Class II  | 13.3         | 5.4          |
| Class III | 56.0         | 31.1         |
| Class IV  | 24.0         | 37.8         |
| Class V   | 2.7          | 23.0         |

Twice as many students fall in the upper levels and 12 times fewer in the lower level when using the education and occupation of the mother. Many of the mothers of the students were working and had often completed more years of education than the fathers had. By either measure, however, the majority of students came from middle- or lower-middle-class families.

Eighty percent (N=60) of the students were living with





both parents, nine were living with one parent and one stepparent, four were living with the mother alone, and one lived with foster parents.

Only two subjects were reported to be only children. Table 5 presents the distribution by number of siblings.

Table 5  
Number of Siblings (N=75)

| Sibs   | f%   | Cum f% |
|--------|------|--------|
| none   | 2.7  | 2.7    |
| 1-3    | 62.6 | 65.3   |
| 4-6    | 17.4 | 82.7   |
| over 6 | 17.3 | 100.0  |

Twenty-three percent of the girls were first born and 30% were the youngest in the family. The average number of siblings was 3.9. The mean number of children per family was 4.7, considerably above the national mean of 3.2 in 1973 (Sklar & Berkov, 1975).

In summary, the sample included 75 girls ranging in age from 14 through 18 years and representing membership in grades 9 through 12. The majority were Caucasian (70%) with 25% reporting Mexican-American heritage. They came from primarily middle- to lower-class homes, and most often lived with both parents in relatively large families.

Data collection procedure. The data were collected during two mornings while school was in session. The participating students were excused from class. As a student



entered the room in which the data collection took place, her name was checked against a roster of those who had returned a consent form. No student was permitted entrance unless her name appeared on the roster or she had a signed consent form with her. Girls were instructed to sit in alternate chairs so that an empty chair separated any two girls. No school personnel were permitted in the room during data collection.

When all of the students were seated, pre-coded questionnaires were distributed. A 3x5 card, also pre-coded, was attached to each packet. The girls were asked to write their names on the cards, and to add "no interview" if they did not wish to be interviewed. Nine students indicated that they did not wish to be interviewed. A sealed box was then passed throughout the room and each girl dropped her card through a slot in the box. Students were instructed not to write their names on anything else.

The Personal Values Abstract was completed first, followed by the Teenage Questionnaire. Students were asked to raise their hands if they had questions and the investigator would come to their desks to respond. When the questionnaires were completed, the student placed them on a stack, face down, and was given a pass to return to class. The average time taken to complete the inventory and questionnaire was 50 minutes.

When all of the questionnaires were collected, a non-school-personnel assistant to the investigator opened the



sealed box and randomly selected nine cards. A list of names and code numbers appearing on the cards was compiled and given to school personnel who assigned an appointment for an interview with each girl. A list of appointment times, code numbers, and first names of the girls to be interviewed was given to the investigator. None of the written data had been examined by the investigator before the interviews.

The interviews were held in a private room with the door closed. The student was reminded of the confidential nature of the data and was assured that she need not answer a question if she did not wish to do so. She was told that she could terminate the interview at any time and that notes would be taken during the interview and would be identified by code number only. The interviews lasted approximately one hour, and all students participated without incident. A total of nine interviews were completed.

## CHAPTER IV

### FINDINGS

The major findings of the study are presented in four sections in this chapter. They include the following: individual variables that differentiated the subjects who reported having sexual intercourse and the subjects who reported that they had not had sexual intercourse; clusters of variables that differentiated the groups of subjects; findings from the standardized instruments; and various aspects of the sexual behavior of those subjects who reportedly had had sexual intercourse.

The statistical analysis of the data was done at the computer center of the University of California, Berkeley, using the Statistical Package for the Social Sciences (SPSS) (Nie, N. et al., 1975) and the package of programs called the BC TRY (Tryon, 1970). The chi-square test was used for ordinal data, and a simple one-way analysis of variance was employed for an additional sub-analysis.

For brevity, throughout this chapter and the remainder of the paper "sexually experienced young women" will refer to those subjects who reported having had sexual intercourse and "sexually inexperienced young women" will refer to those who reported they had not had sexual intercourse.

#### Variables Which Differentiated Subjects

The t-test was employed to compare sexually experienced subjects (35%) with sexually inexperienced (65%) to deter-





mine which variables differentiated the two groups. Items were selected for comparison by examining means calculated for each group. Thirty-five variables with means differing by more than 0.5 points were tested. Fifteen variables differentiated the two groups at a level of significance  $p \leq .05$ . Table 6 presents the 15 items in order of the level of significance.

Items differentiating the groups included one item (modernity) from the Personal Values Abstract, two items (abortion and family planning) from the Population Policy Questionnaire, and three items from Goldsmith's study (abortion is like killing, abortion leads to guilt feelings, and could not bring self to have an abortion). The remaining seven items are investigator-created and include two on dating behavior, four having to do with the relationship with or between parents, age, and grade.

In examining Table 6, it is important to note the means and standard deviations for the groups on each item. For example, a seven-point scale was used (0=very distant to 6=very close) for the items "feels close to father" and "feels close to mother." Examination of the means for the two groups for these items reveals that both groups, on the average, felt closer to mother than to father. Another item, "would like to be a wife like mother," is more true for subjects who had not had intercourse, but both groups tend to disagree with this statement. Examination of the mean score for the item "abortion



Table 6: Variables Differentiating Subjects Who Had Had Sexual Intercourse (S) from Those Who Had Not Had Sexual Intercourse (NS)

| Items                                 | Group | N  | Means     | S.D.  | T value | df | 2-tail prob |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |        |       |                                     |   |    |           |      |      |    |      |
|---------------------------------------|-------|----|-----------|-------|---------|----|-------------|---------------------------------------|---|----|-----------|-------|-------|----|------|----|----|---------|-------|---------------------------------------|---|----|-----------|-------|-------|----|------|----|----|---------|-------|---------------------------------------|---|----|-----------|-------|-------|----|------|----|----|---------|-------|---------------------------------------|---|----|-----------|-------|-------|----|------|----|----|---------|-------|---------------------------------------|---|----|-----------|-------|-------|----|------|----|----|---------|-------|---------------------------------------|---|----|-----------|-------|-------|----|------|----|----|---------|-------|---------------------------------------|---|----|-----------|-------|-------|----|------|----|----|---------|-------|---------------------------------------|---|----|-----------|-------|-------|----|------|----|----|---------|-------|---------------------------------------|---|----|-----------|-------|-------|----|------|----|----|---------|-------|---------------------------------------|---|----|-----------|-------|-------|----|------|----|----|---------|-------|-------------------------------------|---|----|-----------|-------|-------|----|------|----|----|---------|-------|-------------------------------------|---|----|-----------|-------|-------|----|------|----|----|---------|-------|-------------------------------------|---|----|-----------|-------|-------|----|------|----|----|--------|-------|-------------------------------------|---|----|-----------|------|------|----|------|
| Times gone steady                     | S     | 26 | 2.6154*   | .637  | 3.66    | 73 | .000        |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |        |       |                                     |   |    |           |      |      |    |      |
|                                       | NS    | 49 | 1.6939    | 1.194 |         |    |             | How often date                        | S | 26 | 3.0769**  | 1.742 | 3.38  | 73 | .001 | NS | 49 | 1.7143  | 1.620 | Attitude toward family planning (PPQ) | S | 26 | 32.6154   | 3.567 | 3.36  | 73 | .001 | NS | 49 | 29.7143 | 3.559 | Abortion like killing someone         | S | 26 | 1.3846*** | 1.416 | -3.07 | 73 | .003 | NS | 49 | 2.4082  | 1.353 | Attitude toward abortion (PPQ)        | S | 26 | 26.9615   | 3.985 | 2.93  | 73 | .005 | NS | 49 | 23.4490 | 5.382 | Feels close to father                 | S | 25 | 3.0800**  | 1.706 | -2.71 | 71 | .008 | NS | 48 | 4.2500  | 1.769 | Would like to be wife like mother     | S | 26 | 1.5385*** | 1.174 | -2.74 | 73 | .003 | NS | 49 | 2.4286  | 1.414 | Modernity (PVA)                       | S | 26 | 18.3846   | 4.231 | 2.70  | 73 | .009 | NS | 49 | 15.7959 | 3.753 | Parents love each other               | S | 25 | 2.4800*** | 1.475 | -2.32 | 72 | .023 | NS | 49 | 3.2245  | 1.212 | Age                                   | S | 26 | 16.3462   | 1.294 | 2.28  | 73 | .025 | NS | 49 | 15.6327 | 1.256 | Could not bring self to have abortion | S | 26 | 1.6923*** | 1.594 | -2.17 | 73 | .033 | NS | 49 | 2.4898  | 1.474 | Feels close to mother               | S | 26 | 4.6154**  | 1.499 | -2.16 | 73 | .034 | NS | 49 | 5.2449  | 1.011 | Grade                               | S | 26 | 10.7308   | 1.079 | 2.15  | 73 | .035 | NS | 49 | 10.1837 | 1.034 | Abortion leads to guilt feelings    | S | 26 | 2.1923*** | 1.167 | -2.15 | 73 | .035 | NS | 49 | 2.7959 | 1.154 | If pregnant, mother will understand | S | 26 | 2.5000*** | .990 | 2.07 | 73 | .042 |
| How often date                        | S     | 26 | 3.0769**  | 1.742 | 3.38    | 73 | .001        |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |        |       |                                     |   |    |           |      |      |    |      |
|                                       | NS    | 49 | 1.7143    | 1.620 |         |    |             | Attitude toward family planning (PPQ) | S | 26 | 32.6154   | 3.567 | 3.36  | 73 | .001 | NS | 49 | 29.7143 | 3.559 | Abortion like killing someone         | S | 26 | 1.3846*** | 1.416 | -3.07 | 73 | .003 | NS | 49 | 2.4082  | 1.353 | Attitude toward abortion (PPQ)        | S | 26 | 26.9615   | 3.985 | 2.93  | 73 | .005 | NS | 49 | 23.4490 | 5.382 | Feels close to father                 | S | 25 | 3.0800**  | 1.706 | -2.71 | 71 | .008 | NS | 48 | 4.2500  | 1.769 | Would like to be wife like mother     | S | 26 | 1.5385*** | 1.174 | -2.74 | 73 | .003 | NS | 49 | 2.4286  | 1.414 | Modernity (PVA)                       | S | 26 | 18.3846   | 4.231 | 2.70  | 73 | .009 | NS | 49 | 15.7959 | 3.753 | Parents love each other               | S | 25 | 2.4800*** | 1.475 | -2.32 | 72 | .023 | NS | 49 | 3.2245  | 1.212 | Age                                   | S | 26 | 16.3462   | 1.294 | 2.28  | 73 | .025 | NS | 49 | 15.6327 | 1.256 | Could not bring self to have abortion | S | 26 | 1.6923*** | 1.594 | -2.17 | 73 | .033 | NS | 49 | 2.4898  | 1.474 | Feels close to mother                 | S | 26 | 4.6154**  | 1.499 | -2.16 | 73 | .034 | NS | 49 | 5.2449  | 1.011 | Grade                               | S | 26 | 10.7308   | 1.079 | 2.15  | 73 | .035 | NS | 49 | 10.1837 | 1.034 | Abortion leads to guilt feelings    | S | 26 | 2.1923*** | 1.167 | -2.15 | 73 | .035 | NS | 49 | 2.7959  | 1.154 | If pregnant, mother will understand | S | 26 | 2.5000*** | .990  | 2.07  | 73 | .042 | NS | 49 | 1.8776 | 1.348 |                                     |   |    |           |      |      |    |      |
| Attitude toward family planning (PPQ) | S     | 26 | 32.6154   | 3.567 | 3.36    | 73 | .001        |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |        |       |                                     |   |    |           |      |      |    |      |
|                                       | NS    | 49 | 29.7143   | 3.559 |         |    |             | Abortion like killing someone         | S | 26 | 1.3846*** | 1.416 | -3.07 | 73 | .003 | NS | 49 | 2.4082  | 1.353 | Attitude toward abortion (PPQ)        | S | 26 | 26.9615   | 3.985 | 2.93  | 73 | .005 | NS | 49 | 23.4490 | 5.382 | Feels close to father                 | S | 25 | 3.0800**  | 1.706 | -2.71 | 71 | .008 | NS | 48 | 4.2500  | 1.769 | Would like to be wife like mother     | S | 26 | 1.5385*** | 1.174 | -2.74 | 73 | .003 | NS | 49 | 2.4286  | 1.414 | Modernity (PVA)                       | S | 26 | 18.3846   | 4.231 | 2.70  | 73 | .009 | NS | 49 | 15.7959 | 3.753 | Parents love each other               | S | 25 | 2.4800*** | 1.475 | -2.32 | 72 | .023 | NS | 49 | 3.2245  | 1.212 | Age                                   | S | 26 | 16.3462   | 1.294 | 2.28  | 73 | .025 | NS | 49 | 15.6327 | 1.256 | Could not bring self to have abortion | S | 26 | 1.6923*** | 1.594 | -2.17 | 73 | .033 | NS | 49 | 2.4898  | 1.474 | Feels close to mother                 | S | 26 | 4.6154**  | 1.499 | -2.16 | 73 | .034 | NS | 49 | 5.2449  | 1.011 | Grade                                 | S | 26 | 10.7308   | 1.079 | 2.15  | 73 | .035 | NS | 49 | 10.1837 | 1.034 | Abortion leads to guilt feelings    | S | 26 | 2.1923*** | 1.167 | -2.15 | 73 | .035 | NS | 49 | 2.7959  | 1.154 | If pregnant, mother will understand | S | 26 | 2.5000*** | .990  | 2.07  | 73 | .042 | NS | 49 | 1.8776  | 1.348 |                                     |   |    |           |       |       |    |      |    |    |        |       |                                     |   |    |           |      |      |    |      |
| Abortion like killing someone         | S     | 26 | 1.3846*** | 1.416 | -3.07   | 73 | .003        |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |        |       |                                     |   |    |           |      |      |    |      |
|                                       | NS    | 49 | 2.4082    | 1.353 |         |    |             | Attitude toward abortion (PPQ)        | S | 26 | 26.9615   | 3.985 | 2.93  | 73 | .005 | NS | 49 | 23.4490 | 5.382 | Feels close to father                 | S | 25 | 3.0800**  | 1.706 | -2.71 | 71 | .008 | NS | 48 | 4.2500  | 1.769 | Would like to be wife like mother     | S | 26 | 1.5385*** | 1.174 | -2.74 | 73 | .003 | NS | 49 | 2.4286  | 1.414 | Modernity (PVA)                       | S | 26 | 18.3846   | 4.231 | 2.70  | 73 | .009 | NS | 49 | 15.7959 | 3.753 | Parents love each other               | S | 25 | 2.4800*** | 1.475 | -2.32 | 72 | .023 | NS | 49 | 3.2245  | 1.212 | Age                                   | S | 26 | 16.3462   | 1.294 | 2.28  | 73 | .025 | NS | 49 | 15.6327 | 1.256 | Could not bring self to have abortion | S | 26 | 1.6923*** | 1.594 | -2.17 | 73 | .033 | NS | 49 | 2.4898  | 1.474 | Feels close to mother                 | S | 26 | 4.6154**  | 1.499 | -2.16 | 73 | .034 | NS | 49 | 5.2449  | 1.011 | Grade                                 | S | 26 | 10.7308   | 1.079 | 2.15  | 73 | .035 | NS | 49 | 10.1837 | 1.034 | Abortion leads to guilt feelings      | S | 26 | 2.1923*** | 1.167 | -2.15 | 73 | .035 | NS | 49 | 2.7959  | 1.154 | If pregnant, mother will understand | S | 26 | 2.5000*** | .990  | 2.07  | 73 | .042 | NS | 49 | 1.8776  | 1.348 |                                     |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |        |       |                                     |   |    |           |      |      |    |      |
| Attitude toward abortion (PPQ)        | S     | 26 | 26.9615   | 3.985 | 2.93    | 73 | .005        |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |        |       |                                     |   |    |           |      |      |    |      |
|                                       | NS    | 49 | 23.4490   | 5.382 |         |    |             | Feels close to father                 | S | 25 | 3.0800**  | 1.706 | -2.71 | 71 | .008 | NS | 48 | 4.2500  | 1.769 | Would like to be wife like mother     | S | 26 | 1.5385*** | 1.174 | -2.74 | 73 | .003 | NS | 49 | 2.4286  | 1.414 | Modernity (PVA)                       | S | 26 | 18.3846   | 4.231 | 2.70  | 73 | .009 | NS | 49 | 15.7959 | 3.753 | Parents love each other               | S | 25 | 2.4800*** | 1.475 | -2.32 | 72 | .023 | NS | 49 | 3.2245  | 1.212 | Age                                   | S | 26 | 16.3462   | 1.294 | 2.28  | 73 | .025 | NS | 49 | 15.6327 | 1.256 | Could not bring self to have abortion | S | 26 | 1.6923*** | 1.594 | -2.17 | 73 | .033 | NS | 49 | 2.4898  | 1.474 | Feels close to mother                 | S | 26 | 4.6154**  | 1.499 | -2.16 | 73 | .034 | NS | 49 | 5.2449  | 1.011 | Grade                                 | S | 26 | 10.7308   | 1.079 | 2.15  | 73 | .035 | NS | 49 | 10.1837 | 1.034 | Abortion leads to guilt feelings      | S | 26 | 2.1923*** | 1.167 | -2.15 | 73 | .035 | NS | 49 | 2.7959  | 1.154 | If pregnant, mother will understand   | S | 26 | 2.5000*** | .990  | 2.07  | 73 | .042 | NS | 49 | 1.8776  | 1.348 |                                     |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |        |       |                                     |   |    |           |      |      |    |      |
| Feels close to father                 | S     | 25 | 3.0800**  | 1.706 | -2.71   | 71 | .008        |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |        |       |                                     |   |    |           |      |      |    |      |
|                                       | NS    | 48 | 4.2500    | 1.769 |         |    |             | Would like to be wife like mother     | S | 26 | 1.5385*** | 1.174 | -2.74 | 73 | .003 | NS | 49 | 2.4286  | 1.414 | Modernity (PVA)                       | S | 26 | 18.3846   | 4.231 | 2.70  | 73 | .009 | NS | 49 | 15.7959 | 3.753 | Parents love each other               | S | 25 | 2.4800*** | 1.475 | -2.32 | 72 | .023 | NS | 49 | 3.2245  | 1.212 | Age                                   | S | 26 | 16.3462   | 1.294 | 2.28  | 73 | .025 | NS | 49 | 15.6327 | 1.256 | Could not bring self to have abortion | S | 26 | 1.6923*** | 1.594 | -2.17 | 73 | .033 | NS | 49 | 2.4898  | 1.474 | Feels close to mother                 | S | 26 | 4.6154**  | 1.499 | -2.16 | 73 | .034 | NS | 49 | 5.2449  | 1.011 | Grade                                 | S | 26 | 10.7308   | 1.079 | 2.15  | 73 | .035 | NS | 49 | 10.1837 | 1.034 | Abortion leads to guilt feelings      | S | 26 | 2.1923*** | 1.167 | -2.15 | 73 | .035 | NS | 49 | 2.7959  | 1.154 | If pregnant, mother will understand   | S | 26 | 2.5000*** | .990  | 2.07  | 73 | .042 | NS | 49 | 1.8776  | 1.348 |                                       |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |        |       |                                     |   |    |           |      |      |    |      |
| Would like to be wife like mother     | S     | 26 | 1.5385*** | 1.174 | -2.74   | 73 | .003        |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |        |       |                                     |   |    |           |      |      |    |      |
|                                       | NS    | 49 | 2.4286    | 1.414 |         |    |             | Modernity (PVA)                       | S | 26 | 18.3846   | 4.231 | 2.70  | 73 | .009 | NS | 49 | 15.7959 | 3.753 | Parents love each other               | S | 25 | 2.4800*** | 1.475 | -2.32 | 72 | .023 | NS | 49 | 3.2245  | 1.212 | Age                                   | S | 26 | 16.3462   | 1.294 | 2.28  | 73 | .025 | NS | 49 | 15.6327 | 1.256 | Could not bring self to have abortion | S | 26 | 1.6923*** | 1.594 | -2.17 | 73 | .033 | NS | 49 | 2.4898  | 1.474 | Feels close to mother                 | S | 26 | 4.6154**  | 1.499 | -2.16 | 73 | .034 | NS | 49 | 5.2449  | 1.011 | Grade                                 | S | 26 | 10.7308   | 1.079 | 2.15  | 73 | .035 | NS | 49 | 10.1837 | 1.034 | Abortion leads to guilt feelings      | S | 26 | 2.1923*** | 1.167 | -2.15 | 73 | .035 | NS | 49 | 2.7959  | 1.154 | If pregnant, mother will understand   | S | 26 | 2.5000*** | .990  | 2.07  | 73 | .042 | NS | 49 | 1.8776  | 1.348 |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |        |       |                                     |   |    |           |      |      |    |      |
| Modernity (PVA)                       | S     | 26 | 18.3846   | 4.231 | 2.70    | 73 | .009        |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |        |       |                                     |   |    |           |      |      |    |      |
|                                       | NS    | 49 | 15.7959   | 3.753 |         |    |             | Parents love each other               | S | 25 | 2.4800*** | 1.475 | -2.32 | 72 | .023 | NS | 49 | 3.2245  | 1.212 | Age                                   | S | 26 | 16.3462   | 1.294 | 2.28  | 73 | .025 | NS | 49 | 15.6327 | 1.256 | Could not bring self to have abortion | S | 26 | 1.6923*** | 1.594 | -2.17 | 73 | .033 | NS | 49 | 2.4898  | 1.474 | Feels close to mother                 | S | 26 | 4.6154**  | 1.499 | -2.16 | 73 | .034 | NS | 49 | 5.2449  | 1.011 | Grade                                 | S | 26 | 10.7308   | 1.079 | 2.15  | 73 | .035 | NS | 49 | 10.1837 | 1.034 | Abortion leads to guilt feelings      | S | 26 | 2.1923*** | 1.167 | -2.15 | 73 | .035 | NS | 49 | 2.7959  | 1.154 | If pregnant, mother will understand   | S | 26 | 2.5000*** | .990  | 2.07  | 73 | .042 | NS | 49 | 1.8776  | 1.348 |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |        |       |                                     |   |    |           |      |      |    |      |
| Parents love each other               | S     | 25 | 2.4800*** | 1.475 | -2.32   | 72 | .023        |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |        |       |                                     |   |    |           |      |      |    |      |
|                                       | NS    | 49 | 3.2245    | 1.212 |         |    |             | Age                                   | S | 26 | 16.3462   | 1.294 | 2.28  | 73 | .025 | NS | 49 | 15.6327 | 1.256 | Could not bring self to have abortion | S | 26 | 1.6923*** | 1.594 | -2.17 | 73 | .033 | NS | 49 | 2.4898  | 1.474 | Feels close to mother                 | S | 26 | 4.6154**  | 1.499 | -2.16 | 73 | .034 | NS | 49 | 5.2449  | 1.011 | Grade                                 | S | 26 | 10.7308   | 1.079 | 2.15  | 73 | .035 | NS | 49 | 10.1837 | 1.034 | Abortion leads to guilt feelings      | S | 26 | 2.1923*** | 1.167 | -2.15 | 73 | .035 | NS | 49 | 2.7959  | 1.154 | If pregnant, mother will understand   | S | 26 | 2.5000*** | .990  | 2.07  | 73 | .042 | NS | 49 | 1.8776  | 1.348 |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |        |       |                                     |   |    |           |      |      |    |      |
| Age                                   | S     | 26 | 16.3462   | 1.294 | 2.28    | 73 | .025        |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |        |       |                                     |   |    |           |      |      |    |      |
|                                       | NS    | 49 | 15.6327   | 1.256 |         |    |             | Could not bring self to have abortion | S | 26 | 1.6923*** | 1.594 | -2.17 | 73 | .033 | NS | 49 | 2.4898  | 1.474 | Feels close to mother                 | S | 26 | 4.6154**  | 1.499 | -2.16 | 73 | .034 | NS | 49 | 5.2449  | 1.011 | Grade                                 | S | 26 | 10.7308   | 1.079 | 2.15  | 73 | .035 | NS | 49 | 10.1837 | 1.034 | Abortion leads to guilt feelings      | S | 26 | 2.1923*** | 1.167 | -2.15 | 73 | .035 | NS | 49 | 2.7959  | 1.154 | If pregnant, mother will understand   | S | 26 | 2.5000*** | .990  | 2.07  | 73 | .042 | NS | 49 | 1.8776  | 1.348 |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |        |       |                                     |   |    |           |      |      |    |      |
| Could not bring self to have abortion | S     | 26 | 1.6923*** | 1.594 | -2.17   | 73 | .033        |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |        |       |                                     |   |    |           |      |      |    |      |
|                                       | NS    | 49 | 2.4898    | 1.474 |         |    |             | Feels close to mother                 | S | 26 | 4.6154**  | 1.499 | -2.16 | 73 | .034 | NS | 49 | 5.2449  | 1.011 | Grade                                 | S | 26 | 10.7308   | 1.079 | 2.15  | 73 | .035 | NS | 49 | 10.1837 | 1.034 | Abortion leads to guilt feelings      | S | 26 | 2.1923*** | 1.167 | -2.15 | 73 | .035 | NS | 49 | 2.7959  | 1.154 | If pregnant, mother will understand   | S | 26 | 2.5000*** | .990  | 2.07  | 73 | .042 | NS | 49 | 1.8776  | 1.348 |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |        |       |                                     |   |    |           |      |      |    |      |
| Feels close to mother                 | S     | 26 | 4.6154**  | 1.499 | -2.16   | 73 | .034        |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |        |       |                                     |   |    |           |      |      |    |      |
|                                       | NS    | 49 | 5.2449    | 1.011 |         |    |             | Grade                                 | S | 26 | 10.7308   | 1.079 | 2.15  | 73 | .035 | NS | 49 | 10.1837 | 1.034 | Abortion leads to guilt feelings      | S | 26 | 2.1923*** | 1.167 | -2.15 | 73 | .035 | NS | 49 | 2.7959  | 1.154 | If pregnant, mother will understand   | S | 26 | 2.5000*** | .990  | 2.07  | 73 | .042 | NS | 49 | 1.8776  | 1.348 |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |        |       |                                     |   |    |           |      |      |    |      |
| Grade                                 | S     | 26 | 10.7308   | 1.079 | 2.15    | 73 | .035        |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |        |       |                                     |   |    |           |      |      |    |      |
|                                       | NS    | 49 | 10.1837   | 1.034 |         |    |             | Abortion leads to guilt feelings      | S | 26 | 2.1923*** | 1.167 | -2.15 | 73 | .035 | NS | 49 | 2.7959  | 1.154 | If pregnant, mother will understand   | S | 26 | 2.5000*** | .990  | 2.07  | 73 | .042 | NS | 49 | 1.8776  | 1.348 |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |        |       |                                     |   |    |           |      |      |    |      |
| Abortion leads to guilt feelings      | S     | 26 | 2.1923*** | 1.167 | -2.15   | 73 | .035        |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |        |       |                                     |   |    |           |      |      |    |      |
|                                       | NS    | 49 | 2.7959    | 1.154 |         |    |             | If pregnant, mother will understand   | S | 26 | 2.5000*** | .990  | 2.07  | 73 | .042 | NS | 49 | 1.8776  | 1.348 |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |        |       |                                     |   |    |           |      |      |    |      |
| If pregnant, mother will understand   | S     | 26 | 2.5000*** | .990  | 2.07    | 73 | .042        |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |        |       |                                     |   |    |           |      |      |    |      |
|                                       | NS    | 49 | 1.8776    | 1.348 |         |    |             |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                       |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |         |       |                                     |   |    |           |       |       |    |      |    |    |        |       |                                     |   |    |           |      |      |    |      |

