The perceived level of communication of pregnant and non-pregnant teenagers with their parents
by Valeria Flo Handley Williams

A thesis submitted to the Graduate Faculty in partial fulfillment of the requirements for the degree of
MASTER OF NURSING
Montana State University
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Abstract:
The purpose of this study was to determine if there was a difference between perceived communication
level of pregnant teenagers and their parents and non-pregnant teenagers and their parents. This study
was important because teenage pregnancy has been recognized as a problem in middle class American
society. However, society has not been able to solve the problem of teenage pregnancy by waiting until
the pregnancy has occurred and treating the symptoms. Recent research has suggested that early dating,
lack of proper sex education and lack of parental supervision were significant factors in the causation
of teenage pregnancy. Parents are feeling an inability to communicate with their children about the
so-called sex revolution which is sweeping the United States. It was intended that this study would
provide some insight into the perceived level of communication of pregnant and nonpregnant teenagers
and their respective parents.

The Parent Adolescent Communication Inventory developed by Millard. J. Bienvenu, Sr., was used to
collect data. The Inventory was administered by the researcher and a public health nurse to twenty
pregnant teenagers. The Inventory was mailed to a select random sample of 50 non-pregnant teenagers
of similar backgrounds. Thirty-nine of the nonpregnant teenagers responded. Thirty-five respondents
were included in this study.; The Mann-Whitney U-Test was used to determine if a difference . existed
between the way pregnant and non-pregnant teenagers perceived their communication level with their
respective parents. The same test was used for the before-pregnant and non-pregnant group. The
Wilcoxon Matched Pairs Signed-Rank Test was used to determine if a difference existed between the
perceived level of communication of pregnant teenagers and their parents before and after the
pregnancy occurred. The null hypothesis which stated that there is no difference between the perceived
communication level of pregnant and non-pregnant teenagers and their respective parents was retained
because there was no significant difference at the .05 level in any of the three groups which were
compared.

Both the pregnant and non-pregnant groups indicated a need to improve the communication level with
their parents. There was an indication that realistic sex education is inadequate in both groups. Nurses
and other professional persons should be instrumental in meeting these needs of teenagers and their
parents.
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THE PERCEIVED LEVEL OF COMMUNICATION OF PREGNANT AND NON-PREGNANT TEENAGERS WITH THEIR PARENTS

by

VALERIA HANDLEY WILLIAMS

A thesis submitted to the Graduate Faculty in partial fulfillment of the requirements for the degree of

MASTER OF NURSING

Approved:

Mrs. Laura Walker, RN, Ph.D
Head, Major Department

Virginia E. Felto
Chairman, Examining Committee

Henry L. Parsons
Graduate Dean

MONTANA STATE UNIVERSITY
Bozeman, Montana

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To my classmates Eileen Sahinen and Coral Collins, who were claimed by death before completing their masters program, I say thank you. My life is richer for having known you.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>VITA</td>
<td>ii</td>
</tr>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>iii</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>v</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>vi</td>
</tr>
<tr>
<td>CHAPTER</td>
<td></td>
</tr>
<tr>
<td>I INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Statement of Problem</td>
<td>2</td>
</tr>
<tr>
<td>Need or Purpose of the Study</td>
<td>2</td>
</tr>
<tr>
<td>General Questions to be Answered</td>
<td>6</td>
</tr>
<tr>
<td>General Procedure</td>
<td>6</td>
</tr>
<tr>
<td>Limitations and Delimitations</td>
<td>7</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>8</td>
</tr>
<tr>
<td>Summary</td>
<td>8</td>
</tr>
<tr>
<td>II REVIEW OF LITERATURE</td>
<td>9</td>
</tr>
<tr>
<td>III METHODOLOGY</td>
<td>21</td>
</tr>
<tr>
<td>IV ANALYSIS OF DATA</td>
<td>28</td>
</tr>
<tr>
<td>V SUMMARY, CONCLUSIONS, RECOMMENDATIONS</td>
<td>37</td>
</tr>
<tr>
<td>Summary</td>
<td>37</td>
</tr>
<tr>
<td>Conclusions</td>
<td>38</td>
</tr>
<tr>
<td>Recommendations</td>
<td>41</td>
</tr>
<tr>
<td>LITERATURE CITED</td>
<td>42</td>
</tr>
<tr>
<td>APPENDICES</td>
<td>45</td>
</tr>
</tbody>
</table>
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Inventory Scores.</td>
<td>30</td>
</tr>
<tr>
<td>2. Confidence and Sharing Information.</td>
<td>32</td>
</tr>
<tr>
<td>3. Expression of Feeling</td>
<td>33</td>
</tr>
<tr>
<td>4. Listening</td>
<td>34</td>
</tr>
<tr>
<td>5. Criticism, Sarcasm and Lack of Trust.</td>
<td>35</td>
</tr>
</tbody>
</table>
The purpose of this study was to determine if there was a difference between perceived communication level of pregnant teenagers and their parents and non-pregnant teenagers and their parents. This study was important because teenage pregnancy has been recognized as a problem in middle class American society. However, society has not been able to solve the problem of teenage pregnancy by waiting until the pregnancy has occurred and treating the symptoms. Recent research has suggested that early dating, lack of proper sex education and lack of parental supervision were significant factors in the causation of teenage pregnancy. Parents are feeling an inability to communicate with their children about the so-called sex revolution which is sweeping the United States. It was intended that this study would provide some insight into the perceived level of communication of pregnant and non-pregnant teenagers and their respective parents.

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The Mann-Whitney U-Test was used to determine if a difference existed between the way pregnant and non-pregnant teenagers perceived their communication level with their respective parents. The same test was used for the before-pregnant and non-pregnant group. The Wilcoxon Matched Pairs Signed-Rank Test was used