\* scale: 0-4+

\*\* scale: 0=never, 1=once/3 mos. to 5=more than once/week

\*\*\* scale: 0=disagree strongly to 4=agree strongly

\*\*\* scale: 0=very distant to 6=very close

is like killing someone" reveals again that both groups tend to disagree with or to be uncertain that this statement is true. Thus, examination of Table 6 not only provides a list of differentiating variables, but also presents a general picture of the attitudes of both groups.

Twenty-five percent of the sample were of Mexican-American origin and 69% were Caucasian. Table 7 presents frequencies and percentage of sexually experienced (S) and inexperienced (NS) subjects by race.

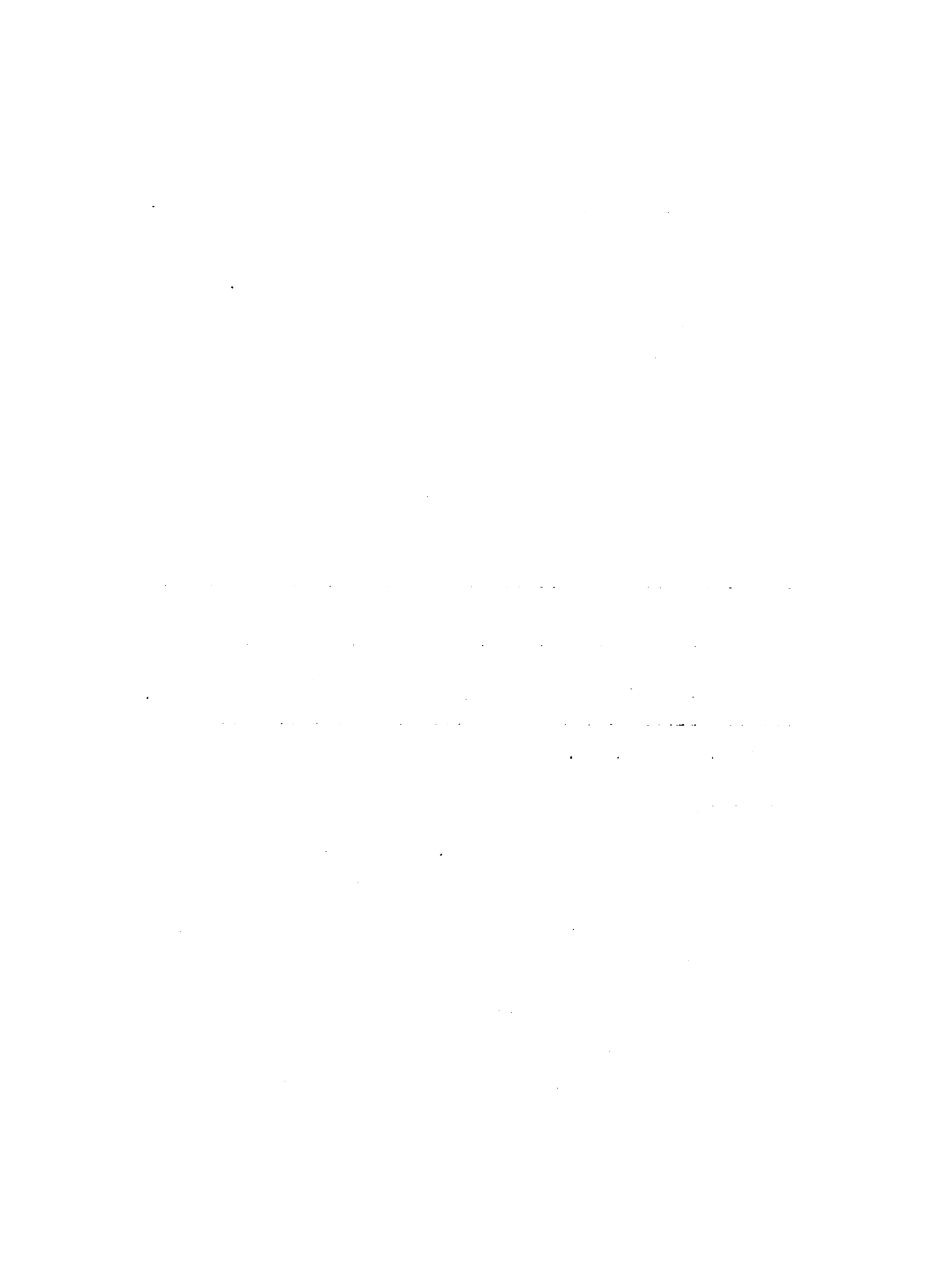
Table 7  
Sexual Activity by Race

| Race             | S  |      | NS |      | Total |       |
|------------------|----|------|----|------|-------|-------|
|                  | f  | %    | f  | %    | f     | %     |
| Caucasian        | 19 | 36.5 | 33 | 63.5 | 52    | 100.0 |
| Mexican-American | 5  | 26.3 | 14 | 73.7 | 19    | 100.0 |

$$\chi^2=15.84, 2df, p>.01$$

A significant difference was found in the number of sexually experienced in the groups. Over one-third of the Caucasian subjects were sexually experienced in contrast to slightly over one-quarter of the Mexican-Americans. (No significant difference was found when the subjects were compared by religion.)

Twenty percent of the parents of subjects were divorced or separated. Table 8 presents frequencies and percentage of sexually experienced (S) and inexperienced (NS) subjects by persons with whom subjects were living



at the time of data collection.

Table 8  
Sexual Activity by Household

| Living with  | S  |        | NS |        |
|--------------|----|--------|----|--------|
|              | f  | %      | f  | %      |
| Both Parents | 16 | 61.54  | 44 | 89.80  |
| P and Stepp  | 6  | 23.08  | 3  | 6.12   |
| Parent alone | 3  | 11.54  | 2  | 4.08   |
| Other        | 1  | 3.84   | 0  | 0.00   |
| Total        | 26 | 100.00 | 49 | 100.00 |

$$\chi^2=30.5, 3df, p>.01$$

A significantly greater percentage of sexually experienced young women were found among those living with stepparents.

One of the Goldsmith (1974) items included in the questionnaire was as follows:

Barbara was really upset when she found she was pregnant. She went to the doctor and he was able to arrange an abortion. Imagine you were a close friend of Barbara's and she told you about this. How would you feel about what Barbara did? (check one)

- \_\_\_\_\_ a. She did the wrong thing. She should have gone on and had the baby.
- \_\_\_\_\_ b. She should have had the baby, and then if she couldn't take care of it she could have arranged for an adoption.
- \_\_\_\_\_ c. She did the right thing if she really didn't want to have the baby.

Over 80% of the sexually experienced felt that Barbara had done the right thing in contrast to 54% of the sexually inexperienced young women. Eight percent of the inactive subjects felt she should have had and kept the



the baby and only 19% felt she should have relinquished it for adoption. These differences were statistically significant ( $\chi^2=43.2$ , 2df,  $p>.01$ ).

### Clusters and O-Types

The BC TRY program was employed to examine types of subjects based on clusters of variables. A cluster is a group of variables derived from an intercorrelation matrix where the variables within the group are highly correlated with one another and poorly correlated with all of the other variables included in the matrix. A cluster may also be referred to as a dimension. The determination of clusters is referred to by Tryon (1972) as the variable analysis. An O-type (meaning object or subject type) is a group of subjects who have the same profile of scores on the clusters and are therefore considered to be a type. The analysis of variables and construction of O-types are presented separately.

Variable analysis. The intercorrelation matrix for the variables, with communalities in the diagonals, provided the input for the initial cluster analysis. A total of 50 variables were included: three scales from the PVA; five scales from the PPQ; one score for Locus of Control; and 30 investigator-created items. Of the eight clusters generated by the first empirical run, two were doublets of little generality (socioeconomic status and pregnancy would upset parents), and one (age and grade) was highly correlated with many of the variables included in other





clusters. These three clusters and 11 variables with communalities less than 0.3 (low generality) were eliminated. The 28 remaining variables yielded five clusters (Table 9). Statistical indexes of cluster reliability, item communalities, together with rationale of interpretability were the major determiners of the final solution.

Of the five clusters, Cluster 1 (C1) was formed from the abortion and population management scales of the PPQ and Goldsmith's items on abortion; C2 includes items regarding the relationship with the mother; C3 describes the subjects' dating behavior which was negatively related to achievement; C4 describes the relationship between the mother and the father which was negatively related to the PVA modernity scale (social initiative and personal independence); and C5 describes the relationship with the father and includes the socialization scale from the PVA relating to the internalization of norms and the degree to which behavior is guided by sanction. The correlations among the five oblique clusters are presented in Table 10 where cluster reliabilities appear in the main diagonal.

Table 10  
Correlations between Factor Estimates

|    | C1           | C2           | C3           | C4           | C5           |
|----|--------------|--------------|--------------|--------------|--------------|
| C1 | <u>.8657</u> | -.0272       | .0029        | .1229        | -.1549       |
| C2 | -.0272       | <u>.8848</u> | -.2749       | .1876        | .5718        |
| C3 | .0029        | -.2749       | <u>.6923</u> | -.1834       | -.2374       |
| C4 | .1229        | .1876        | -.1834       | <u>.7336</u> | .3923        |
| C5 | -.1549       | .5718        | -.2374       | .3923        | <u>.8798</u> |

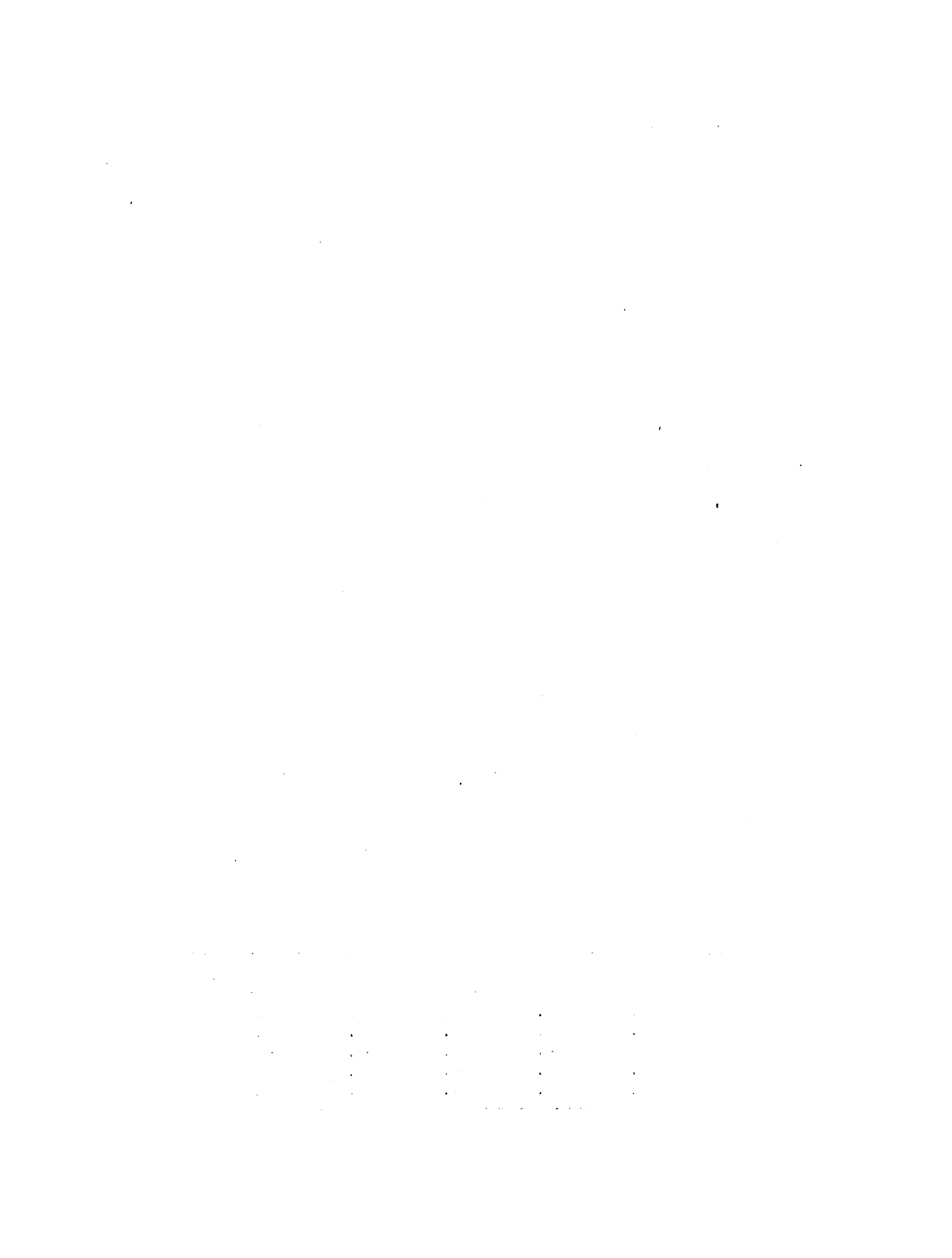


Table 9: Cluster Items with Oblique Factor Coefficients and Communalities

| Cluster                                   | Item                                   | Oblique Factor Coef. | Communality |
|---|--|----------------------|-------------|
| CLUSTER 1 - ABORTION                      | Could not bring self to have abortion  | .7530                | .5871       |
|   | Abortion is like killing someone       | .7336                | .6223       |
|   | Abortion leads to guilt feelings       | .7130                | .6141       |
|   | Abortion is better than unwanted child | .6914                | .5098       |
|   | Abortion is safe in a food hospital    | .6673                | .5643       |
|   | Abortion scale (PPQ)                   | -.6577               | .4805       |
|   | Population Management scale (PPQ)      | -.6189               | .3984       |
|   | Number of sibs                         | -.5858               | .3877       |
|   | Birth Order                            | -.5417               | .4320       |
|   | CLUSTER 2 - RELATIONSHIP WITH MOTHER   |                      |             |
| Feels close to mother                     | .8272                                  | .7133                |             |
| Enjoys time alone with mother             | .7901                                  | .6548                |             |
| Mother is under-standing                  | .7722                                  | .6442                |             |
| Mother has been a good mother             | .7592                                  | .6249                |             |
| Would like to be a wife like mother       | .6363                                  | .4970                |             |
| CLUSTER 3 - DATING BEHAVIOR               |  |                      |             |
| How often date                            | .7604                                  | .5923                |             |
| Times gone steady                         | .6364                                  | .4190                |             |
| Going steady now                          | .5965                                  | .3895                |             |
| CLUSTER 4 - RELATIONSHIP BETWEEN PARENTS  |  |                      |             |
| Parents love one another                  | .7655                                  | .7190                |             |
| Parents get along well                    | .6949                                  | .5249                |             |
| My (PVA): Social initiative, independence | -.4361                                 | .3053                |             |
| Mother discusses probs having w/ f        | -.4280                                 | .4885                |             |
| CLUSTER 5 - RELATIONSHIP WITH FATHER      |  |                      |             |
| Enjoy time alone with father              | .8735                                  | .7979                |             |
| Father is under-standing                  | .8022                                  | .6955                |             |
| Feels close to father                     | .7996                                  | .7035                |             |
| Like to marry a man like father           | .7235                                  | .5444                |             |
| Sr (PVA) - Internalization of norms       | .6146                                  | .4446                |             |
| Father discusses probs having w/ m        | .3802                                  | .4117                |             |

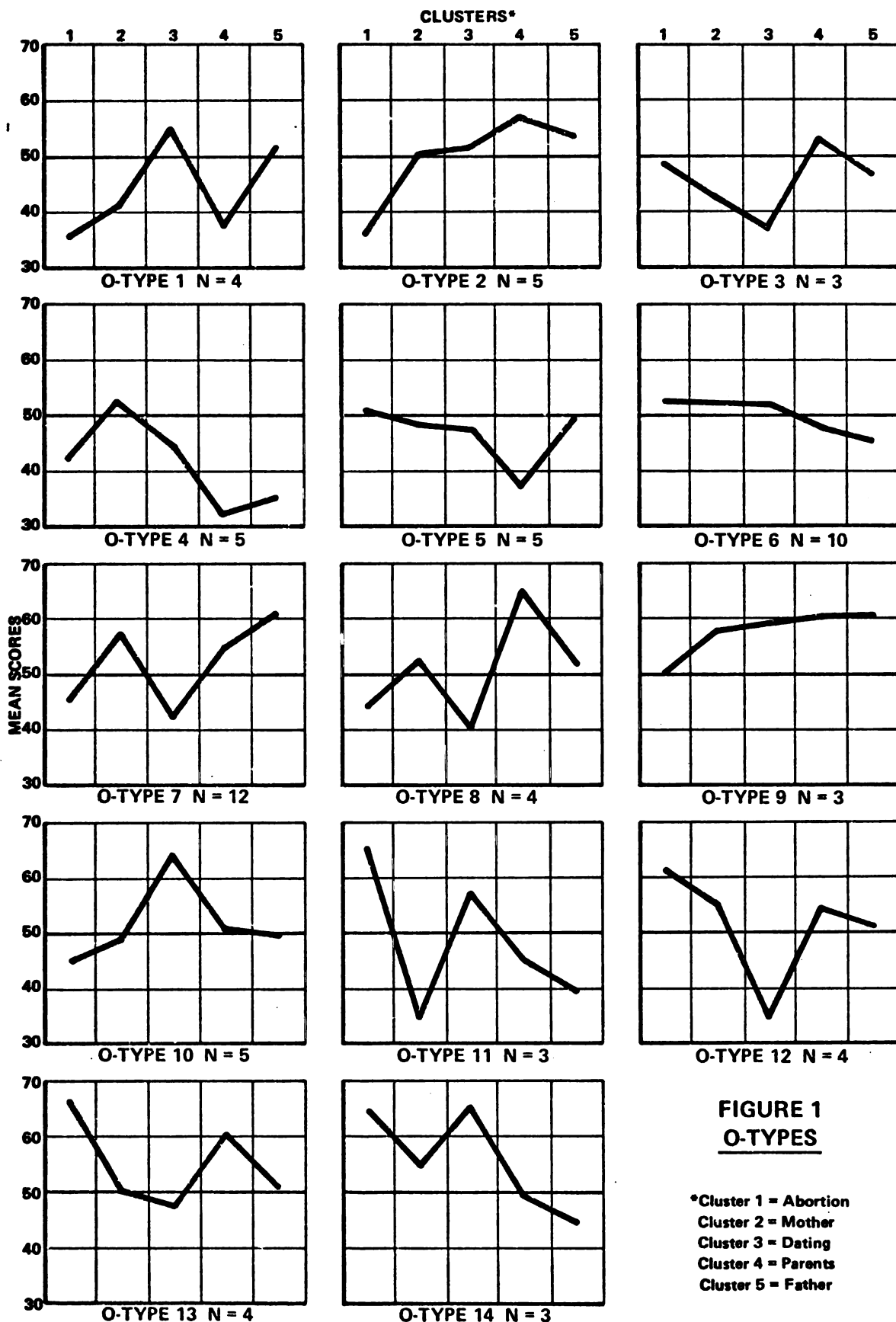
With the exception of C2 (relationship with mother) and C5 (relationship with father), the clusters were relatively orthogonal.

Typology construction. A score for every subject for each of the five clusters was defined as the simple sum of scores of the defining variables for each dimension. The composite scores for all subjects on each cluster were then standardized with mean=50, standard deviation=10. Using a subroutine called O-type, each subject was located as a point in five-dimensional space. This subroutine operates by scanning this space for local densities. Densities were determined by a network of uniformly spaced horizontal and perpendicular lines for locating points by means of coordinates projected into this space; these grid dimensions were determined by the number of dimensions (five) and, in this analysis, the mean and  $\pm 1$  standard deviation were used as cut points on each dimension.

In this manner, 14 separate types of young women (called O-types) were located. Figure 1 illustrates the number of subjects in each type and the mean profile for the subjects in that type. The 14 types accounted for 93.3% of the sample. Only five subjects had profiles so unusual that they could not meet the criteria for type inclusion. (For profiles of the five unique subjects, refer to Appendix F.)

Caution must be executed in the use of a complex program of multivariant analysis like BC TRY, especially





when the study sample is small. Though such programs provide composite dimensions which may add new and interesting perspectives in analyzing the data, it is important to keep in mind variables that have been rationally excluded by the program or by the investigator (even with excellent justification), or non-metric data such as race or religion. Such excluded variables when considered in relation to the O-types may add clarification and depth of understanding in the differentiation of the groups.

For the reasons cited, each variable excluded from the final preset run was considered by examining the scores of subjects within each O-type. Though many of the O-types include few subjects (in major part due to the large number of variables and the small number of subjects), the homogeneities of the types are excellent (.78-.96). All of the variables of the study are brought together in the last section of Chapter V for discussion in relation to the O-types.

### Standardized Tests

Population Policy Questionnaire (PPQ). Since the population policy questionnaire is a relatively new instrument (Gough, 1975), no standards are as yet available for high school populations. Table 11 presents a comparison of the study means and standard deviations with a population of college age and adult females. High school females in this study score lower on the birth control, abortion,





and modernity scales.

Table 11  
Means and Standard Deviations  
for PPQ Norms and Study Population

| Scales          | College* |      | High School |      |
|-----------------|----------|------|-------------|------|
|                 | M        | SD   | M           | SD   |
| Birth Control   | 32.14    | 4.95 | 25.83       | 5.52 |
| Abortion        | 29.40    | 5.26 | 24.67       | 5.19 |
| Family Planning | 32.83    | 4.02 | 30.72       | 3.80 |
| Pop. Management | 30.17    | 5.27 | 28.04       | 5.13 |
| Modernity       | 31.04    | 4.12 | 26.68       | 3.67 |

\*N=374 U.C. Berkeley college students and non-students from the San Francisco Bay Area (Gough, 1975, p. 130).

\*\*N=75 high school students from present study.

Personal Values Abstract (PVA). Table 12 presents means and standard deviations for three PVA scales for the study sample and norms for high school age females.

Table 12  
PVA Means and Standard Deviations for  
Study Sample and Norms for High School Females

|                | My    |      | Sn    |      | Fy    |      |
|----------------|-------|------|-------|------|-------|------|
|                | M     | SD   | M     | SD   | M     | SD   |
| Norms*         | 14.81 | 4.18 | 25.16 | 3.99 | 21.75 | 3.06 |
| Study Sample** | 16.69 | 4.08 | 22.55 | 4.25 | 21.60 | 2.74 |

\*N=325 high school females

\*\*N=75 high school females

Female students in the present study score higher on the



modernity scale and lower on the socialization scale.

Intercorrelations of the three scales of the PVA have indicated that reasonable independence of the scales has been achieved in its construction (Gough, 1972). Data from this study support this conclusion. Table 13 presents the intercorrelations among the three scales for 75 students participating in this study.

Table 13  
Intercorrelations among  
Three PVA Scales

| Scales             | Correlations |       |      |
|--------------------|--------------|-------|------|
|                    | My           | Sn    | Fy   |
| My (Modernity)     | 1.00         |       |      |
| Sn (Socialization) | -0.14        | 1.00  |      |
| Fy (Femininity)    | -0.11        | -0.01 | 1.00 |

Because the scales are relatively orthogonal, it is possible to use scores on the three scales in a typological analysis. To accomplish this analysis, each variable is cut at a midpoint to define eight interactional patterns, e.g., High on Modernity, High on Socialization, and High on Femininity = HHH, etc. As Gough (1972) points out, the value of this method of typology lies in the possible discovery of non-linear interaction patterns among variables, i.e., relationships undetectable by arithmetic summing of components.

All subjects in the sample were assigned to a typological cell, based on their three scores (HHH, HHL, HLH,



etc.) according to cutting points defined in the PVA Manual. Table 14 presents the assignment of subjects to the eight types by percent.

Table 14

PVA Types for Subjects with Sexual Experience (S) and Without (NS) Compared to Norms by Percent

| Type | Research Sample |      |      | Norms |
|------|-----------------|------|------|-------|
|      | NS              | S    | All  |       |
| HHH  | 2.0             | 15.3 | 6.7  | 4.3   |
| HHL  | 2.0             | 0.0  | 1.3  | 3.1   |
| HLH  | 8.2             | 11.5 | 9.3  | 2.8   |
| HLL  | 6.1             | 7.8  | 6.7  | 4.0   |
| LHH  | 28.6            | 7.8  | 21.4 | 37.2  |
| LHL  | 14.3            | 11.5 | 13.3 | 17.8  |
| LLH  | 26.6            | 30.8 | 28.0 | 19.1  |
| LLL  | 12.2            | 15.3 | 13.3 | 11.7  |

$$\chi^2=40.4, 7df, p>.01$$

The sexually experienced group were significantly different from the sexually inexperienced group. Subjects who were sexually experienced were more numerous in the HHH typology, and somewhat more numerous in the LLH cell. They are less numerous in the LHH cell. For interpretive information on the meaning of membership in these three cells, reference may be made to data given in the PVA Manual, and reproduced here as Table 15. These descriptions raise the possibility of two different personality themes being related to earlier sexual experience. One of these is that suggested by the HHH description: energetic, impulsive, emotional, and variety-seeking individuals. The other, suggested by the LLH cell, is a conventionally femi-



Table 15. \*Adjectival Descriptions Associated with Typological Classifications of PVA

| Type  | Often described as  | Females   | Seldom described as   |
|-------|---|---|---|
| H-H-H | emotional, energetic, enterprising, hurried, imaginative, impulsive, optimistic, original, outgoing, versatile            | emotional, energetic, enterprising, hurried, imaginative, optimistic, original, outgoing, versatile                       | methodical, mild, patient, quiet, reserved, retiring, silent, simple, steady, timid                               |
| H-H-L | alert, ambitious, determined, foresighted, steady, strong, confident, intelligent, logical, resourceful                   | alert, ambitious, determined, foresighted, steady, strong, confident, intelligent, logical, resourceful                   | apathetic, defensive, gloomy, thankless, worrying, complaining, cowardly, immature, nervous, retiring             |
| H-L-H | deceitful, outgoing, outspoken, progressive, self-confident, show-off, unconventional, active, aggressive, interests wide | deceitful, outgoing, outspoken, progressive, self-confident, show-off, unconventional, active, aggressive, interests wide | apathetic, cautious, conservative, dependent, leisurely, mild, modest, obliging, slow, suggestive                 |
| H-L-L | changeable, daring, fickle, impulsive, masculine, outspoken, pleasure-seeking, reckless, restless, spontaneous            | changeable, daring, fickle, impulsive, masculine, outspoken, pleasure-seeking, reckless, restless, spontaneous            | cautious, conservative, mannerly, mild, patient, serious, shy, silent, timid, withdrawn                           |
| L-H-H | considerate, gentle, mild, modest, peaceable, reserved, self-controlled, shy, unselfish, warm                             | considerate, gentle, mild, modest, peaceable, reserved, self-controlled, shy, unselfish, warm                             | emotional, excitable, fickle, hurried, impulsive, intolerant, loud, noisy, pleasure-seeking, talkative            |
| L-H-L | appreciative, cautious, conservative, conventional, fussy, painstaking, prudish, stable, stern, unemotional               | appreciative, cautious, conservative, conventional, fussy, painstaking, prudish, stable, stern, unemotional               | artistic, imaginative, impulsive, individualistic, ingenious, insightful, original, sympathetic, versatile, witty |
| L-L-H | fearful, feminine, interests narrow, methodical, precise, quiet, reserved, slow, sympathetic, unemotional                 | fearful, feminine, interests narrow, methodical, precise, quiet, reserved, slow, sympathetic, unemotional                 | daring, jolly, lazy, loud, mischievous, noisy, relaxed, robust, spontaneous, talkative                            |
| L-L-L | apathetic, disorderly, dissatisfied, irresponsible, lazy, slow, sulky, superstitious, suspicious, unconventional          | apathetic, disorderly, dissatisfied, irresponsible, lazy, slow, sulky, superstitious, suspicious, unconventional          | ambitious, determined, efficient, foresighted, mannerly, organized, persistent, rational, responsible, tactful    |

\* Gough, Harrison G. Manual for the Personal Values Abstract, Palo Alto, California. Consulting Psychologists Press, Inc. 1972. (Reproduced here with the permission of the author)



nine young woman who lacks verve, self-confidence, and spontaneity.

Locus of control. Standards derived from the administration of the locus of control test to 1000 students in grades 10, 11, and 12 for males and females combined (Rotter, 1966) were mean=8.5, standard deviation=3.7. (Sex differences have been found to be minimal.) This study yielded a mean score of 10.3 with standard deviation=3.6, revealing a considerably more externally controlled group.

Correlations between the Internal-External (I-E) scale and all other variables in the study were extremely low. The three highest correlations were with socialization (PVA),  $r=-.232$ ; femininity (PVA),  $r=.222$ ; and father is understanding,  $r=-.209$ .

An interesting finding emerged when locus of control was compared to choice of contraceptives and frequency of use by subjects who were sexually active. Table 16 presents means and standard deviations for these data.

Table 16

Means and Standard Deviations for Locus of Control with Contraceptive Choice and Frequency of Use (N=26)

| Contraceptive & frequency of use     | N | Mean I-E Scale | SD  |
|--------------------------------------|---|----------------|-----|
| IUD or pill; always or almost always | 6 | 9.2            | 3.5 |
| Any contraceptive; never used        | 8 | 10.1           | 3.8 |
| Condom; always or almost always      | 9 | 11.0           | 4.1 |
| Rhythm; always                       | 3 | 14.6           | 4.5 |

$F \geq 3.05$ , 3df, 22df = p .05  $F=4.73$



A simple analysis of variance revealed that the choice of contraceptive was significantly related to the locus of control.

### Sexually Experienced Subjects

Sexually experienced subjects were asked to complete additional items related to their sexual activity. Findings from their responses are reported in this section. Nearly 54% of the sample reported having intercourse with only one partner. Twenty-two percent had two partners, and 23% and three, four, or more.

One partner only. Four subjects had had intercourse only once. Their ages ranged from 14 through 17 years. Three of the four subjects did not use a contraceptive; the partner of the fourth subject used a condom.

Three subjects occasionally had sexual intercourse (about once every three months) with their boyfriends. Two were 17 years of age, one was 14 years. Withdrawal was used by all three partners; one occasionally used a condom.

Five subjects ranging in age from 14 through 18 years reported having had intercourse once or twice a month. This group always used a contraceptive; two were on oral contraceptives and three used a condom or withdrawal.

Only two subjects, ages 15 and 17 years, reported having had intercourse more than once a week. A condom was always used and, in one instance, the rhythm method was used in addition to the condom.

Intercourse with two partners. A 14-year-old subject



reported having had sexual intercourse once with each of two men. Neither time did she use a contraceptive. One 15-year-old reported having had sexual intercourse twice a month, and occasionally using rhythm or withdrawal. Two 17-year-olds and one 18-year-old reported having had intercourse once or more than once a week; two were on oral contraceptives and one had an intra-uterine device.

Intercourse with three, four, or more partners. This group of seven subjects were all 16 years of age or older. They reported having had sexual intercourse occasionally with the exception of one who reported having had intercourse more than once a week. This group very seldom or never used contraception except one who took oral contraceptives. (She was not the subject who had had intercourse more than once a week.) Only one subject in the sample had been pregnant; she had had an abortion.

In responding to the vignette about Barbara, 21 of the 26 subjects agreed that Barbara had done the right thing when she had an abortion. Half of the subjects agreed with or were uncertain about the statement "Even if I became pregnant, I could not bring myself to have an abortion," and 18 subjects agreed with or were uncertain about the statement "Abortion will leave a girl with a great many guilt feelings."

In this chapter the major findings of the study have been presented. In Chapter V these findings are broken into more comprehensive components for discussion. In some instances additional data such as frequency tables

CHAPTER V  
ADOLESCENCE AND SEXUALITY  
ATTITUDES AND BEHAVIOR

This chapter includes a discussion of the findings of this study as they relate to the young woman's decisions regarding her sexual behavior. The various factors or variables discussed are seen as antecedent factors which may influence the young woman's manner of coping with her sexuality. The sexual behavior and attitudes of the adolescent represent only one aspect, albeit an important one, in the young woman's striving toward maturity and, in attempting to understand the data in light of sexual behavior, the other aspects of her development and experience with living must be kept in perspective.

The chapter is divided into sections that deal with the major variables of the study. They are discussed first individually as differentiating factors and then in relation to other variables relevant to the particular section. Finally, in the last section, all of the variables previously discussed are brought together in a discussion of their interrelatedness as applied to various groups of subjects.

Attitudes Regarding Sexual Intercourse During Adolescence

The attitudes of young adolescent women regarding sexual intercourse were derived from the interviews. Each young woman who was interviewed was asked how she felt about



teenagers having intercourse. Responses from sexually inexperienced young women included the following statements:

More kids do have sex than don't. I think it's wrong to let a guy have what he wants. I don't think they drop you if you don't. On the other hand, I went out with a guy once who didn't make a pass. He didn't do anything to let me know he cared.

I think kids have it (sexual intercourse) to get away from their troubles. They think they'll lose boyfriends if they don't have sex. Sometimes that's true, but not every boy is trying to push a girl into it. I think they still have more respect for the girl who doesn't.

I think it's stupid. Those birth control pills can harm you in many ways. Anyway you might forget and get pregnant.

It's up to the individual, but I wouldn't do it. I think there's more talk than doing. Sex sets kids off and builds up the sex drive. It can mess you up emotionally. Anyway they're not making love, they're just having sex. I'd like to be a virgin, but there's an awful lot of pressure from other kids.

Sexually experienced young women responded with the following statements:

If you're going together for quite a while it's okay (to have sex), but I'm against screwing around. Not a lot of girls do that, but probably 75% of the kids have sex before they graduate.

You really get involved when you have sex, and you feel like you belong to the guy. You can get hurt, but you feel close.

There is nothing wrong with having sex if you're mature enough to accept the fact that you could get pregnant and take responsibility. I felt bad the first time, but I wasn't sorry.

The first time I had sex I was shy and quiet and afraid. After I tried it, it wasn't as bad as I thought. It's so much easier to express your feelings.

Jessor and Jessor (1975) found non-virgins to have more





positive relative to negative reasons in favor of sexual intercourse. The statements of young women in this study would substantiate that finding. Though most sexually inexperienced young women cite many reasons for not having sexual intercourse, such as emotional trauma, fear of pregnancy, or fear of losing boyfriends, a major theme running through responses by sexually experienced young women who were interviewed appeared to be the closeness and attention the experienced provided them.

#### Dating and Going Steady

Two items, "About how often do you go out with a boy?" and "Have you ever gone steady with a boy?", differentiated the sexually experienced from the sexually inexperienced young women. Sexually experienced young women reportedly went out more often and had gone steady with more boyfriends than the sexually inexperienced. Table 17 presents percentage responses for sexually experienced and inexperienced young women to the question "About how often do you go out with a boy?"

Table 17

Frequency of Dating by Percent for Sexually Experienced and Inexperienced Young Women

| Frequency              | Percent Responses |          |
|------------------------|-------------------|----------|
|                        | NS (N=49)         | S (N=26) |
| Never                  | 30.6              | 7.7      |
| Less than once a month | 24.5              | 15.4     |
| Once or twice a month  | 26.5              | 30.8     |
| Once a week or more    | 18.4              | 46.1     |



It is of interest that two young women who reportedly had had sexual intercourse had never been out with a boy. By chance one of the two was interviewed. Her statement was "I've never been out with him, we meet at my friend's house." Apparently to that young woman, and perhaps to others, "going out" means going out on a date when the young man comes to your house to pick you up. In this study the older the young woman was the more often she dated ( $r=.44$ ), but there was no difference in ages of sexually experienced and inexperienced subjects. Less than half the sexually inexperienced group were dating at least once a month in contrast to 76% of the sexually active group.

Table 18 presents responses by percent for sexually experienced and inexperienced young women to the question "Have you ever gone steady with a boy?"

Table 18

Number of Times Gone Steady by Percent for  
Sexually Experienced (S) and  
Inexperienced (NS) Young Women

| Frequency       | S (N=26) | NS (N=49) |
|-----------------|----------|-----------|
| Never           | 7.7      | 24.5      |
| Once            | 23.1     | 16.3      |
| Twice           | 61.5     | 24.5      |
| More than twice | 7.7      | 34.7      |

Though sexually inexperienced young women go out with boyfriends much less frequently than sexually experienced young women, three-quarters of them have gone steady with



at least one boy. From responses of young women who were interviewed regarding going steady, it would appear that the term has different meanings for sexually inexperienced and sexually experienced young women. Statements of sexually inexperienced young women who were interviewed included the following:

It's okay to go steady, everyone does.

I can't date yet, but I think going steady is great. It gives you someone to talk to, you can really feel close.

Going steady is okay, but you have to set limits.

Responses from experienced young women were:

It can be a hassle to go steady. You get too close and get your feelings hurt. You feel a lot of jealousy.

I'm going steady now. No one has ever treated me the way that he does. He's really helped me a lot.

I would rather go steady. I can't go out with a bunch of guys, you can't get close.

Sexually experienced young women tended to go steady for longer periods of time, while the sexually inexperienced often mentioned that they frequently broke up with a "steady" after a week or two. It would appear that, for the sexually experienced young woman, going steady was a much more serious and intimate affair, while the sexually inexperienced appeared to be experimenting with a variety of relationships on a less intense level.

Another item, "Are you going steady now?", did not differentiate the two groups, but was included in Cluster 3 of the BC TRY run along with the two items previously



discussed. Sixty-nine percent of sexually inexperienced and 58% of sexually experienced stated that they were going steady at the time of data collection.

The reader will recall that the high school in which the data were collected serves five surrounding communities and many of the students are bussed to school daily. All of the communities are quite small and offer few, if any, activities for teenagers. Most of the social activities in which these young women participate take place at the school. For a young man to take his girl friend out on a date other than to a school function, and in some instances even to the school, can involve many miles of driving. In addition, many of these young people live on small farms; often their mothers and fathers both work and few can afford the luxury of additional help. Many of these adolescents, both young women and young men, are expected to help with household chores and care of animals or to work in orchards or vineyards after school and on weekends. It is not surprising that only a little over a quarter of the entire sample date once a week or more.

It is of interest that grade-point average was negatively correlated with going steady at  $r = -.374$ . This item originally fell into Cluster 3, but was dropped because of its low communality. Apparently going steady has some effect upon the lowering of grades.

In summary, sexually experienced young women dated more frequently and had gone steady with more men for





longer periods of time. From the interviews, it appeared that "going steady" for the sexually experienced young woman was a more intense and involved relationship than for the inexperienced young woman.

### Girl Friends

Abernathy (1974) considers few female friends and lack of support from female friends to be one variable contributing to a high risk for pregnancy during adolescence. Pregnant adolescents in Curtis's (1974) study reported none or few girl friends in contrast to the never-pregnant girls who reported having many friends. One of the items in this study was "Among girl friends of your own age, with how many would you discuss your most personal problems?" This item did not differentiate sexually experienced from sexually inexperienced young women. Nineteen percent of the subjects were reportedly "loners" and seldom discussed problems with friends; 47% had one close friend in whom they confided; 35% reported having several friends with whom they could discuss problems.

Jessor and Jessor (1975) found that non-virgins selected friends who approved of their sexual behavior and were usually sexually involved themselves. This finding was substantiated by the interviews during which young women who were sexually inexperienced stated that none of their friends were having sexual intercourse, and those who were experienced reported that all of their friends were



also having sexual intercourse. Of interest is the fact that sexually inexperienced young women reported "pressure" from sexually active girls to have intercourse; however, no sexually active young woman reported "pressure" from sexually inexperienced to stop having intercourse.

In summary, the number of close girl friends that young women reported having did not differentiate the two groups. Sexually experienced young women, however, had primarily sexually experienced girl friends, and sexually inexperienced young women had sexually inexperienced friends.

### Achievement

Three items in the questionnaire were related to the young woman's achievement. They were her grade-point average (GPA), her extracurricular activities and hobbies, and her employment record. None of the three items differentiated sexually experienced and sexually inexperienced young women.

The mean GPA for the sample was 2.9, S.D.=0.8. The GPA was negatively correlated ( $r=0.37$ ) with whether the subject was going steady at the time of the study, and positively correlated ( $r=0.39$ ) with the item "My mother has been a good mother to me." Young women with higher grade-point averages appeared to have better relationships with their mothers and were not going steady at the time of data collection.

The subjects were asked to list their extracurricular

activities or hobbies. The average number of activities listed was 3.7, S.D.=2.2. The activities cited by each subject were compiled in two lists, one for the sexually experienced group and the other for the sexually inexperienced group. Two judges were asked to examine the lists and to note differences in the kinds or quality of activities that appeared on the two lists. The judges, from independent observations, concurred that no differences existed in the kinds or quality of activities that appeared on the lists. Activities for both groups included hobbies such as sewing or stamp collecting, sports, intellectual activities like the Spanish club, or cultural interests relating to music, art, or drama.

The average number of times a young woman had been employed was 1.5, S.D.=1.2. Most of the young women who had been employed worked after school or during the summer in part-time positions. No differences were found in the type or quality of employment of the two groups.

In summary, three items, grade-point average, extra-curricular activities, and employment were considered to measure achievement in this study. None of the three items differentiated sexually experienced and inexperienced young women.

### Abortion

In this study six items and one scale of the PPQ related to attitudes toward abortion. Five of the seven factors



differentiated young women who were sexually active from those who were not. All seven items will be discussed in this section.

Four of Goldsmith's items differentiated the sexually experienced from the sexually inexperienced group. Table 19 presents percent responses for the total sample (Tot; N=75), the sexually experienced (S; N=26), and the sexually inexperienced (NS; N=49).

Table 19  
Percent Responses to Goldsmith's  
Abortion Items

| Item   | Agreed |    |     | Uncertain |    |     | Disagreed |    |     |
|--|--------|----|-----|-----------|----|-----|-----------|----|-----|
|  | S      | NS | Tot | S         | NS | Tot | S         | NS | Tot |
| Even if I had an unwanted pregnancy, I could not bring myself to have an abortion. | 31     | 49 | 43  | 19        | 29 | 25  | 50        | 22 | 32  |
| Abortion is a bad thing because it is like killing someone.                        | 23     | 49 | 40  | 19        | 27 | 24  | 58        | 24 | 36  |
| Abortion will leave a girl with a great many guilt feelings.                       | 35     | 61 | 52  | 35        | 29 | 31  | 30        | 10 | 17  |
| Vignette: Barbara did the right thing when she had an abortion.                    | 81     | 54 | 64  | --        | -- | --  | 19        | 46 | 36  |

Examination of the table reveals that more sexually experienced young women favor abortion than those who are sexually inexperienced. Even so, half of sexually experienced young women felt that they could not or were uncertain





that they could have an abortion even if they got pregnant. Gabrielsen (1971) found that 42% of sexually active teenage women seeking contraceptive information agreed with this statement.

Nearly two-thirds of the entire sample felt or were uncertain that abortion is like killing. Over half the sexually experienced and not quite a quarter of the inexperienced disagreed that this was so. One-third of Gabrielsen's sample agreed with this statement. Beard (1972) found adolescent females, ages 17 to 19 years, who had never had sexual intercourse generally believed that human life begins in the first trimester of pregnancy, and that if they became pregnant they would choose premature marriage to abortion.

Over half the entire sample associated feelings of guilt with abortion, and an additional third were uncertain. Only 30% of the sexually experienced and 10% of the inexperienced did not associate abortion with guilt. Sixty percent of Gabrielsen's contraceptors agreed with this statement.

To summarize thus far, less than one-quarter of sexually inexperienced young women in this study could be said to favor abortion. They saw it as morally wrong, like killing, and provoking guilt. They felt that they could never have an abortion, even with an unwanted pregnancy. Only half the sexually experienced group were certain that they could have an abortion. Fewer experienced subjects



equated abortion with killing, but 70% agreed or were uncertain that abortion leads to guilt.

The relationship of the three items discussed thus far is best seen in the responses of young women who were interviewed. Sexually experienced young women made the following statements:

I would have one (an abortion). It wouldn't be destroying life, but I'd feel bad and I might regret it.

I would have the abortion, but I would have to tell my parents because of the guilt.

I would never have an abortion. It would be like killing a part of myself.

The inexperienced young women said:

Abortion is like murder, it will leave something in a person's mind and they'll never get it out.

Abortion is okay if you don't want the child or it's deformed, but you would have terrible guilt feelings.

If the girl is raped or is going to die, abortion is okay. Otherwise, she should have the baby and give it up for adoption.

In spite of all these negative feelings, when confronted with the vignette about Barbara nearly two-thirds of the entire sample agreed that Barbara did the right thing when she had an abortion. The reader will recall that Barbara became pregnant, was very upset, went to the doctor, and had an abortion. The question was should Barbara have had the baby and kept it or given it up for adoption, or did she do the right thing by having an abortion. It is especially surprising that over half the



inexperienced group felt that Barbara did the right thing. This response would, on the surface, imply that young women might consider that abortion is all right for someone else even though they themselves might not be able to have one. On the other hand, this kind of item vignette theoretically allows the subject to identify with another person (Barbara), making the topic under study (abortion) less personal and thus less threatening. Statements made by subjects during the interview give some credence to the latter interpretation:

I think it's like killing someone, but I would have one. It's better than having a baby you don't want.

Even though it's bad, I think it's okay. If you don't have an abortion, the kid will be worse for it.

I had an abortion. I know it was terrible, but it was the only thing to do.

The abortion scale from the PPQ related to the questions of legality, availability, restrictions, and societal costs. This scale also differentiated sexually experienced from inexperienced young women in the study. Most young women believed that the availability of abortion should be legally restricted or prohibited. This was more true of the inexperienced than the experienced subjects. This finding is not surprising in light of the generally negative attitude toward abortion expressed by the young women in this sample. If abortion is equated with murder and guilt, one would not support legal condonement of such an act. This finding is discussed in more detail in the discussion



of the PPQ which follows in a later section.

Two additional abortion items did not differentiate the groups. Table 20 presents percent responses to the items.

Table 20

Percent Responses to Abortion Items Which  
Did Not Differentiate the Groups (N=75)

| Item  | Agreed | Uncertain | Disagreed |
|---|--------|-----------|-----------|
| Abortion is safe if done in a good hospital.        | 43     | 30        | 27        |
| Abortion is a better choice than an unwanted child. | 45     | 32        | 23        |

That less than half the group felt that "Abortion is a better choice than having a child you don't want" is not surprising and substantiates findings thus far. However, in light of Gabrielsen's study (1971) where 84% of young women agreed that "Abortion is safe if done in a good hospital," it is surprising that only 43% of all subjects, both sexually experienced and inexperienced, agreed with this statement. This item may be reflecting the generally negative attitude toward abortion found in this study; however, it did not differentiate the groups as did the other items. It may be that Gabrielsen's sample of young women were more sophisticated and knowledgeable regarding abortion. The reader will recall that the community in which this study was done was considered to be primarily





rural and conservative in attitude. Gabrielsen's study was conducted in San Francisco and Oakland, a more metropolitan area. In addition, the young women in Gabrielsen's study were actively seeking contraceptive counseling which could, in itself, indicate a more liberal point of view. Very few subjects in this study have actively sought contraceptive information in a public agency. Finally, it may be that the findings are either reflecting fear of the abortion procedure or the psychological outcome, or a questioning of the safeness of hospitals in the area which are available to them for abortion.

Though attitude toward abortion appears to differentiate the sexually inexperienced from the sexually experienced young woman, it cannot be assumed that the negative attitude is acting as a suppressant to sexual intercourse. The fact that some sexually experienced young women have very negative feelings about abortion and some sexually inexperienced young women feel very positively would negate the above conclusion. A perhaps more interesting finding comes from the vignette where two-thirds agreed that Barbara had done the right thing. The abortion rate among adolescents is higher than among any other group of women (Berkov & Sklar, 1972). That adolescents generally have very negative feelings about abortion and relate it to killing and to guilt, but when faced with pregnancy many do have the abortion has many implication for health care professionals. These implications are discussed in more



detail in the last chapter of this paper.

Cluster 1 of the variable analysis of the BC TRY preset run included all of the items discussed except the vignette about Barbara which was a non-metric item and could not be included in the analysis. Three items, "Abortion is better than having an unwanted child," "Abortion is safe if done in a good hospital," and the abortion scale of the PPQ are negatively correlated, reflecting a negative attitude toward abortion.

Three additional items are included in this cluster. The population management scale from the PPQ, also negatively correlated, expresses opposition to the use of governmental resources, taxation, etc., to promote population control. The number of siblings expresses that the more children in the family, the more negative the attitude toward abortion and population control. The last variable, birth order, expresses that the higher the birth order (i.e., the younger the child in order of birth), the more negative the attitude. This finding also indicates that youngest children from large families had more negative attitudes.

This cluster will be discussed in relation to the other variables in the study in the last section of this chapter.

### Sexual Behavior and Contraception

Studies of sexual behavior among adolescents have shown an increase with age in the number of sexually active young women (Jessor & Jessor, 1975; Sorensen, 1973; Zelnik,



1974). Table 21 presents the percentage of sexually experienced young women in the present study by age.

Table 21  
Percent of Sexually Experienced  
Young Women by Age

| Age | %    |
|-----|------|
| 14  | 18.8 |
| 15  | 30.8 |
| 16  | 26.3 |
| 17  | 50.0 |
| 18  | 55.6 |

This finding substantiates that of other studies. The reversal for ages 15 and 16 is probably due to the non-randomness of the sample selection.

The reader will recall that 35% (N=26) of the sample of young women reportedly had had sexual intercourse. Over half had only had one sexual partner. An important finding relating to sexual behavior is that consistent use of reliable contraceptive methods was generally dependent upon the frequency with which the young woman was having sexual intercourse. Table 22 presents frequency of sexual intercourse related to use of contraceptives (see next page).

This finding substantiates that found by Sorensen (1973) and Lindemann (1974). Lindemann also identified three stages through which most adolescent young women go in attempting to find a means of avoiding pregnancy. Stage 1,

Table 22

Frequency of Sexual Intercourse and Use of  
Contraceptives by Frequency and Percent

| Frequency   | N  | Condom |    | Pill<br>IUD |    | Withdraw<br>Rhythm |    | Nothing |    |
|-------------|----|--------|----|-------------|----|--------------------|----|---------|----|
|             |    | N      | %  | N           | %  | N                  | %  | N       | %  |
| ≥ 1x/week   | 6  | 1      | 17 | 4           | 66 | 0                  | 00 | 1       | 17 |
| 1-2x/month  | 6  | 3      | 50 | 2           | 33 | 1                  | 17 | 0       | 00 |
| 1x/3 months | 10 | 0      | 00 | 1           | 10 | 3                  | 30 | 6       | 60 |
| 1x          | 4  | 1      | 25 | 0           | 00 | 0                  | 00 | 3       | 75 |

the natural or "do nothing" stage, may be observed in the "Nothing" column of Table 22. Stage 2 would include subjects in the "Condom" and "Withdrawal - Rhythm" columns, and Stage 3 in the "Pill - IUD" column. Lindemann makes a point of the fact that the usual path of movement is from Stage 1 through Stage 3; however, all possible progressions, including skipping stages, were observed. Frequency of sexual intercourse was seen as a prime mover through the stages. Ninety percent of subjects in this study who "do nothing" had sexual intercourse only once or once every three months. Eighty-five percent of the subjects in Stage 3 were having intercourse on a more regular basis. This data may be interpreted to say that young women who are having sexual intercourse on a regular basis are generally at a lesser risk for pregnancy because they tend to use more reliable contraceptives more consistently than those young women who are having sexual intercourse for the first



time or only occasionally.

Another interesting finding related to sexual behavior was the relationship of contraceptive use to locus of control. MacDonald (1970), using the locus of control scale, hypothesized that externally controlled subjects would be less likely to attempt to control pregnancy than internally controlled subjects. Young women in this study who themselves took responsibility for preventing pregnancy (i.e., those who used the pill or who had an IUD inserted) were, on the average, more internally controlled than those who did not use a contraceptive, relied upon partners to use a contraceptive, or used the rhythm method.

It is of interest that young women who never used a contraceptive were significantly more internally controlled than those who relied upon their partners or used the rhythm method. The reader will recall that most subjects in this sample who never used a contraceptive had either had sexual intercourse only once or very infrequently. One could speculate that these more internally controlled young women, if having sexual intercourse on a regular basis, might be more apt to use a reliable contraceptive consistently.

In summary, most of the young women in this study (34%) who had had sexual intercourse had only had one partner. About half of them used a reliable contraceptive (IUD or pill) or a relatively reliable contraceptive (condom). Those young women who had sexual intercourse on a



regular basis tended to use a reliable contraceptive more often than those who had intercourse once or only occasionally.

### Population Policy Questionnaire (PPQ)

The Population Policy Questionnaire (Gough, 1975) was included to elicit attitudes of adolescent young women toward five aspects of population policy. Figure 2 presents the mean profile  $\pm$  one standard deviation. The reader will recall that standards for adolescents under the age of 19 years have not been established for the PPQ. The profile sheet in Figure 2 is based on standards for college age and older females.

The mean score on the Birth Control Scale is more than one standard deviation below the mean for older women. This scale did not differentiate the sexually experienced from the sexually inexperienced group. Thus the group as a whole tends to believe that availability of contraceptive methods should be restricted. Statements by subjects who were interviewed included a variety of possible deterrents to use of contraceptives:

Most kids won't go to Planned Parenthood because the people there are too pushy.

If you don't plan it, you don't have to feel as bad about it - it's not premeditated.

Birth control pills can harm you in many ways.

Most kids use rubbers, if anything.

I'd love to get pregnant by the guy I'm going with now.

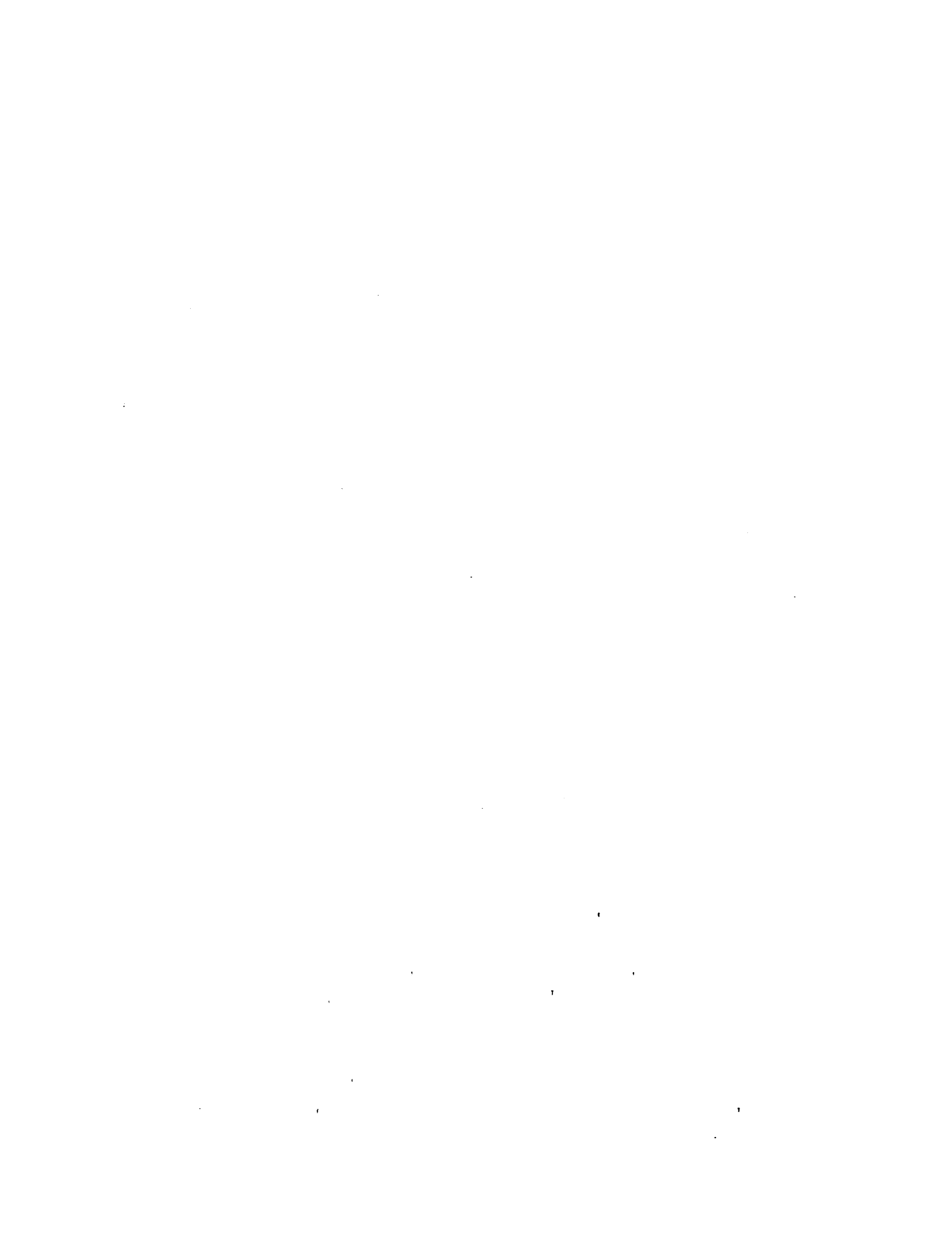
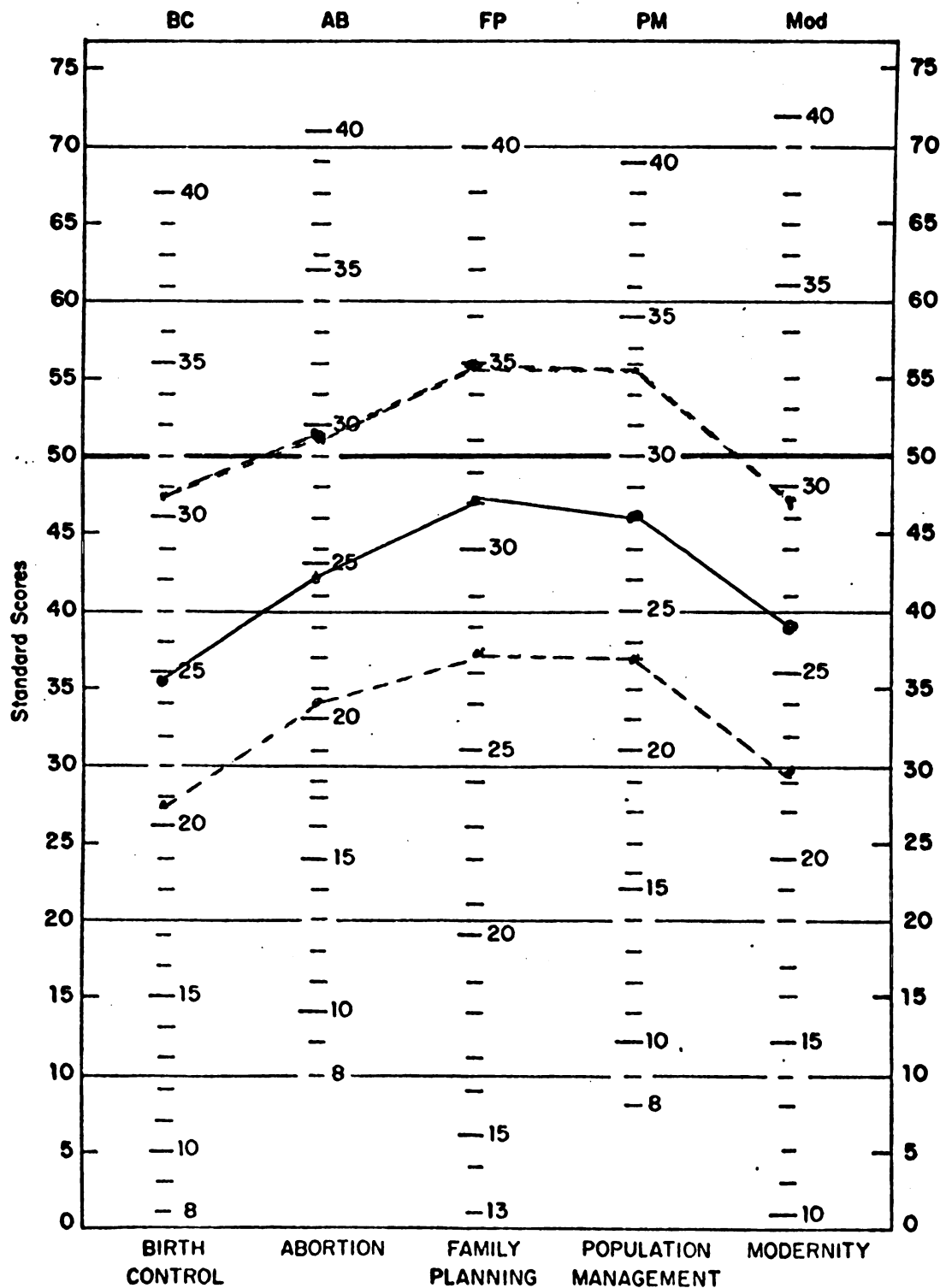


Figure 2: PROFILE SHEET FOR THE POPULATION POLICY QUESTIONNAIRE



Mean Profile  $\pm$  One Standard Deviation

If only I could tell my mother I'm on the pill.  
My religion doesn't allow them.

The Birth Control Scale was correlated with the Modernity Scale of the PPQ at  $r=.387$ . Note the low score on the Modernity Scale, again over one standard deviation from the mean with some respondents falling over two standard deviations below. These low scores indicate that most young women in this sample favor traditional, time-tested ways, adding another dimension to the understanding of the low scores on the Birth Control Scale.

Both the Abortion Scale and the Population Management Scale were also correlated with Birth Control at  $r=.425$  and  $r=.306$  respectively. (The relationship between these two scales and with other items was discussed in the section on abortion.) Thus, generally speaking, subjects who believe availability of contraceptive methods should be restricted also believe that availability of abortion should be legally restricted and are opposed to the use of governmental resources, taxation, etc., to promote control of population.

The study mean score for Family Planning, like that for Population Management, more nearly approached that of older women. Sexually experienced young women favored Family Planning ( $M=32.6$ ,  $S.D.=3.6$ ) more than the sexually inexperienced ( $M=29.7$ ,  $S.D.=3.5$ ). At the end of the interview the young women were asked about their plans for a family. Examples of responses include:



Two children, two years apart.

Four children, one to two years apart.

Two to three children, two to three years apart.

Four children, two to three years apart.

Though many subjects in this study reportedly were against the availability of contraceptive methods, more of them, especially among the sexually experienced, believed that people should plan their families. Every young woman except one sexually inexperienced stated that she wanted to have children and all planned to space them. This finding would imply that the negative attitude toward birth control could be more related to their feeling about premarital sexual relations than an actual expression of anti-contraception.

A most interesting fact is that all of the scales of the PPQ were correlated with the My scale of the PVA. The My scale is concerned with traits of social initiative and independence and fell into Cluster 4 of the BC TRY analysis which is concerned with the relationship between the parents. Many times throughout this paper reference is made to the adolescent's important task of becoming independent of parents. The My scale, when seen in relation to the scales of the PPQ, may be implying a continuing dependence upon parents by the young woman and the maintenance of parental values as her own. This possible interpretation is further explored in the last section of this chapter.

### Personal Values Abstract (PVA)

The three scales of the Personal Values Abstract (Gough, 1972), which include Modernity (My), Socialization (Sn), and Femininity (Fy), represent measures of norm-setting, norm-observing, and norm-changing dispositions as related to sexual behavior. In this section each of the scales will be discussed separately and as composite typologies.

Modernity. The principle theme underlying the My scale is norm-changing and norm-improving. The scale purports to "measure the kind of self-confidence, spontaneity, and personal verve one finds in individuals interested in new experience and variation in routine" (Gough, 1973, p. 374).

Adolescent female norms on this scale (M=14.81) are among the lowest found in the population of women to which this inventory has been administered (M=19.54). Although, in this study, the mean for young women was somewhat higher (M=16.69) than established norms for adolescent females, it did not reach the norm for women in general.

Sexually experienced young women in this study scored significantly higher (M=18.38) on the modernity scale than sexually inexperienced women (M=15.79), indicating attributes of more aggressiveness, spontaneity, pleasure-seeking, and ingenuity among the sexually experienced. Sexually inexperienced young women may be described as more reserved, cautious, and conventional. Jessor and Jessor





(1975) found non-virgins to place a higher value on independence, have higher expectations for independence, and have greater social criticism.

The modernity scale fell into Cluster 4 and was negatively correlated with the relationship between the parents. Also, as previously discussed in greater detail in the section on parents and the PPQ, there was a correlation between the My scale and the modernity scale of the PPQ where the majority of young women in this study tended to favor traditional, time-tested ways and values. When seen in relation to these other variables, the modernity scale may be reflecting the young woman's search for a discrete identity in the process of her development, and the extent to which she is still dependent upon parental values to guide her behavior.

Socialization. The socialization scale relates to the internalization of norms and the degree to which behavior is guided by sanction, and represents the component of adherence to norms. This scale "attempts to reflect the degree to which one has internalized societal values concerning self-discipline, the management of impulse, and the acceptance of order" (Gough, 1973).

The norms for high school female students ( $M=25.16$ ) slightly exceed those for the female population as a whole ( $M=24.48$ ); in this study young women, on the average, scored considerably below both the norms ( $M=22.55$ ). Though this variable did not differentiate the sexually experienced



from the inexperienced, sexually experienced young women scored lower ( $M=21.6$ ) on the average than the inexperienced ( $M=23.0$ ). Women scoring low on the socialization scale may be described as impulsive, rebellious, and headstrong.

The socialization scale fell into Cluster 5 in the variable analysis which relates to the young woman's relationship with her father. Those young women who reportedly had better relationships with their fathers would tend to be seen as more responsible, organized, and self-controlled than those who reported poor relationships. Though the Sn scale was most highly correlated with those factors related to the relationship with the father, thus causing it to fall into Cluster 5, examination of the correlation matrix of the analysis reveals that the Sn scale is also fairly respectably correlated with two items in Cluster 2 which have to do with the young woman's perception of her relationship with her mother. For example, Sn correlates with the item "Mother is understanding" at  $r=.404$  and with the item "My mother is a good mother to me" at  $r=.488$ . Sn correlates with the father items at about  $r=.51$ . These findings are presented to emphasize that although mathematically, because of the structure of the BC TRY program, Sn is grouped with the cluster relating to the relationship with the father, closer examination of the findings reveals that the scale is also associated with the young woman's relationship with her mother.

It is possible, then, to say that the young woman



who reports a better relationship with both parents, especially with her father, tends to be seen as more responsible, organized, and self-controlled than those who reported poor relationships.

Femininity. The Fy scale represents the norm-setting component of the PVA. "The underlying continuum of measurement is addressed to initiation (masculine mode) versus conservation (feminine mode); in symbolic terms the references are to man the protector and warrior and to woman the restorer and preserver..." (Gough, 1973, p. 340).

The mean score for young women on this scale was 21.6, S.D.=2.74, nearly identical to the norms for adolescent females (M=21.7, S.D.=3.06) and slightly above the standard mean for all females (M=20.75, S.D.=3.12). The femininity scale did not differentiate the two groups of young women, nor was it correlated above .23 with any other variable in the study. Most young women in this study may be described as feminine, and as having conventionally associated dispositions such as nurturance.

Personal Values Abstract Types. The reader will recall from Chapter III that the typological analysis is accomplished by cutting each variable at a midpoint to define eight interactional patterns, for example, "HHH"=High modernity, High socialization, High femininity; "LHL"=Low modernity, High socialization, Low femininity. Table 14, pg. 64, is repeated here to facilitate discussion.



Table 14

PVA Types for Subjects with Sexual  
Experience (S) and Without (NS)  
Compared to Norms by Percent

| Type | Research Sample |      |      | Norms |
|------|-----------------|------|------|-------|
|      | NS              | S    | All  |       |
| HHH  | 2.0             | 15.3 | 6.7  | 4.3   |
| HHL  | 2.0             | 0.0  | 1.3  | 3.1   |
| HLH  | 8.2             | 11.5 | 9.3  | 2.8   |
| HLL  | 6.1             | 7.8  | 6.7  | 4.0   |
| LHH  | 28.6            | 7.8  | 21.4 | 37.2  |
| LHL  | 14.3            | 11.5 | 13.3 | 17.8  |
| LLH  | 26.6            | 30.8 | 28.0 | 19.1  |
| LLL  | 12.2            | 15.3 | 13.3 | 11.7  |

$$x^2=40.4, 7df, p>.01$$

In comparing the study sample to norms for high school students the most striking difference was found in the type LHH. Subjects in this type tend to be considerate, modest, reserved, self-controlled young women. Nearly twice as many of the norm population fell into this type as in the study population, and over five times as many as in the sexually experienced group.

Nearly 10% more young women from the study sample fell into type LLH than subjects from the norm group. Young women in this type may be described as fearful, feminine, methodical, and reserved. Nearly one-third of the sexually experienced young women fell into this group.

Fifteen percent of sexually experienced young women had high scores on all three scales (HHH), a significantly greater percentage than in either the norm population or the sexually inexperienced group. Subjects in this type may be described as emotional, impulsive, enterprising,





imaginative, and optimistic.

Table 14 also provides the percentage of each group scoring high or low on each scale. Table 23 presents percentages of subjects scoring high on each scale by sexually experienced, sexually inexperienced, study sample, and norm sample young women.

Table 23

Percentage of Subjects Scoring  
High on Each Scale

| Group         | H My | H Sn | H Fy |
|---------------|------|------|------|
| S (N=26)      | 34.6 | 34.6 | 65.4 |
| NS (N=49)     | 18.3 | 46.9 | 65.4 |
| All (N=75)    | 24.0 | 42.7 | 65.4 |
| Norms (N=325) | 14.2 | 62.4 | 63.4 |

In summary of this section, more young women in the study sample scored high on the My scale than found for norms; however, the majority of young women participating in this study scored low on My. This was especially true for sexually inexperienced young women. Subjects scoring low on the My scale may be described as reserved, cautious, and conventional. Fewer young women in the study sample (less than half) scored high on the socialization scale in contrast to the norms (where almost two-thirds had high scores). Only one-third of the sexually experienced young women had high scores on the Sn scale. Subjects scoring low on the Sn scale may be described as impulsive,



cautious, and conventional. Nearly two-thirds of the sample of young women scored high on the Fy scale, nearly identical to the norms. High scorers on the Fy scale may be described as feminine, gentle, and sympathetic.

These findings are related to various groups of subjects in the last section of this chapter.

### Parents

In this study five items related to parents differentiated the sexually inexperienced (NS) from sexually experienced (S) subjects. Table 24 is abstracted from Table 6, pg. 53, and lists the items.

Table 24  
Items Related to Parents Which  
Differentiated Subjects

| Item                            | Group | Means | S.D. | Probability |
|---------------------------------|-------|-------|------|-------------|
| Feels close to father           | S     | 3.08  | 1.7  | .008        |
|                                 | NS    | 4.25  | 1.8  |             |
| Feels close to mother           | S     | 4.62  | 1.5  | .034        |
|                                 | NS    | 5.24  | 1.0  |             |
| Parents love each other         | S     | 2.48  | 1.5  | .023        |
|                                 | NS    | 3.22  | 1.2  |             |
| Like to be a wife like mother   | S     | 1.54  | 1.2  | .008        |
|                                 | NS    | 2.43  | 1.4  |             |
| If pregnant, mother understands | S     | 2.50  | 0.9  | .042        |
|                                 | NS    | 1.88  | 1.3  |             |

The first two items in Table 24, "Feels close to father" and "feels close to mother," were rated by subjects



on a seven-point scale (0=very distant to 6=very close). The last three items were rated on a five-point scale (0=disagree strongly; 1=disagree; 2=neutral or undecided; 3=agree, 4=agree strongly).

On the average, the sexually inexperienced young woman felt close to both parents and closer to her mother than to her father. She also perceived her parents as close to one another. In spite of her feeling of closeness to her mother, however, she was not certain that she would like to be a wife like her and, if she became pregnant, she did not feel that her mother would be understanding. The sexually experienced young woman felt close to her mother; however, she did not feel as close as her inexperienced peer, was more distant from her father, and was not certain that her parents loved each other. She did not want to be a wife like her mother and, if she became pregnant, was not certain that her mother would be understanding.

Proponents of psychoanalytic theory stress the resolution of the Oedipal attachment as a major developmental task of young women during adolescence. The young woman, in her attempt to overcome her attachment to her mother so that she may become a discrete individual, finds another love object within the family in the father. With the onset of puberty, she may become threatened by newly realized erotic feelings for her father and, in defense, may withdraw from him. From the psychoanalytic viewpoint, most of

the young women, as would be expected, were to some extent experiencing the Oedipal conflict. They appeared to still be identified with the mother and, in the process of dealing with newly awakened erotic feelings for their fathers, could not consciously feel as close to him. The sexually experienced young women would appear to be experiencing greater conflict. The fact that they reportedly felt less close to their mothers may, according to Lidz (1968), be attributed to their projected rivalrous jealousy of their fathers to their mothers. The fact that the distance between the father and sexually experienced daughters is quite significantly different from that between inexperienced daughters and fathers would be seen as the result of greater involvement by the fathers, who have encouraged the separation and widened the gap in the relationship.

According to Lidz (1968), in spite of the fact that the young woman may fear reprisal from her mother upon whom she has projected her feelings of jealousy, experience has shown that she is likely to retain fantasies of becoming the father's choice over the mother. Responses of disagreement to the statement "I would like to be a wife like mother" imply that one might be a better wife than mother.

In response to the statement "If I became pregnant, my mother would be understanding," sexually inexperienced young women disagreed or at best were uncertain while the sexually experienced group were uncertain or agreed with the statement. This data, when seen in relation to another

study item, "If I became pregnant, my mother would be upset," becomes more meaningful. Sexually inexperienced young women felt that their mothers would be more upset if they became pregnant than the sexually experienced group. Although this item differentiated the groups at only  $p=.06$ , these two items when viewed together would imply that, in the case of sexually active daughters, the mother may in some way be giving sanction to their sexual behavior.

Lidz (1968) stresses the dynamic structure of the family as playing a major role in organizing the child's personality by guiding the way in which the Oedipal conflicts are resolved. He states that

a properly structured family with a firm coalition between parents who maintain boundaries between the two generations and adhere to their respective gender-linked roles enables the child to grow into a relatively conflict-free place within the family. (p. 230)

Friedman (1971), in his work with families of sexually acting-out teenage daughters, explains the sexual behavior of the daughter in the situation described above as a flight from the incest threat within the family.

When viewing data regarding attitudes of children toward their parents in relation to sexual behavior, this interpretation is very appealing to the researcher because it so neatly "explains" the data. A major problem with this analysis, basically that of Freud and his followers, is that it is based on the assumption that the relations between parents and children are primarily sexual. Jung (1954) believed it unjustifiable to give the so-called

Oedipus complex the status of a "prime cause."

The Oedipus complex is a symptom. Just as any strong attachment to a person or a thing may be described as a "marriage," and just as the primitive mind can express almost anything by using a sexual metaphor, so the regressive tendency of a child may be described in sexual terms as an "incestuous longing"... But it is no more than a figurative way of speaking. The word "incest" has a definite meaning, and designates a definite thing, and as a rule can only be applied to an adult who is psychologically incapable of linking his sexuality to its proper object. To apply the same term to the difficulties in the development of a child's consciousness is highly misleading. (Jung, 1954, pg. 75)

Proponents of Jungian theory (Wickes, 1968), and certain of the family therapists such as Framo and Boszormesy-Nagi (Foley, 1974), would consider this data within the context of the family circle. Throughout childhood, independence should have been developing and now begins to unfold into individuality. It is during the adolescent stage that the old parent-child relationship must give way to a new form of comradeship. As his individuality grows, the child begins to look outside the home for new contacts. Both the child and his parents must now seek wise ways of setting the child free. If the parents have not established their own individual life interests, they cannot be sufficiently separate from the child to face this new relationship.

The mother provides, in many ways, the psychic pattern for her daughter:

If the mother's love relationships are happy and well-adjusted her daughter will take over that inner attitude which she expresses. If she is



filled with suspicion, with unreasonable or unsatisfied desire, the girl finds her own love path beset with doubts and possessive impulses. (Wickes, 1968, pg. 113)

The relationship with the mother provides not only the pattern for the daughter's relationship with men but also for her friendships with women and her understanding and acceptance of a woman's role in life.

The young woman must also have a satisfactory relationship with her father which will provide a normal basis for her own love life. An important aspect of this relationship with her father is the mother's influence upon the child. The father's own attitude provides a pattern of what the daughter accepts or rejects in a man. If the father lavishes upon his daughter the love that should normally go into his marriage relationship, the daughter may either find herself unable to break the bond or she may reject him, thus leaving her without a foundation of trust and love which is necessary for her own love life. If he neglects her, she may feel resentment and hate and lose respect for his authority and, without the proper discipline which is a necessary part of her development, she may rebel and become involved in love relationships that can only end in disaster.

Examination of the interview data in which the young women were asked to describe their feelings about their parents reveals that the young women who were interviewed seemed to actually spend more time with their mothers:

I help her with the housework.

We go shopping together.

She is teaching me to cook.

In contrast, statements about the father include the following:

He has two jobs, one fulltime and one part-time.

It would be nice if daddy could be at home more, but he has to work hard to support our large family.

Sometimes mom takes us places, dad can hardly ever make it.

"Closeness to mother" and "closeness to father," then, can be seen in a much wider context. Since the mother provides the model for womanhood, it would be expected that the daughter would feel closer to her. However, it is the quality or the content of the closeness that is of prime importance. If the relationship is so close that the daughter is unable to break the ties that bind her to the mother, she may never be able to establish satisfactory relationships with peers of either sex. This is equally true for the relationship with the father. It is important that the daughter feel close to her father. That some young women in this study, especially those who were sexually experienced, felt very distant from their fathers may reflect both the mother's attitude toward her husband and/or the young woman's rejection of her father due to his neglect or to his unmanageable and unreasonable attention. This young woman may then be seen to be seeking in her

sexual partner that closeness which is denied her within the family circle. These possible interpretations become more clear in the last section of this chapter where the relationship with parents is seen within the context of other variables included in this study.

The item "I would like to be a wife like mother," about which many sexually inexperienced young women were not certain and with which many sexually experienced young women disagreed, may imply, as previously mentioned, that these young women felt that they might be better wives than their mothers. It is quite possible, however, that the responses of uncertainty and disagreement could mean that these young women, in their struggle for autonomy and psychological separation from the mother, might see themselves not a wife like mother but as a wife different from mother. Strong agreement with this item could imply over-identification with the mother which could act as a deterrent to the young woman's developing independence.

The interpretation of the statement "If I became pregnant my mother would be understanding" does not change when seen in relation to the item "If I became pregnant my mother would be upset." That sexually experienced young women reported that their mothers would be more understanding and less upset if they became pregnant could imply that, in some instances, the daughter if she became pregnant would be acting out the mother's need for the pregnancy. In interviews of 10 pregnant adolescents, done by this

investigator in 1973, the following statements were made by three of the subjects:

It's funny, mom is 42 (years old) and says she would like to have a baby, but she's happier this way.

My mother wants this baby more than I do, she always has, that's why I got pregnant.

My mom doesn't mind that I'm pregnant, she wants a baby.

Young (1954) cites similar examples in her discussion of mother-ridden women.

Two-thirds of young women in this study who were living with only one parent or with a parent and a step-parent (with mother and stepfather in five of six cases) were sexually active. Four subjects lived with their mothers and other siblings and one lived with her father and other sibling. Three of the four subjects who were living with their mothers reported having had sexual intercourse. Father absence was seen to be an antecedent to adolescent pregnancy by both Lipper (1973) and Babakian (1971). Hetherington (1973), in a study of teenage girls without fathers, found that girls whose parents had been divorced were more likely to seek attention from both male and female adults, to initiate more physical contact with male adults and female peers, and to spend more time with males. They reported more negative attitudes towards their fathers and more conflict with them, and regarded their fathers as less competent.

Six of the nine subjects who were living with a



parent and stepparent reported having had sexual intercourse. In an unpublished doctoral dissertation on integration of stepfathers into the family, Stern (1976) describes the integrated family with a stepfather as one in which the father tempers his disciplinary efforts with friending. Teenagers, and especially teenage girls, are resistant not only to disciplinary efforts but also to friending as well.

Up to this point, the discussion has focused upon those individual items within the study which have significantly differentiated (by the statistic  $t$ , ANOVA, or chi-square) those young women who reportedly had sexual intercourse from the group who reported they had not. Examination of standard deviations on the various items discussed will reveal considerable variation in the responses of the subjects within either group. For example, on the item "closeness to father" the mean for sexually experienced young women was 3.0 with a standard deviation of 1.7. This statistic says that the average response was 3.0 on a scale of 0-6; however, some sexually experienced young women felt considerably closer to their fathers. Adding the standard deviation to the mean 3.0 would render a score of 4.7 for some sexually experienced subjects which exceeds the mean of 4.2 on this item for sexually inexperienced young women. Thus, until now, it has only been possible to discuss the groups "on the average," and to interrelate the items as well as possible from a rational viewpoint.

It is possible, with more complex statistical analysis, to examine the interrelatedness of the variables and the similarities and differences among various groups of subjects. This more complex analysis, such as the BC TRY (Tryon, 1970) which was used in this study, may answer such questions as "Are there some sexually inexperienced young women whose relationship with their parents is excellent, and some sexually inexperienced young women who have very poor relationships with their parents and, if so, can these facts be understood within the context of other variables included in this study?"

Returning to the discussion of the relationships with and between parents, let us now consider the multivariate analysis (BC TRY) of the data. Three clusters in the variable analysis related to the relationship with or between parents. In discussing the clusters, it is important to remember that they were not generated within the context of sexual experience or inexperience. This relationship will become clearer in later discussion of the various groups of subjects generated from the clusters.

Cluster 2 clearly focuses on the relationship with the mother. The following items were included in C2: (1) Feels close to mother; (2) I enjoy spending time alone with my mother; (3) When I discuss problems with my mother she is understanding; (4) My mother has been a good mother to me; and (5) I would like to be a wife like my mother.

Cluster 4 included three items which referred to

the relationship between the parents and one personality variable from the PVA. The items were as follows: (1) My parents love one another very much; (2) My parents get along very well; (3) My mother discusses with me the problems she is having with my father (negatively correlated); and (4) Modernity (My) from the PVA (negatively correlated). This cluster provides a picture of the role of the parents in relation to the daughter's independence. When the parents are perceived by the daughter to feel close to one another, the mother does not discuss with her daughter her marital problems. More importantly, the closer the parents are perceived to be the less the daughter displays traits of social initiative and independence.

The relationship between the parents in this cluster may be seen as symbolic of the tightness of the circle of the family. When parents are close, especially when they are too dependent upon one another and have not sufficiently created for themselves an individual identity, they will tend to pull children into a tight circle of the family to assist in the fulfillment of these dependent needs. The young woman in this family will have a very difficult time pulling out of the family to establish her own identity. On the other hand, when the family circle is too loose and much dissention exists between the parents, who also frequently have not established their own identity, the young woman is, as it were, forced out of the circle to seek attention elsewhere. Although she will display more traits



of social initiative and independence, if done at too early an age it may be at the expense of her development in relationships with others. The ideal family is the family where both parents and children are respected as individuals and where each is encouraged to develop that special identity which is his own. This individuality, of course, develops gradually, and must be seen as relevant to the individual's age and stage of development.

Cluster 5 included five items which referred to the relationship with the father and the Sn scale from the PVA. The items were: (1) I enjoy spending time alone with my father; (2) When I discuss problems with my father, he is understanding; (3) Feels close to father; (4) I would like to marry a man like my father; (5) My father discusses with me the problems he is having with my mother; and (2) Socialization scale from the PVA.

The Sn scale is addressed to the internalization of norms and the degree to which behavior is spontaneously guided by normative sanctions. It attempts to measure the degree to which one has internalized societal values concerning self-discipline, the management of impulse, and the acceptance of order. It has been pointed out in the discussion of this scale in the section on the PVA that this scale is also, although to a lesser extent, related to the relationship with the mother.

The item "My father discusses with me the problems he is having with my mother" is curiously the only undesired

item in this cluster. Examination of the original correlation matrix and the correlation of the item in relationship with the others in this cluster reveals that it is contributing very little to the meaning of the cluster and may be acting as a suppressor.

Cluster 5 may be interpreted as saying that when the young woman feels close to her father she tends to be more responsible, organized, and self-controlled.

Parsons and Bales (1954) viewed the father as the instrumental leader in the family, the protector and provider who usually established the family's position in the broader society. In recent years, with the establishment of the women's movement, this view has been the target of much controversy. The parents of the young women in this sample, however, grew up during a period when this view was prevalent. The subjects are residing in a relatively conservative community, the same community in which many of their parents lived as children. Viewed within this framework, the internalizing of norms as largely attributable to their father's influence by the young women in this sample would not be a surprising outcome.

Finally, in this section on parents, let us examine the profiles of the groups of young women on the three clusters just discussed. Table 25 presents the clusters of relationship with mother (C2), relationship with father (C5), and relationship between parents (C4), the relevant O-types, and the percent of sexually experienced young women in each

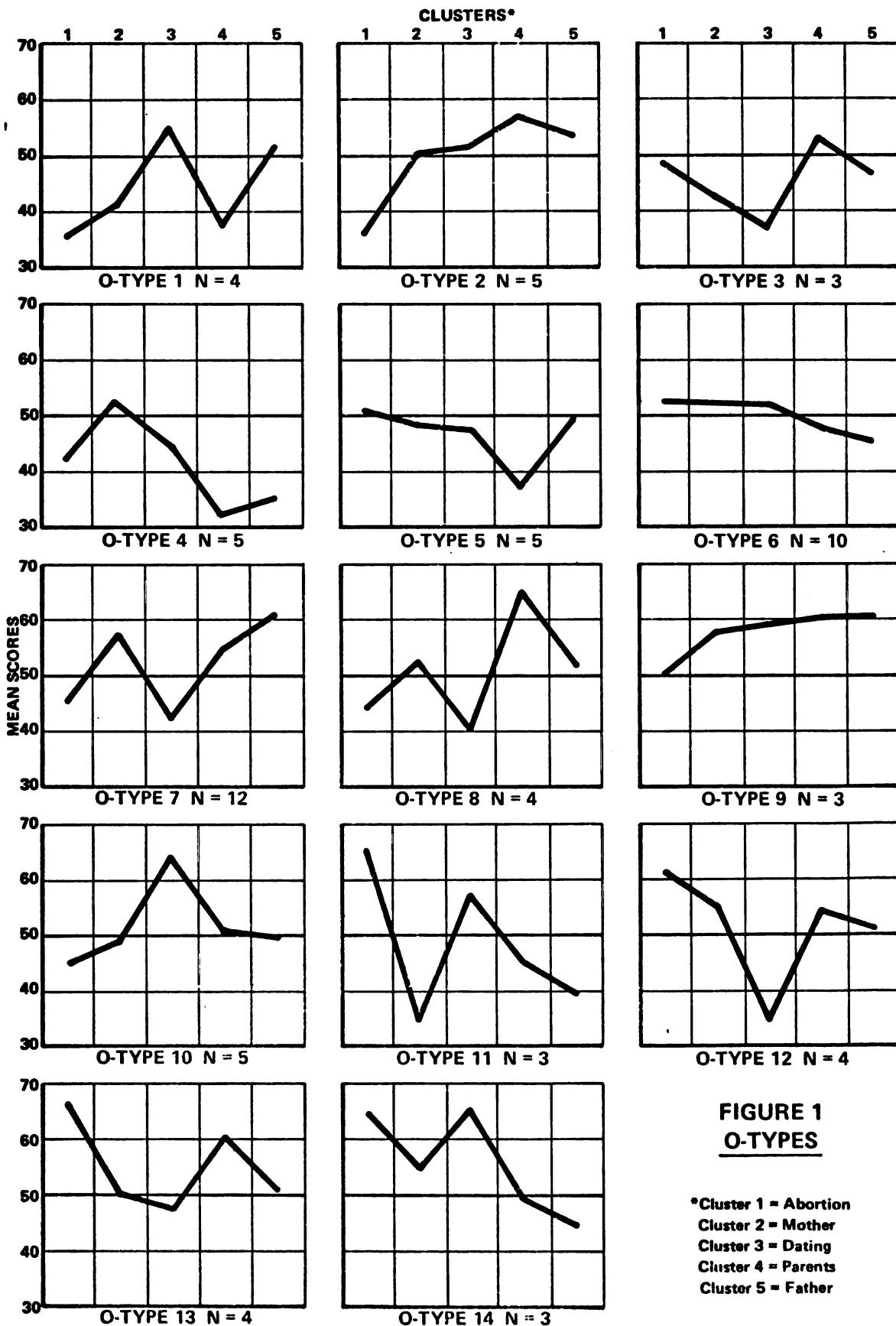
group.

Table 25  
Cluster Profiles of O-Types Related to  
Sexual Experience (S)

| Clusters                                       | O-Types     | N  | %NS  | %S   |
|--|-------------|----|------|------|
| C2 Mother +<br>C5 Father +<br>C4 Parents +     | 7,8,9,12,13 | 27 | 38.6 | 6.4  |
| C2 Mother -<br>C5 Father -<br>C4 Parents 2+,2- | 3,5,10,11   | 16 | 22.9 | 37.5 |
| C2 Mother +<br>C5 Father -<br>C4 Parents -     | 4,6,14      | 18 | 25.7 | 44.0 |
| C2 Mother -<br>C5 Father +<br>C4 Parents 1+,1- | 1,2         | 9  | 12.8 | 66.7 |

Clearly, the relationship with the parents as perceived by the young women in this study is an important factor in differentiating sexually experienced from sexually inexperienced young women. Table 25 will be discussed in detail in the following and last section of this chapter, utilizing all of the variables from each previous section in an attempt to understand more fully their interaction with one another and especially to the family constellation of adolescent and parents when seen as antecedent factors influencing the young woman's decisions regarding her sexual behavior. Figure 1 is repeated here for easy access to facilitate this final discussion. Additional data





regarding variables not included in the analysis of the O-types is found in Appendix G.

#### O-types of Subjects and Antecedent Factors

The young woman's relationship with her parents is seen by this investigator as the focal point of this study in which an attempt has been made to identify those antecedent factors which influence the manner in which the young woman copes with her sexuality. In this final section of the chapter, each of the groups of O-types presented in Table 25 will be discussed in relation to all of the relevant data heretofore presented. Examples from interviews are included when available.

Positive relationship - both parents. Thirty-eight percent of the young women in this study reported positive relationships with both parents and a positive relationship between the parents. Only two of the 27 young women in this group reported having had sexual intercourse. Table 26 presents the five O-types and positive or negative responses for each of the clusters (see next page).

All but one of the young women were living with both natural parents. One subject in O-type 7 lived with her mother and stepfather. Twelve subjects were Caucasian and five were Mexican-American.

Young women in O-types 7 and 8 scored higher in Cluster 1 (Abortion) and lower in Cluster 3 (Dating) than other subjects in this group. Generally, in this study, younger women dated and went steady less frequently than those who

Table 26

O-Type Profiles of Young Women Reporting  
Good Relationships With and Between Parents

| O-type | Abortion | Mother | Dating | Parents | Father | N  |
|--------|----------|--------|--------|---------|--------|----|
| 7      | +        | ++     | --     | +       | +++    | 12 |
| 8      | +        | +      | --     | +++     | +      | 4* |
| 9      | -        | ++     | ++     | ++      | +++    | 3  |
| 12     | ---      | +      | -      | +       | +      | 4* |
| 13     | ---      | +      | -      | +++     | +      | 4  |

+ = within  $\frac{1}{2}$  standard deviation above mean (e.g., +++ =  $1\frac{1}{2}$  S.D. above mean)

- = within  $\frac{1}{2}$  standard deviation below mean

\* = 1 sexually experienced young woman

were older, but most of even the youngest subjects had had steady boyfriends whom they saw at school. These two O-types (7 and 8) included young women of all ages who reported seldom having a date, and only half of whom had ever had a steady boyfriend. Wickes (1968) points out that "parents ought to be far more worried over the absence of friendships with the opposite sex than over their appearance even with some problems attached" (pp. 107-108).

All but one of the subjects in O-types 7 and 8 stated that they would discuss a personal problem with their mothers in preference to a friend, and only two of the subjects reported having more than one girl friend. Both groups scored low on the My scale of the PVA. O-type 8 subjects scored extremely low ( $M=9.75$ ,  $S.D.=3$ ). These young women lacked self-confidence and tended to be reserved, cautious, and conventional. They had a variety of hobbies and had worked at 1-2 part-time jobs. Their grade-point

averaged from 3.0-3.5.

Young women in O-type 8 reported a very close relationship between the parents. With their paucity of friends of both sexes and the close family bonds, these young women appear to be still very much tied into the family circle and may have some difficulty moving into a role of more independence.

Young women in O-type 7 were very close to their fathers and their mean score on the Sn scale was 25.6 (a very high score in this study). They would be described as responsible, self-controlled, kind, and conservative. According to Wickes (1968), the danger in this kind of close relationship with the father, especially when the relationship with the mother is not as close, is that the girl may be finding all that she needs in the father and may never marry, or may go through life looking for a man who will continue this father image for her.

Example: D. was a 17-year-old, small, attractive and very well groomed young woman who seemed shy and somewhat embarrassed. She described herself as "a little insecure," and felt she lacked confidence in herself. She stated that she was always "afraid she was going to say the wrong things and hurt people." However, she loved kids and animals and considered herself warm and loving.

She liked school, especially the teachers with whom she got along very well. Many of the school subjects she found boring and had a hard time concentrating on them. She considered herself healthy and had never had a serious illness.

She described her family as "warm, caring and fun to be with." Her mother, she stated, was easily upset, but was understanding and had many interests which "makes her more interesting." She described





her father as "understanding and firm, but gentle." She stated that she got along well with all three siblings. All children had responsibilities at home which she found enjoyable. Their parents expected them to do as well as they could at school, but were not "pushy." The family did many things together, and she looked forward to being with them.

She had a few girl friends, one close friend. They did many things together and they all dated nice boys. She said that there were not too many boys in school that she would go out with. She preferred older, more mature boys.

She said she guessed having sexual intercourse was up to the individual, but she would not do it. She thought it was "bad" and that it would "emotionally mess you up." "They're not making love, just having sex." She stated that there was a lot of peer pressure to have sex, but she worried about her "social position." She thought that maybe girls believe having sex will keep boys liking them.

She stated that she thought kids get pregnant because parents do not discipline them. "Parents who care about kids discipline them." She felt that abortion was okay, better than marrying someone. "If you get married at 16, how do you know you'll love him at 22." Her parents believed that sex is best within marriage and they would be upset if she got pregnant but would probably forbid abortion.

She would like to go to junior college. She wanted to get married and have 2-3 children, spaced 2-3 years apart.

Young women in O-types 8 and 9 tended to favor abortion, family planning, and population control. They grew up in smaller families (with 1-3 siblings) in which family planning was undoubtedly practiced, and they appeared to have internalized these values. They scored low on the birth control scale which, as has been pointed out earlier in this chapter, probably expresses their negative attitude

toward premarital sexual relations rather than toward the use of contraceptives.

The young women in O-types 12 and 13 date less than their peers, but have had several steady boyfriends. Four subjects were Caucasian and four were Mexican-American. They ranged in age from 14 to 18 years. They are from very large families, ranging in size from five to eight children. They reportedly had one close girl friend and would discuss a personal problem with their girl friend in preference to their mothers. One subject had sexual intercourse once. They score low on the modernity scale, O-type 13 ( $M=12.75$ ) being lower than O-type 12 ( $M=15.25$ ), and would tend to be seen as reserved, cautious, and lacking self-confidence. Two scored very low on the socialization scale, one of whom had sexual intercourse; the others scored very high. They tend to be seen as responsible, self-controlled, and conservative. They reported 2-3 hobbies, had held 1-3 part-time jobs, and their grade-point average ranged from 3.0-4.0. They were not in favor of abortion, family planning, birth control, or population planning. They were members of very large families, apparently fairly happy families, where population control was not taken seriously. These young women could be described as close to their families, but beginning to move outside the family to establish peer relationships with both sexes.

O-type 9 is the only type in which the young women who reported excellent relationships with both parents and

an excellent relationship between their parents dated somewhat more than their peers and had had many relationships with boyfriends. None of them had ever been employed, they reported 2-3 extracurricular activities, and their grade-point average ranged from 2.0-3.0. Their score on the My scale was low ( $M=14.3$ ), and on the Sn scale was high ( $M=26.6$ ). They could be described as somewhat lacking in self-confidence, gentle, shy, self-controlled, and warm. These three young women appeared to have been secure at home and have been able to move outside the family to find new friends of both sexes.

Two of the three young women in O-type 9 favored traditional time-tested ways and values and scored low on all of the population scales. The other preferred more modern values and scored high on all the population scales except birth control.

Example: D. was a tall, slender, attractive 15-year-old who described herself as very active in school and particularly interested in sports. She worried about not being able to do everything as well as she would like. She described herself as very healthy; she could not remember ever having been ill.

She lived with her parents and an older brother. Her family was described as a close, loving family who got along very well and liked to do many things together. Her mother was described as "very considerate and understanding," and her father was described as a "quiet, thoughtful man, also very considerate and understanding." She stated that she felt her parents had brought her up very well and that even if she could she would not like to change anything at home right now. "My parents just tell me to try my hardest in school, and they are satisfied with that." Her GPA was 3.0. Both children were given chores at home which she stated

she was "not crazy about," but she had "always had some" and was "used to it."

She had many girl friends with whom she attended school activities. She stated that she often invited one or more friends to go along on a family outing. Most of her friends, like her, were not allowed to date because they were too young, but they all had boyfriends at school.

She stated that she thinks going steady is fine because "you have someone to talk things over with and feel close to." Her current boyfriend was her third "steady." She did not think that teenagers should have sexual intercourse "because they are too young." "The kids that have sex do it to get away from troubles at home, or they are worried that they will lose their boyfriends." She felt that most boys have more respect for the girl who doesn't have sex.

She stated that abortion should be legal and that most teenagers who get pregnant should have one. "Teenage is pretty young to take responsibility for a child." She planned to go to college and would like to work at a profession for a while before she gets married.

From this discussion of these 27 young women, all of whom reported close relationships with both parents and a good relationship between the parents, it appears that, for the most part, the daughters have internalized the attitudes of their parents regarding contraception, abortion, family planning, and population control. Young women from large families tended to be anti-population controls and those from small families had more favorable attitudes. The closeness of the family appeared to provide, for some young women, a secure base from which to move out of the family to form friendships with members of their own sex, and to begin experimenting with heterosexual relationships. In

some instances, it appeared that the family ties were very strong and, when the daughter was too close either to both parents or to one parent, especially the father, she seemed to have greater difficulty in moving beyond the family toward the next step in her development to establish a more intimate relationship outside the family framework.

Poor relationships - both parents. Nearly 30% of the sample of young women from four O-types reported a poor relationship with both parents. Six of the 16 young women in this group reported having had sexual intercourse. Table 27 presents the O-types and above or below average scores on each Cluster.

Table 27

O-Type Profiles of Young Women Reporting  
Poor Relationships with Both Parents

| O-types | Abortion | Mother | Dating | Parents | Father | N | S |
|---------|----------|--------|--------|---------|--------|---|---|
| 3       | +        | --     | ---    | +       | -      | 3 | 0 |
| 5       | +        | -      | -      | ---     | -      | 5 | 3 |
| 10      | +        | -      | +++    | +       | -      | 5 | 3 |
| 11      | ---      | ---    | ++     | -       | ---    | 3 | 0 |

+ = within  $\frac{1}{2}$  standard deviation above mean

-- = within  $\frac{1}{2}$  standard deviation below mean

All of the young women were Caucasian. Twelve were living with both natural parents, three lived with their mothers alone, and one lived with her mother and stepfather. They came from relatively large families; O-type 3 subjects were from the smallest families with 3-4 children. Their ages ranged from 14 to 17 years.

None of the young women in either O-type 3 or O-type 11 reported having had sexual intercourse, and they reported the poorest relationship with their mothers. These young women had few hobbies or activities out of school, and only one had ever been employed. They reported being either loners or having one girl friend. Their scores on both the My and Sn scales of the PVA were low, and they may be described as fearful, interests narrow, methodical, quiet, and reserved.

O-type 3 young women seldom dated and had few boyfriends. They tended to favor abortion, family planning, population management, birth control, and more modern ways and values. Their grade-point average was 4.0. These somewhat fearful and fairly inflexible young women who had few friends of either sex, little support from their parents, and few hobbies outside school, appear from this data to put everything they had into their studies. They were among the youngest in the entire group, and were all freshmen in high school.

Example: A. was a 14-year-old, slightly overweight, neatly dressed young woman who appeared somewhat nervous at the beginning of the interview. She described herself as someone who did not like to do the same things that everyone else did, but "I am really an insecure person, I don't like to do things alone and go to pieces when I have to give a talk." She was preoccupied with her weight gain, and blamed it on not having anything to do when she got home. Although she described her health as above average, she talked at great length of her concern that she might have asthma. She stated that she liked school but that she had recently been in the school play and feared that

with all the rehearsals her grades might drop.

She had three siblings and lived with both parents who "love each other but argue a lot about money." She stated that she got along pretty well with her mother. "Mom spansks more than dad, but he always wins arguments." She felt that her mother had let her cling when she was little, but about the sixth grade she "suddenly dropped us into thin air to fend for ourselves." Both parents, according to A., expected straight A's. She wished that the whole family could be "good Christians" and go to church. Only she and her brother were still going.

She said she had many close girl friends and got along well except when they were competitive in class. She seldom saw them outside school. She stated that she liked boys, but had had only one date. She felt that she was too young to date, but had gone steady with two boys at school for one week each.

She believed that sexual intercourse should be "saved until marriage." Although she stated that she believed abortion is like killing, if she got pregnant she felt that she would probably have one.

She had never discussed sex with her parents. Her mother did not discuss menstruation with her. "They think sex is wrong."

She planned to go to college and would like a career before she gets married at age 25-30. She would then like to have four children, spaced 2-3 years apart.

O-type 11 young women had very poor relationships with both parents. They were all the youngest child in very large families having seven to eight siblings. They reported having gone out with boys about twice a month and had had at least one steady boyfriend. They were against abortion and population control, and felt that the availability of contraceptives should be restricted. Two of the three favored modern values and ways, and all favored family



planning. Their grade-point average was 2.0 and they were among the few young women in this study who scored low on the Femininity scale. Low scorers on the Fy scale have been described as restless, lazy, boastful, daring, and opinionated. Rossi (1971) stated that

Last-born children may experience not only less verbal stimulation from the parents than first-born children but also less prompt and enthusiastic response to their demands - from feeding and diaper change as infants to requests for stories read at three or a college education at eighteen - simply because the parents experience less intense gratification from the parent role with the third child than they did with the first. (p. 339)

It would appear that these young women, the youngest in very large families, have received very little nurturing and attention throughout their lives. That they favored family planning indicated some awareness of the neglect. This group, who are still quite young, might well be among those young women who will seek the attention and closeness they have been denied within the family circle in intimate relationships with their boyfriends.

Six of the ten young women included in O-types 5 and 10 reported having had sexual intercourse. Of the ten subjects, two lived with their mothers who were divorced and not remarried, two lived with a mother and stepfather, and six lived with their natural parents. All young women reported many hobbies and activities outside school and they had worked in 1-3 part-time positions.

Young women in O-type 5 reported a very poor relationship

between their parents. The families included from four to seven children. They reported dating about twice a month, but none had ever had a steady boyfriend. The sexually experienced had many girl friends and discussed their personal problems with their friends, while the inexperienced young women reported being loners and they discussed personal problems with their mothers. They favored abortion and population control, but were against family planning. Sexually experienced subjects favored birth control while their inexperienced peers were against it. They all tended to favor more modern ways and values.

The sexually experienced young women scored high on the My scale, low on the Sn scale, and high on the Fy scale of the PVA. Adjectives describing this typology (HLH) include deceitful, outspoken, progressive, self-confident, unconventional, and wide interests. Each of the sexually experienced young women had had sexual intercourse with at least two young men; one had had over four partners. The latter subject reported that she had never used a contraceptive. Partners of the others used a condom most of the time.

The sexually inexperienced subjects in O-type 5 scored low on My, low on Sn, and high on Fy, and could be described as fearful, feminine, methodical, quiet, and reserved.

Two of the subjects interviewed fell into this O-type; one had had sexual intercourse, the other had not.

Example (sex): B. was an attractive 17-year-old who appeared vivacious and eager to talk. She described

herself as friendly and easy to get along with and felt that she could easily handle any situation that came up. She stated that other girls called her a "high-society girl, a goody-goody," because she did well in school. She could not stand kids who "pick fights" and "flunk out."

She lived with her mother and stepfather and saw her real father occasionally. She described her mother as someone who was "nervous" and who "yells a lot" but who had been ill. She perceived her stepfather as quiet and that scared her because she never knew what he was thinking. She said her real father was "irresponsible and doesn't keep his promises; he has hurt me a lot." She got along "okay" with her half brothers and sisters. She wished her parents were not so strict.

She had many girl friends and many boys were also her good friends. She felt that having sexual intercourse can be a "hassle" because you can get your feelings hurt. She stated that you should not get involved unless you were going together for quite a while. She would never tell her parents because "it's none of their business." She hated to use birth control because "if you don't plan it, you don't feel as bad about it." Her boyfriend used a condom. If she got pregnant, she would have an abortion, but thought she would feel bad and might regret it. "My parents would be really upset, but would probably let me do what I wanted."

She would like to go to college and to get married, but is not sure about having a family. "I would be afraid of getting a divorce and putting the kids through a lot."

Example (no sex): C. was a 14-year-old, rather tall, lanky young woman who appeared anxious and had difficulty talking at first. She described herself as easy to get along with, but seemed very concerned about her body which was "all out of proportion." She said she "hated" her nose and described her "ugly nose" in great detail.

She described her family as "a mess." She lived with her mother and stepfather, and described her mother as "ugly" and "jealous" and her step-



father as "stubborn." She would never dare to talk back to him. She loved her real father and stepmother and enjoyed visiting them. She stated that she like school because it got her away from home.

She said she had lots of friends, both boys and girls, but none with whom she could discuss a problem. She felt she had nothing in common with kids her age, and seldom dated. She thought sexual intercourse should be saved for marriage. "You might get pregnant; besides, if you have a lot of sex before marriage why would you get married?" Sometimes, she stated, she thought a lot about "doing it," but had always said "no." Abortions, she felt, should be used for rape or if the baby was dead, but if someone wanted one she guessed it was okay.

She would like to go to college and she wanted to get married "because I want to be loved by a guy, but the problems in my family make me wonder." She would like to adopt two babies, not because she is afraid of childbirth but because she feels "sorry for them."

Sexually experienced young women in O-type 5 appeared to be moving from one relationship to the next in an effort to find the closeness and attention which was missing in their families. Three of the four subjects from broken families had had sexual experience. Sexually inexperienced young women seemed alone and insecure.

The five young women in O-type 10 appeared to be very much like their peers in O-type 5 except that they reported dating more and the relationship between their parents was better. They were dating approximately once a week and had had at least three steady boyfriends. One of the sexually active young women had had only one sexual experience and the other two were having sexual intercourse on a

regular basis with one man and always used a contraceptive.

Sexually inexperienced young women who had poor relationships with both parents tended to lack confidence in themselves, had fewer friends with whom to discuss their problems, and had fewer interests outside school. Some of them appeared to be pouring most of their energy into their studies to meet the high expectations of their parents. Those who were the youngest in a large family had the poorest relationships of all and, in addition to their narrow interests, were not doing very well in school. Sexually experienced young women who had poor relationships with both parents, but whose parents had an above average relationship, were having sexual relations regularly with one man and always used a contraceptive. When, in addition to the poor relationship with the parents, the relationship between the parents was poor, the sexually active young women had a series of sexual partners and seldom, if ever, used a contraceptive.

Above-average relationship - mother; below-average relationship - father. Twenty-five percent of the sample of young women reported an above-average relationship with their mothers and a below-average relationship with their fathers and between their parents. Forty-four percent of these subjects, who were included in three O-types, reported having had sexual intercourse. Table 28 presents the O-types and above or below average scores on the Clusters.

Table 28

Young Women Who Had Above-Average  
Relationships with Mothers and  
Below-Average With Fathers

| O-Types | Abortion | Mother | Dating | Parents | Father | N  | S |
|---------|----------|--------|--------|---------|--------|----|---|
| 4       | ++       | +      | -      | ----    | ---    | 5  | 2 |
| 6       | -        | +      | +      | -       | -      | 10 | 5 |
| 14      | ----     | ++     | ++++   | -       | --     | 3  | 1 |

The young women in this group were of all ages (14-18). Fifteen were Caucasian and three were Mexican-American. Thirteen lived with their natural parents and five lived with their mothers and stepfathers. All sizes of families were included. They reported being involved in many activities and had been employed in 1-2 part-time positions. Ten of the young women referred to themselves as loners, six reported having many friends, and two had one close friend. Most of the sexually experienced young women discussed personal problems with their boyfriends; a few discussed them with girl friends. The sexually inexperienced discussed problems with their mothers.

The five young women in O-type 4 (two of whom were sexually experienced) had more favorable attitudes toward abortion, population planning, and birth control. They dated the least, had very poor relationships with their fathers, and their parents had very poor relationships with one another.

The three young women in O-type 14 (one of whom was

sexually experienced) dated more and had more boyfriends than any other group in the study, and they had very negative attitudes toward all population variables. The group in general favored traditional, time-tested ways and values.

No single combination of personality scores from the PVA will describe any one of these three O-types; however, it is of interest that over 60% of both groups, the sexually inexperienced and the sexually experienced, scored low on the My scale of the PVA. The reader will recall that this scale differentiated the sample at  $p = .08$  and that the sexually experienced subjects, on the average, scored higher. The preponderance of low scores in these groups can be attributed to the poor relationship between the parents. Low scorers could be described as reserved, cautious, and dependent. Two-thirds of the group scored low on the Sn scale (70% of the sexually inexperienced had low scores). These low scores can be attributed to the poor relationship with the father. Low scorers on the Sn scale were described as disorderly, impulsive, rebellious, and careless. Most surprising of all was that 55% of this group of young women scored low on the Fy scale (40% of the experienced and 60% of the inexperienced). Low scorers are described as argumentative, fickle, restless, daring, and opinionated. With closeness to their mothers, one might have expected these young women to have scored higher on the Fy scale but, as was pointed out



earlier in this chapter, a young woman needs both parents in a healthy relationship with one another in order to develop her identity as a woman.

Eight of the young women in this group reported having had sexual intercourse. Four of the eight had only had one partner. One had intercourse occasionally and sometimes a condom was used. The other three were having intercourse twice a month; one used an oral contraceptive and the other relied on withdrawal. Four had had two partners, were having intercourse occasionally, and only one used a contraceptive which was the pill.

One young woman from O-type 14 was interviewed. A summary of the interview follows:

Example: R. was a 16-year-old young woman who appeared to be somewhat overweight. She described herself as "stubborn, I like to argue, but would rather lose an argument than a friend." She described her mother as "close but insecure." The mother had been divorced for many years and "had a lot of boyfriends around before she met my stepfather." She stated that she "could not stand" her stepfather. "He would as soon throw you out as look at you." She said that her parents got along "beautifully without us kids." She dreaded going home and stayed away as much as possible. According to R., her parents gave her a lot of freedom "but there is no feeling behind it. They don't really care."

She reported having only a few girl friends, none of them close. She said she spent most of her time with her boyfriend. She thought sex is good because it helps you to express your feelings. She stated that she never used a contraceptive and that she would "just love to get pregnant by the guy I'm going with now."

She could never have an abortion; "it would be like killing a part of me." She said that her mother had been telling her for the past

three years that she would be pregnant by the time she was 16, "but I'm 16 now and she was wrong." She did not believe that her step-father would let her come home if she got pregnant.

She said that she would like to go to business school after graduating from high school, but wanted to get married as soon as possible and have four children, with a set of twins included. She planned to space them five to six years apart so "I'll be able to cope with them."

It is the sincere hope of this author that not all young women in this group are in as much difficulty as the young woman in the example appears to be; however, it does appear that many of these young women may have some difficulty establishing healthy relationships outside the family. The sexually experienced group, with the exception of two subjects, were very careless in their sexual relationships. Many of both the sexually inexperienced and experienced young women were struggling with a poor feminine identity, dependency, and rebelliousness. Wickes (1968) points out that the young woman's attitude toward her father is most influenced by the mother's attitude, and frequently her behavior with men is the working out of her mother's marital problems. Unfortunately, except for the poor relationship between the parents reflected by Cluster 4, this study does not include data regarding the attitudes and feelings of parents. It would be of interest to follow up this group of young women to determine how many of the sexually inexperienced become sexually experienced and how many of the sexually experienced become pregnant. It is

the opinion of this investigator that many of the young women in this group could be considered at high risk, not only for pregnancy, but in terms of their future development and happiness.

Below-average relationship - mother; above-average relationship - father. Approximately 13% of the sample of young women reported having a below-average relationship with their mothers and an above-average relationship with their fathers. Two-thirds of these young women reported having had sexual intercourse. Table 29 presents the two O-types in which the young women were included and the above- and below-average scores on the Clusters.

Table 29

Young Women Who Had Below-Average Relationships With Their Mothers and Above-Average With Their Fathers

| O-Types | Abortion | Mother | Dating | Parents | Father | N | S |
|---------|----------|--------|--------|---------|--------|---|---|
| 1       | +++      | --     | ++     | ---     | +      | 4 | 3 |
| 2       | +++      | -      | +      | +       | +      | 5 | 3 |

Seven of the nine young women in this group were seniors in high school and were 17 or 18 years old; one was a junior, aged 16, and one a freshman, aged 14. They all lived with both natural parents. The four subjects in O-type 1 were Caucasian. In O-type 2, two were Caucasian and three were Mexican-American. All the young women had 2-3 siblings. They were involved in many extracurricular

activities and had been employed on a part-time basis 1-3 times.

Young women in O-type 1 reported having one close friend and discussed personal problems with their boyfriends or a girl friend in preference to their parents. Their grade-point average was 2.5. Most of them dated at least once a month and reportedly had gone steady 2-3 times. The three sexually experienced young women favored all of the population controls except birth control and they tended to be more modern than their peers. The inexperienced young women favored all population controls including birth control. These young women had poor relationships with their mothers, and the relationships between their parents were very poor. Three of the four subjects reported having sexual intercourse. The 14-year-old had intercourse once and did not use a condom; two 18-year-olds were having sexual intercourse regularly and were taking oral contraceptives.

Young women in O-type 2 who were sexually experienced reported having one close girl friend with whom they discussed their personal problems. The sexually inexperienced described themselves as loners and would discuss their problems with their mothers or other adults. Their grade-point average was 3.5. They were going out on dates occasionally and had 1-2 steady boyfriends. They were in favor of all of the population controls and were more modern in outlook than their peers. Three of the five young women

in this O-type reported having sexual intercourse. One had sexual intercourse with one man about twice a month and used a condom or withdrawal. One had had two partners, was having sexual intercourse more than once a week, and was on the pill. The third had had more than four partners, had intercourse occasionally, and never used a contraceptive.

With the exception of one sexually inexperienced young woman, all of the subjects in both O-types fell into the PVA typology LHH, and would be described as considerate, gentle, reserved, self-controlled, and warm.

One young woman in O-type 2 was interviewed. A summary of the interview follows:

Example: M. was a small, slender, attractive young woman, 17 years of age, who appeared somewhat reluctant and shy during the early part of the interview, but soon seemed to relax and to volunteer information openly. She described herself as calm and able to get along well with people, but felt she could not express her feeling easily. "I keep everything inside." She liked school but felt that she was capable of much more than the teachers offered in classes. "Teachers are really impersonal, most of the time they're not interested in you, they're just into their own thing."

She described herself as healthy "except I'm on the pill and smoke." Her family meant a great deal to her. She described her mother as her best friend, but she wished she could tell her about being on the pill. She stated that the only reason her mother wanted her to get good grades was to keep the automobile insurance down. She described her father as "thick-headed at times," but stated that she admired him greatly and felt more at ease with him. She reported having no difficulty with her brothers.

Although she thought many girls liked her she felt close to only one. All of her "gang" dated boys. She had been dating for two years.

She stated that she got along well with some boys but that a lot of them "are sneaky." She felt that there was nothing wrong with having sex "if you're mature enough to accept the fact that you could get pregnant and to take responsibility." The first time she had intercourse no contraceptive was used. She stated she felt disgusted with herself for not waiting. A month later she got the pill.

She stated that her parents tended to be very moralistic and although they talked about sex generally she could never tell them what she was doing. If she became pregnant, she stated she would have an abortion and tell her parents later.

She planned to go to college and would like to get married when she is 21-22 years old. She would like two children and "would definitely space them 2-3 years apart."

In summary, only 13% of the subjects reported an above-average relationship with the father and a below-average relationship with the mother, and two-thirds of this group reported having sexual intercourse. The group tended to be older, they were having intercourse on a more regular basis, and half of them used a reliable contraceptive. Because the percentage of sexually active subjects in this group was so high, examinations of the scores on Cluster 2 (mother) and Cluster 5 (father) were made for all subjects in the sample to determine whether more subjects who scored higher on C5 than on C2 were sexually experienced. Some subjects who had below-average scores or above-average scores on both clusters had a higher score on C5 than on C2. Thirty-three sexually inexperienced young women and eight experienced young women in this sample had higher scores on C5 (father) than on C2 (mother). Six

of the eight experienced subjects fell into this last group. From these findings, it can be generally said that a closer relationship with the father as compared with the mother is not an indicator of sexual experience except in those instances where the relationship with the father is above average and the relationship with the mother falls below average.

In conclusion, this chapter included a discussion of the findings of this study. The relationship with parents became the focal point for bringing together all of the variables heretofore considered to be antecedent factors which influenced the young woman's manner of coping with her sexuality. Chapter VI, the concluding chapter of this paper, will focus on a summary of the major findings of the study, recommendations for their clinical application, and a discussion of the need for further study.

CHAPTER VI  
CONCLUSIONS

The manner in which a young woman appraises the demands of a situation involving her sexual behavior during adolescence is contingent upon her own unique development as an individual and her response to those external pressures brought to bear throughout her development. The conceptual framework for this study was derived from theories of psycho-sociological and intellectual development and the psychology of coping. The purpose of the study was to identify those antecedent factors that influenced a young woman's decision regarding her sexual behavior during adolescence, and that would differentiate sexually experienced from sexually inexperienced young women.

Two factors, underlying all other variables in this study, emerged as primary forces in the young woman's life that shaped her attitudes and led her to the decision to have sexual intercourse or to postpone sexual relations to a later time in life. The community setting in which the young woman lives and grows provides an historical background to her developing attitudes, and may be seen as an external factor which influences the young woman indirectly through her family. The family, deemed to be the most important factor in this study, more directly affects the young woman's attitudes and behavior.

The problems of urbanization, mass transportation,



mass media, and rapid change are stressed in both technological literature and the media to the point that one is led to believe that few communities exist in which the traditions of the past have any effect upon the present functioning of its members. The data for this study were collected in a small, primarily rural community in Central California with which this investigator has been familiar for many years. The area has not changed a great deal over the years. Expansion is in evidence. Many of the well-tended orchards and vineyards that once covered the rich land have been replaced by housing projects, and "new blood" has moved in. However, many of the families who lived there 20 years ago are still living there. Children have grown and have had children who may be third or even fourth generation to attend the same high school which serves the five small surrounding communities.

The setting is conservative. In the true sense of the word, tradition has been conserved. The large family is still important and parents take great pride in their sons and daughters. Much of the family's social life evolves around the school and the church. Families are from primarily the middle and lower middle socioeconomic classes. Though many mothers work outside the home to assist with finances, they are expected to maintain their traditional role of housewife and mother without the luxury of domestic help. The father is still seen as the primary provider for his large family, and must spend a good portion of his time

away from the family in his efforts to support them.

These families are not isolated from the rest of the world. Both parents and children have access to the media and are familiar, at least intellectually, with what is happening throughout the world. They are aware of new and modern ideas, but for many of them these ideas are foreign and have not been integrated into their lives and behavior. It is within this context that the data from this study must be considered. The young woman, born following the Second World War, living in the midst of a rapidly changing world and in the middle of an important developmental stage in her life, must deal with both the old and the new. Little wonder that she may be experiencing conflict.

Most of the young women who participated in this study favored time-tested ways and values. Their attitudes toward abortion and family planning were, for the most part, negative. This was especially true of young women from very large families. In spite of the fact that nearly all young women who were interviewed looked forward to marriage, planning their families, and spacing their children, the prevalent attitude toward the availability of contraceptive methods was also negative. This negative attitude may be reflecting the conservative attitude prevalent in this and many communities, which disapproves of premarital sexual relations.

Over one-third of the young women reportedly had had sexual intercourse. These sexually experienced young women

tended to have more positive attitudes regarding population measures than their inexperienced peers. Nevertheless, many of them had doubts, especially in relation to abortion. Abortion was often associated with guilt, sometimes with murder. The latter was more true of the sexually inexperienced young women. And still, many of the young women, both sexually experienced and inexperienced, if faced with pregnancy felt that they would probably have an abortion.

Only half of the sexually experienced subjects used a reliable contraceptive consistently, and most who did were on the pill which is currently, at best, considered to be a controversial method. The condom was mentioned as a choice by some, but was often used only occasionally.

The most important factor in this study which influenced the young woman's attitudes and decision regarding her sexual behavior was related to the cohesiveness that existed within the family. The ideal family was seen as the family in which both parents and child were respected as individuals, and where each was encouraged to develop that special identity which was his or her own. The mother was seen as a model for the young woman's feminine identity, and it is from the mother's attitude and behavior that she learned to relate to not only members of the opposite sex but also to her woman friends. Her relationship with her father provided a basis for her own love relationships. His attitudes furnished a pattern of what

she might desire or repudiate in men.

In this study, sexual experience increased not only with age, but also with the particular pattern of relationships that the young woman perceived to exist within her own family. Closeness within the family, where the relationships with and between the parents were perceived by the young woman to be good, appeared to provide for some young women a secure base from which she could move out of the family to form friendships with members of her own sex, and to begin experimenting with heterosexual relationships. In some instances, it appeared that the family ties were very strong. When the sexually inexperienced daughter was too close to either both parents or to one parent, especially the father, she seemed to have greater difficulty moving to that next step in her development to establish a more intimate relationship outside the framework of the family.

The ratio of sexually experienced to sexually inexperienced young women increased when the relationship with both parents was perceived by the daughter to be poor, and further increased when the relationship with the mother was seen as good and with the father as poor. The greatest proportion of sexually active young women was found in a group whose relationship with her father was perceived as good and whose relationship with her mother was perceived as poor.

For the most part, young women in this study could be

considered feminine, warm, and sympathetic. Sexually experienced young women more often exemplified traits of innovation and independence than did the sexually inexperienced who appeared to be more reserved and cautious. More often than not, young women, both experienced and inexperienced, could be described as skeptical concerning the future and as having problems in regard to impulse management and self control. These difficulties, too, may be derivatives of her struggle for autonomy and independence as she attempts to move from a primarily traditional background into what she considers a more modern world. The extent to which she is able to do this is greatly dependent upon the attitudes and the structure found within her family.

On the average, sexually experienced young women dated more frequently and had more steady boyfriends. Neither the number of girl friends the young woman had nor her achievement in or out of school differentiated the sexually experienced and inexperienced young women. These variables, however, became important in considering her behavior within the context of the family.

These tentative findings, and they can only be considered tentative due to the small sample size and the non-randomness of the sample selection from a small, conservative community, may, nevertheless, have some application to the wider world. There is no question in the mind of this investigator that many communities such as the one

described in this study are in existence throughout the Central Valley of California, and probably exist throughout the country. Families are everywhere and whether or not the particular ratios of sexually experienced to sexually inexperienced young women that emerged in this study would hold in a larger study of more diverse settings demands further investigation. Nevertheless, the family interactions herein described have many implications for clinical application.

This study was originally conceived to include both adolescents who had become pregnant and chose an abortion, and those who had born a full-term infant. Though many have studied the unwed mother and some, young women who have had an abortion, no study, to this investigator's knowledge, has compared on the same variables the two groups included in this study with young women who have become pregnant. Such a study would furnish further knowledge of antecedent factors leading to pregnancy, and might result in the development of some predictive instruments.

Also originally included in this study were items related to menstrual induction. These items were deleted at the request of school personnel because the procedure was not available to the young women who participated. This procedure, which induces menstruation before pregnancy has been confirmed, is becoming more available throughout the nation and is considered by some to be a possible after-method of contraception. Studies of its use which

examine the attitudes and feelings of young women who have had the induction should be done now, while the procedure is new.

Reports of studies of the sexual attitudes and behavior of adolescent males are available in the literature; however, studies of the interaction of adolescent males and females resulting in more intimate sexual relationships during the high school years are noticeably absent. This most certainly important antecedent factor influencing the young woman's behavior was barely touched upon in this study.

Few if any nurses who have experienced the sequelae of infection, bleeding, and even death following illegal abortions could fail to support the legalization of abortion. However, it is of great concern to this investigator that follow-up of women, especially adolescents, who have abortions has received so little attention. This is not the first study in which adolescents have associated abortion with guilt, even murder. Every effort should be made to identify young women who are experiencing emotional concern and conflict, both preceding abortion and post-operatively, and to assist them in the resolution of this conflict to prevent further emotional trauma. More intense studies of the attitudes and feelings surrounding abortion should be considered a priority.

One young woman in this study so aptly said "There's nothing wrong with intercourse if you're mature enough to

realize you might get pregnant and take responsibility." Is it primarily lack of knowledge and availability of contraceptive methods that is responsible for the vast numbers of young women who are becoming pregnant each year in this country? How many young women of high school age are mature enough to take responsibility in an intimate sexual relationship? Are they cognitively and emotionally prepared to consider the alternative outcomes in such a relationship?

Contraceptive methods and information provide useful services to young people who have decided to become sexually active, and availability of abortion provides an option to young women who become pregnant and do not wish to have a child. However, by providing these services to our youth, carte blanche, without their parents' knowledge, consideration must be given to the fact that we may, in many instances, be masking and even perpetuating an emotional problem that exists within the family. Young women in this study, for the most part, were not sexually active because of uncontrollable desire. They were seeking the security and closeness in their sexual partners which they were so often denied at home.

Most seriously lacking in this study and other studies concerned with the sexual attitudes and behavior of adolescents are the attitudes and behavior of parents. Many educational opportunities are offered to young parents in this culture. Classes are provided for expectant parents.



A nurse will visit in the home to assist the mother to learn to care for her infant. Parents of pre-school age children may meet to observe and discuss their child's behavior. Parents of an adolescent, who also have reached a transitional period in their lives, are as one mother put it "only blamed." The needs of parents of adolescents must be taken into consideration. It is time to not only assist them in their difficulties with teenage offspring, but also to offer them encouragement and opportunities to enrich their own lives. For when parents have become vitally alive and productive individuals, their children, especially during adolescence, will be set free and will be provided that love and understanding by their parents that will aid them in their struggle toward adulthood.

Human sexuality is very complex. No single study could begin to identify all of those important factors which influence a young woman's decision to or not to engage in an intimate sexual relationship. In this study, some important antecedent factors were identified. More questions were asked than could be answered. But perhaps this study will open doors to a more comprehensive and thoughtful consideration of the complexities of sexuality faced by adolescent young women and their parents in a world of rapidly changing values.

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APPENDIX A  
QUESTIONNAIRE FOR TEENAGERS





3.

**Reminder:** Continue to use the following category numbers: 5 = agree strongly; 4 = agree somewhat; 3 = neutral or uncertain; 2 = disagree somewhat; 1 = disagree strongly.

- |   |  |
|---|--|
| <p>___ 26. I enjoy spending time alone with my mother.</p> <p>___ 27. My mother has been a good mother to me.</p> <p>___ 28. When I marry, I would like to be a wife like my mother.</p> <p>___ 29. If I got pregnant my mother would be very upset.</p> <p>___ 30. If I got pregnant my mother would be understanding.</p> <p>___ 31. My mother and father love one another very much.</p> <p>___ 32. I enjoy spending time alone with my father.</p> <p>___ 33. I would like to marry a man like my father.</p> <p>___ 34. If I got pregnant my father would be very upset.</p> <p>___ 35. If I got pregnant my father would be understanding.</p> <p>___ 36. My father does not like it when boyfriends come to visit me.</p> <p>___ 37. Birth control methods should be made available to anyone who wants them.</p> <p>___ 38. Abortion should be permitted if there is substantial risk that the baby will be born defective.</p> <p>___ 39. Abortion will leave a girl with a great many guilt feelings.</p> <p>___ 40. It is better to live pretty much for today and let tomorrow take care of itself.</p> <p>___ 41. Having a baby every year is bad for the mother's health.</p> | <p>___ 42. The disadvantages of birth control outweigh the advantages.</p> <p>___ 43. Families with more than three children should be required to pay higher taxes.</p> <p>___ 44. Abortion is really safe if it is done in a good hospital.</p> <p>___ 45. The decision to ask for an abortion must be in part a moral decision.</p> <p>___ 46. A person should try to keep aware of the major events taking place all over the world.</p> <p>___ 47. Abortion is a better choice than giving birth to a child you don't want and cannot care for properly.</p> <p>___ 48. People should not "plan" on whether to have a child; such things are better left to fate or luck.</p> <p>___ 49. Birth control increases the happiness of married life.</p> <p>___ 50. Abortion is a bad thing because it is like killing someone.</p> <p>___ 51. In some parts of the world the problem is underpopulation not overpopulation.</p> <p>___ 52. With newer and safer methods of inducing abortion, there is no reason why a woman should not use abortion routinely as a birth control measure.</p> <p>___ 53. My preference is for the old dependable ways of doing things.</p> |
|---|--|



4.

Reminder: Continue to use the following category numbers: 5 = agree strongly; 4 = agree somewhat; 3 = neutral or uncertain; 2 = disagree somewhat; 1 = disagree strongly.

- \_\_\_ 54. If a couple is in poor economic circumstances, having a child should be postponed until its financial situation improves.
- \_\_\_ 55. The use of birth control devices involves a sort of risky tampering with nature.
- \_\_\_ 56. Overpopulation in the world is just as serious a problem today as crime and poverty.
- \_\_\_ 57. If a girl fools around and gets pregnant it's her own fault and she should not be able to get an abortion.
- \_\_\_ 58. Abortion should be prohibited by law.
- \_\_\_ 59. There is nothing new under the sun.
- \_\_\_ 60. Limiting the number of children in a family is something that works in favor of those already well-to-do and against those who are poor.
- \_\_\_ 61. A birth control operation (vasectomy) should be given without charge to any man who requests one.
- \_\_\_ 62. There is no reason to fear a continued increase in population; the human race will find some way to cope with the problem.
- \_\_\_ 63. Abortion should be free of any and all legal restrictions.
- \_\_\_ 64. I tend to feel uncomfortable when I am with people who are much older than I am.
- \_\_\_ 65. Childless couples should be encouraged to adopt a child.
- \_\_\_ 66. It is difficult to think of any rational reason for opposing free release of birth control information.
- \_\_\_ 67. Unless population is controlled mankind will never be able to live in peace.
- \_\_\_ 68. A married woman should be permitted to have an abortion only if both husband and wife request it.
- \_\_\_ 69. I would like to live for a time in at least three or four countries.
- \_\_\_ 70. I would be unhappy if I were to have less than three children.
- \_\_\_ 71. Birth control information and services (pill, etc.) should be available without cost to married women.
- \_\_\_ 72. In places where the population is decreasing people should be encouraged to have more children.
- \_\_\_ 73. Abortion should be permitted if the pregnancy is the result of rape or incest (intercourse between close relations).
- \_\_\_ 74. I do not know whether my family and I will be better or worse off in the future than we are now; even when you work hard you never know what is going to happen.
- \_\_\_ 75. Couples should wait to have children until they are financially able to take care of children.
- \_\_\_ 76. The decision to use birth control methods is in part a moral decision.

5.

Reminder: Continue to use the following category numbers: 5 = agree strongly; 4 = agree somewhat; 3 = neutral or uncertain; 2 = disagree somewhat; 1 = disagree strongly.

- \_\_\_ 77. The world would be better off if the human population could be reduced by 50 percent in the next 100 years.
- \_\_\_ 78. Abortion is morally wrong, whatever may be its economic or medical benefits.
- \_\_\_ 79. The traditional ways from the past are not always the best; they need to be changed.
- \_\_\_ 80. The economic advantages of having small families are not as great as some people think they are.
- \_\_\_ 81. Even if I had an unwanted pregnancy I could not bring myself to have an abortion.
- \_\_\_ 82. The world could easily support twice as many people as it now does.
83. Barbara was really upset when she found she was pregnant. She went to the doctor and he was able to arrange an abortion. Imagine you were a close friend of Barbara's and she told you about this. How would you feel about what Barbara did? (Check one)
- \_\_\_ a. She did the wrong thing. She should have gone on and had the baby.
- \_\_\_ b. She should have had the baby, and then if she couldn't take care of it she could have arranged for an adoption.
- \_\_\_ c. She did the right thing if she really didn't want to have the baby.
84. Among girlfriends of your own age, with how many would you discuss your most personal problems?
- \_\_\_ a. I am pretty much a loner and I seldom discuss my problems with friends.
- \_\_\_ b. I have one close friend in whom I confide.
- \_\_\_ c. There are several of my friends with whom I discuss my personal problems.
85. About how often do you go out with a boy? (Check one)
- \_\_\_ a. I have never been out with a boy.
- \_\_\_ b. About once every 3-4 months
- \_\_\_ c. About once a month
- \_\_\_ d. About twice a month
- \_\_\_ e. About once a week
- \_\_\_ f. More than once a week
86. Have you ever gone steady with a boy? (Check one)
- \_\_\_ a. never
- \_\_\_ b. once
- \_\_\_ c. twice
- \_\_\_ d. three or more times
87. Are you now going steady with a boy? yes \_\_\_ no \_\_\_
88. Have your menstrual periods started? yes \_\_\_ no \_\_\_  
If yes, how old were you when you had your first period? \_\_\_
89. Have you ever had sexual intercourse? yes \_\_\_ no \_\_\_  
If yes, please answer the following questions.  
If no, skip to item 96.
90. With how many men have you had sexual intercourse? (Check one)
- \_\_\_ a. one
- \_\_\_ b. two
- \_\_\_ c. three
- \_\_\_ d. four or more

6

91. About how often do you have sexual intercourse? (Check one)
- a. Only once  d. Twice a month  
 b. Once every three months  e. Once a week  
 c. Once a month  f. More than once a week
92. Do you and your partner use some kind of birth control? (Check one)
- a. Always  d. Very seldom  
 b. Most of the time  e. Never  
 c. Once in a while
93. If you have used birth control, which of the following methods have you used most often? next most often? etc. (Mark spaces 1,2,3, etc.)
- a. Pill  e. Foam or jelly  
 b. IUD (loop, etc.)  f. Safe period (rhythm)  
 c. Diaphragm  g. Withdrawal of penis  
 d. Condom (rubber)  h. Douche
94. Have you ever been pregnant? yes  no   
 If yes, please answer the following questions.  
 If no, skip to item 97.
95. How many times have you been pregnant? \_\_\_\_\_
96. When you were pregnant, which of the following did you do? (Check one)
- a. I had an abortion. (If more than one abortion, please state the number) \_\_\_\_\_  
 b. I had the baby and gave it up for adoption. (If more than one, please state the number.) \_\_\_\_\_  
 c. I had the baby and kept it. (If more than one, please state the number) \_\_\_\_\_  
 d. Other (please state what you did) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
97. What is your grade average in school when A is 4 points; B is 3 points; C is 2 points; D is 1 point? \_\_\_\_\_
98. Please list any clubs or organizations to which you belong? (Include those both in and out of school.)
99. Please list any hobbies or other activities in which you participate.
100. Have you ever had a job: yes  no   
 If yes, please describe the job(s), state how long you worked; and whether it was a full-time or part-time job.
- | <u>Job Description</u> | <u>How long worked</u> | <u>Full or part-time</u> |
|------------------------|------------------------|--------------------------|
| _____                  | _____                  | _____                    |
| _____                  | _____                  | _____                    |
| _____                  | _____                  | _____                    |
| _____                  | _____                  | _____                    |

7.

**Instructions:** Twenty-nine items are presented below, each consisting of two statements lettered a and b. Please select the statement in each pair with which you more strongly agree; choose the one that you actually believe to be true or more nearly true, rather than the one you think you should choose or the one you would like to be true. Indicate your choice by circling either the "a" or the "b" in front of each item.

1. a. Children get into trouble because their parents punish them too much.  
b. The trouble with most children nowadays is that their parents are too easy with them.
2. a. Many of the unhappy things in people's lives are partly due to bad luck.  
b. People's misfortunes result from the mistakes they make.
3. a. One of the major reasons why we have wars is because people don't take enough interest in politics.  
b. There will always be wars, no matter how hard people try to prevent them.
4. a. In the long run people get the respect they deserve in this world.  
b. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tried.
5. a. The idea that teachers are unfair to students is nonsense.  
b. Most students don't realize the extent to which their grades are influenced by accidental happenings.
6. a. Without the right breaks one cannot be an effective leader.  
b. Capable people who fail to become leaders have not taken advantage of their opportunities.
7. a. No matter how hard you try, some people just don't like you.  
b. People who can't get others to like them don't understand how to get along with others.
8. a. Heredity plays the major role in determining one's personality.  
b. It is one's experiences in life that determine what they are like.
9. a. I have often found that what is going to happen will happen.  
b. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.
10. a. In the case of the well-prepared student there is rarely if ever such a thing as an unfair test.  
b. Many times exam questions tend to be so unrelated to course work that studying is really useless.
11. a. Becoming a success is a matter of hard work; luck has little or nothing to do with it.  
b. Getting a good job depends mainly on being in the right place at the right time.
12. a. The average citizen can have an influence in government decisions.  
b. This world is run by the few people in power, and there is not much the little guy can do about it.
13. a. When I make plans, I am almost certain that I can make them work.  
b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyway.
14. a. There are certain people who are just no good.  
b. There is some good in everyone.
15. a. In my case getting what I want has little or nothing to do with luck.  
b. Many times we might just as well decide what to do by flipping a coin.

16. a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.  
b. Getting people to do the right thing depends upon ability; luck has little or nothing to do with it.
17. a. As far as world affairs are concerned, most of us are the victims of forces we can neither understand nor control.  
b. By taking an active part in political and social affairs, the people can control world events.
18. a. Most people don't realize the extent to which their lives are controlled by accidental happenings.  
b. There really is no such thing as "luck."
19. a. One should always be willing to admit mistakes.  
b. It is usually best to cover up one's mistakes.
20. a. It is hard to know whether or not a person really likes you.  
b. How many friends you have depends upon how nice a person you are.
21. a. In the long run the bad things that happen to us are balanced by the good ones.  
b. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.
22. a. With enough effort we can wipe out political corruption.  
b. It is difficult for people to have much control over the things politicians do in office.
23. a. Sometimes I can't understand how teachers arrive at the grades they give.  
b. There is a direct connection between how hard I study and the grades I get.
24. a. A good leader expects people to decide for themselves what they should do.  
b. A good leader makes it clear to everybody what their jobs are.
25. a. Many times I feel that I have little influence over the things that happen to me.  
b. It is impossible for me to believe that chance or luck plays an important role in my life.
26. a. People are lonely because they don't try to be friendly.  
b. There's not much use in trying too hard to please people; if they like you, they like you.
27. a. There is too much emphasis on athletics in high school.  
b. Team sports are an excellent way to build character.
28. a. What happens to me is my own doing.  
b. Sometimes I feel that I don't have enough control over the direction my life is taking.
29. a. Most of the time I can't understand why politicians behave the way they do.  
b. In the long run the people are responsible for bad government on a national as well as on a local level.

**APPENDIX B**  
**INTERVIEW SCHEDULE**

Code Number \_\_\_\_\_

## INTERVIEW SCHEDULE

Present Personal Functioning\*

1. Can you tell me a little bit about yourself? What sort of person are you?
2. What do you like best about yourself?
3. What do you like least about yourself?
4. How do you like school?
5. What is your general state of health?
  - a. Would you rate your state of health as below average, average, or above average?
  - b. Have you ever had any serious illnesses?
  - c. Have you ever been hospitalized?
  - d. Do you take any regular medication?

Family History\*

6. How would you describe your family?
  - a. How do they get along?
  - b. How would you describe your mother?
  - c. How would you describe your father?
  - d. What about your brothers and sisters?
  - e. How do you feel about the way you were brought up?
  - f. What things would you like changed at home right now?
  - g. How would you describe the financial status of your family?
  - h. Does your family put stress on school work—on getting good grades and doing well?
  - i. Do you have regular duties or chores to perform?
  - j. What kinds of things do your family do together?

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\* These questions were adapted from items included in the Family Planning Personal Interview Form, Institute of Personality Assessment and Research, University of California, Berkeley, with permission of H. G. Gough, Director.

Peer Relationships

7. Would you say you have many or a few girlfriends?
  - a. How do you get along with your girlfriends?
  - b. What kinds of things do you and your girlfriends do together?
  - c. Do most of your girlfriends date boys?
8. In general how well do you get along with boys?
  - a. Do you think your interest in boys developed at an early or late age compared to your friends?\*
  - b. Have you started dating?
  - c. How do you feel about "going steady" with boys?
  - d. Are you going steady with anyone now?

Sexual Behavior

9. How do you feel about teenagers having sexual intercourse?
  - a. Have you ever had sexual intercourse?
  - b. How did you feel about your first experience?
10. What do you think most teenagers think about using contraceptives or birth control methods?
  - a. Do you think boys feel different from girls?
  - b. Do you think that most teenagers who have sex use some kind of birth control?
  - c. Which kinds do you think they prefer?
  - d. (If yes to 9a above) Have you ever used a birth control method?
  - e. Which one(s)?
  - f. How did you feel about the one(s) you used?
11. How do you feel about legal abortion?
  - a. Do you think a girl should have to have her parents' consent before getting an abortion?
  - b. How do you think most boys feel about abortions?
  - c. Do you think that if a girl becomes pregnant she should talk it over with her boyfriend before she has an abortion?



d. If yes to 9a, have you ever been pregnant?

If yes, what did you do?

Parents' Attitude toward Sex

12. Have you ever discussed sex with either of your parents?

a. How does your mother feel about teenagers having sex?

b. How does your father feel?

c. If you had sex would you be able to discuss this with your mother or father?

d. If you were to become pregnant, how would your mother react? What would she want you to do?

e. How about your father?

Future Plans

13. What do you plan to do when you finish high school?

14. Would you like to be married some day? At what age?

15. How many children would you like to have?

a. Are you planning to space them?

Is there anything else you would like to tell me about yourself, or anything you would like to say or ask about our talk together?

**APPENDIX C**  
**LETTER FROM INVESTIGATOR TO PARENTS**

Dear Parent,

I graduated from \_\_\_\_\_ High School in 1949, and have worked as a registered nurse in the Bay Area for most of the past 20 years. Much of my experience as a nurse has been with the concerns of teenagers and their parents, particularly as they relate to the teenage girl's view of human sexuality and their differing attitudes and relationships with family members and friends.

Three years ago, I entered an advanced program at the University of California School of Nursing. In order to complete this program I am required to study an issue related to teenagers and their families, and it is this study which brings me back to \_\_\_\_\_ to ask for your assistance.

The study will involve having your daughter complete a questionnaire which deals with her attitudes toward human sexuality. In addition, I would like to interview one of every ten girls who participates. At no point will a student's identity be connected with a response for no names will appear on the questionnaires. The information provided by this study should be valuable in planning more effective educational and counseling programs for teenagers and their parents.

I have discussed the study with the staff at the high school, and have assured them that no student will be contacted unless I have talked with her parents and obtained parental permission. I am very much interested in discussing the study with you in more detail. Please complete the enclosed postcard, and drop it in the mail by Feb. 15, 1976, and I will contact you as soon as possible.

Sincerely,

*Linda Melcher*

**TABLE D**  
**POSTCARDS SENT TO PARENTS**

- \_\_\_\_\_ I am not interested, do not contact me.
- \_\_\_\_\_ I would like to hear more about the study.
- a. \_\_\_\_\_ at a meeting of parents
- b. \_\_\_\_\_ at a meeting alone with  
Miss Welches
- c. \_\_\_\_\_ in a telephone conversation  
with Miss Welches

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Telephone

Dear Parents:

Many of you requested a meeting to discuss the study in more detail. Such a meeting would also give you an opportunity to ask any questions you may have. I would like to invite you, and also the parents from whom I have not heard, to a meeting at

Thursday, March 11, 1976 at 7:30 P.M.

The campus will be well lighted and the directions to \_\_\_\_\_ Hall clearly marked. I hope to see many of you at that time. Thank you for expressing interest in the study.

Sincerely,

*Lain Welches*

**APPENDIX E**  
**CONSENT FORM**

UNIVERSITY OF CALIFORNIA  
 CONSENT TO ACT AS RESEARCH SUBJECT  
 STUDY OF TEENAGE GIRLS

I agree (for my daughter) to participate in a study of factors influencing teenage girls' decisions regarding sexual behavior which will be conducted by Lois Welches, R.N.. I understand that I (my daughter) will be asked to complete a short personality inventory and questionnaire which will include items concerning my (her) attitudes and behavior in the areas of sexual experience, family planning, abortion, and pregnancy. I understand that completion of the above will take approximately one class hour and will take place at school during the day. I understand that every effort will be made at school to minimize the fact that I am ( my daughter is) participating in this study.

In addition, I understand that every tenth girl who completes the above forms will be selected for an interview by Miss Welches and that the selection of girls will take place before any of the completed forms are seen by Miss Welches. I understand that the interview will take approximately one class hour and that I (my daughter) may refuse to be interviewed or that I (she) may refuse to answer any question on the questionnaires or during the interview that I (my daughter) may consider a personal risk. I understand that I (my daughter) may decide to withdraw from participation in this study at any time, which will in no way jeopardize my (her) role as a student. I understand that my (my daughter's) responses during participation in this study will be kept strictly confidential, and that when Miss Welches writes a report of this study she will not use my (my daughter's) name or the name or location of the school, nor will she in any other way reveal my (my daughter's) identity as an individual.

I further understand that any benefits derived from this study will be for future planning of educational and counseling programs for teenagers and their parents.

\_\_\_\_\_  
 Signature of Student

\_\_\_\_\_  
 Date

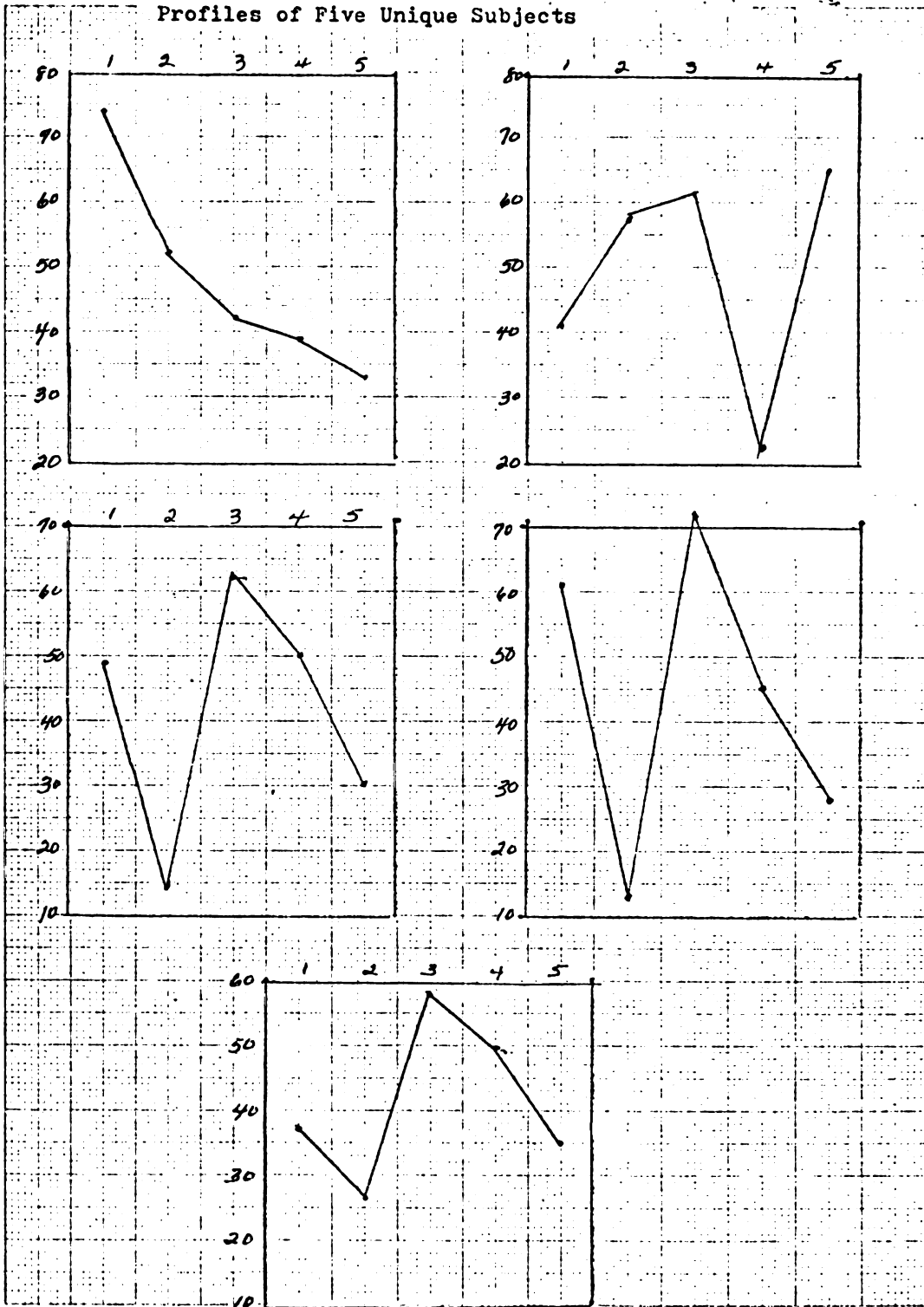
\_\_\_\_\_  
 Signature of Parent or Guardian

\_\_\_\_\_  
 Date

APPENDIX F  
PROFILES OF FIVE UNIQUE SUBJECTS



Profiles of Five Unique Subjects



**APPENDIX G****O-TYPES**

## O-Types: Sexual Activities

| O-type | S | age                     | ptnrs        | freq                       | contracep                               |
|--------|---|-------------------------|--------------|----------------------------|---|
| 1      | 3 | 1(14)<br>2(18)          | 1<br>1       | 1x<br>reg                  | none<br>pill                            |
| 2      | 3 | 1<br>1<br>1             | 1<br>2<br>4+ | 2x/mo<br>>1x/wk<br>1x/3mo  | condom<br>pill<br>none                  |
| 3      | 0 |                         |              |                            |   |
| 4      | 2 | 1(17)<br>1(14)          | 1<br>2       | occas<br>1x/ptnr           | condom<br>none                          |
| 5      | 3 | 1(17)<br>1(17)<br>1(16) | 2<br>2<br>4+ | 1x/ptnr<br>>1x/wk<br>occas | condom<br>condom<br>none                |
| 6      | 5 | 3<br>2                  | 1<br>2-3     | 2x/mo<br>occas             | 1=pill<br>2=withd<br>1=pill<br>1=rhythm |
| 7      | 0 |                         |              |                            |   |
| 8      | 1 | 1(15)                   | 1            | 2x/mo                      | condom                                  |
| 9      | 0 |                         |              |                            |   |
| 10     | 3 | 1(17)<br>1(15)<br>1(17) | 1<br>1<br>3  | 1x<br>>1x/wk<br>reg        | none<br>condom<br>pill                  |
| 11     | 0 |                         |              |                            |   |
| 12     | 1 | 1                       | 1            | 1x                         | none                                    |
| 13     | 0 |                         |              |                            |   |
| 14     | 1 | 1(16)                   | 2            | 1x/mo                      | none                                    |

## O-Types: Peer Relationships and Activities

| O-type | C3 date            | gone steady | friends                          | talk with*             | extra-curric  | jobs              | CFA          |
|--------|--------------------|-------------|----------------------------------|------------------------|---------------|-------------------|--------------|
| 1      | 1x/mo              | 2-3         | 1 gf                             | gf/bf                  | 4-5           | 3=1 j<br>1=0 j    | 2.5          |
| 2      | 1x/mo              | 1-2         | loner/<br>1 gf                   | gf/m                   | 4-5           | 2-3               | 3.4<br>±0.23 |
| 3      | never/<br>seldom   | 1           | 1 gf/<br>many gf                 | gf                     | 1             | 0                 | 4.0          |
| 4      | 1x/mo              | 2-3         | 3=1 gf<br>2=loner                | gf/m                   | 4             | 1-2               | 3.0<br>±0.5  |
| 5      | 2x/mo<br>seldom    | 0           | loner/<br>many gf                | MS=m<br>S=gf/<br>adult | 0-3           | 4=1 j<br>1=0 j    | 2.3<br>±0.8  |
| 6      | 1x/mo              | 1-2         | 1 gf                             | m/adult                | 4-5           | S=2-3 j<br>MS=1 j | 2.9<br>±0.6  |
| 7      | 5=never<br>7=occas | 0-3         | 3=loner<br>7=1gf<br>2=many<br>gf | 11=m<br>1=gf           | 0-6           | 5=0 j<br>7=1-2j   | 2.9<br>±0.25 |
| 8      | seldom             | 1-2         | 2=loner<br>2=1 gf                | m                      | 5.0<br>(mean) | 1-2               | 3.5<br>±0.5  |
| 9      | ≥2x/mo             | 1-2         | many gf                          | 2=gf<br>1=m            | 2             | 2                 | 2.0-<br>3.0  |
| 10     | 1x/wk              | 3           | 1 gf                             | S=gf<br>MS=m           | 4             | 1-3               | 2.4<br>±0.5  |
| 11     | 2x/mo              | 2           | loner/<br>1 gf                   | gf                     | 1-2           | 1=1 j             | 2.5<br>±0.5  |
| 12     | seldom             | 1-3         | 1 gf                             | 3=m<br>1=gf            | 1-2           | 2=0 j<br>1=1-2 j  | 3.5          |
| 13     | seldom             | 1-3         | loner                            | gf                     | 3-4           | 1-2               | 3.0          |
| 14     | 1x/wk              | 3-4         | loner                            | m/<br>adult            | 2-4           | 1-2               | 2.0          |

\*gf=girl friend; bf=boyfriend; m=mother

O-Types: Demographic Characteristics and Family Relationships

| O-Type | N  | Race*       | Age                          | C5<br>f** | C2<br>m** | C4<br>f&m** | live<br>with         | chil-<br>dren | birth<br>order*** |
|--------|----|-------------|------------------------------|-----------|-----------|-------------|----------------------|---------------|-------------------|
| 1      | 4  |             | 1=14<br>3=18                 | +         | --        | ---         | p=3                  | 2.7           | old               |
| 2      | 5  |             | 1=16<br>1=17<br>3=18         | +         | -         | +           | p=5                  | 3.6           | mid               |
| 3      | 3  | C=3         | 1=14<br>2=15                 | -         | --        | +           | p=2<br>m=1           | 3-4           | old=2<br>yng=1    |
| 4      | 5  | C=4<br>MA=1 | 2=14<br>1=15<br>2=17         | ---       | +         | ----        | p=3<br>m/sf=2        | 3.6           | mid               |
| 5      | 5  | C=5         | 1=14<br>1=16<br>3=17         | -         | -         | ---         | p=3<br>m=2           | 4.6           | mid               |
| 6      | 10 |             | 14-17                        | -         | +         | -           | p=8<br>m=1<br>n/sf=1 | 4.3           | mid               |
| 7      | 12 | C=9<br>MA=3 | 5=14<br>3=15<br>1=16<br>3=17 | +++       | ++        | +           | p=11<br>m/sf=1       | 3.5           | old=3<br>yng=4    |
| 8      | 4  | C=3<br>MA=1 | 1=15<br>2=16<br>1=18         | +         | +         | +++         | p=4                  | 2.7           | old               |
| 9      | 3  | C=1<br>MA=2 | 2=15<br>1=16                 | +++       | ++        | +++         | p=3                  | 3.0           | yng               |
| 10     | 5  | C=5         | 2=15<br>3=17                 | -         | -         | +           | p=3<br>m=1<br>n/sf=1 | 3.2           | old               |
| 11     | 3  | C=3         | 3=16                         | ---       | ---       | -           | p=3                  | 7.0           | yng               |
| 12     | 4  | C=1<br>MA=3 | 14-18                        | +         | +         | +           | p=4                  | 5.5           | mid               |
| 13     | 4  | C=3<br>MA=1 | 1=14<br>1=16<br>2=17         | +         | +         | +++         | p=4                  | 6.5           | mid               |
| 14     | 3  | C=1<br>MA=2 | 1=14<br>2=16                 | --        | ++        | -           | p=2<br>n/sf=1        | 4.2           | mid               |

\*C=Caucasian; MA=Mexican-American

\*\*+=1/2 S.D. above mean; -=1/2 S.D. below mean

\*\*\*p=both parents; m=mother; f=father; s=step

\*\*\*\*old=oldest; mid=middle; yng=youngest

## O-Types: Attitudes

| O-type | G1<br>Abort/<br>Pop C | Birth<br>control | FP           | Mod          | My            | Sn           | Fy            |
|--------|-----------------------|------------------|--------------|--------------|---------------|--------------|---------------|
| 1      | +++                   | 29.3<br>±4.9     | 33.0<br>±0.5 | 27.3<br>±1.2 | 17.5<br>±1.2  | 25.2<br>±2.3 | 23.5<br>±1.7  |
| 2      | +++                   | 27.4<br>±5.3     | 33.6<br>±2.6 | 30.8<br>±4.6 | 17.2<br>±2.4  | 24.0<br>±2.3 | 20.0<br>±1.6  |
| 3      | +                     | 29.0<br>±3.0     | 31.4<br>±2.4 | 26.3<br>±3.5 | 13.7<br>±2.1  | 21.0<br>±2.6 | 22.3<br>±0.8  |
| 4      | ++                    | 32.2<br>±7.1     | 31.4<br>±3.5 | 23.9<br>±2.9 | 22.2<br>±3.5  | 20.0<br>±5.4 | 21.6<br>±5.4  |
| 5      | +                     | 27.6*<br>±8.4    | 27.4<br>±4.0 | 30.0<br>±4.6 | 19.8<br>±3.2  | 22.2<br>±3.0 | 22.2<br>±2.5  |
| 6      | -                     | 25.2<br>±5.3     | 31.4<br>±3.6 | 26.2<br>±4.2 | 15.1<br>±4.6  | 20.0<br>±2.0 | 20.4<br>±2.2  |
| 7      | +                     | 22.7<br>±4.6     | 29.3<br>±2.3 | 25.3<br>±4.6 | 15.0<br>±3.4  | 25.6<br>±1.7 | 22.2<br>±2.6  |
| 8      | +                     | 21.7<br>±1.2     | 31.0<br>±1.7 | 23.2<br>±1.2 | 9.75<br>±3.0  | 23.0<br>±2.5 | 21.75<br>±2.8 |
| 9      | -                     | 21.3<br>±3.1     | 24.3<br>±2.3 | 25.0<br>±2.6 | 14.3<br>±1.7  | 26.6<br>±3.1 | 21.3<br>±3.1  |
| 10     | +                     | 28.4<br>±5.3     | 32.6<br>±2.7 | 27.8<br>±1.1 | 18.6<br>±2.0  | 21.8<br>±1.5 | 22.3<br>±4.3  |
| 11     | ---                   | 25.3<br>±5.0     | 32.0<br>±2.6 | 26.0<br>±4.5 | 15.7<br>±2.3  | 16.0<br>±1.4 | 20.5<br>±0.6  |
| 12     | ---                   | 27.2<br>±2.4     | **           | 30.2<br>±5.0 | 15.25<br>±1.7 | 23.0<br>±5.4 | 23.3<br>±2.2  |
| 13     | ---                   | 20.3<br>±3.4     | 28.0<br>±2.0 | 24.5<br>±1.7 | 12.75<br>±1.7 | 24.5<br>±5.6 | 22.0<br>±7.3  |
| 14     | ----                  | 26.0<br>±3.6     | 14.6<br>±3.2 | 23.6<br>±4.0 | 14.6<br>±3.16 | 19.3<br>±0.8 | 23.0<br>±3.6  |

\*+=1/2 S.D. above mean; -=1/2 S.D. below mean

\*\*2=35.0; 2=25.5

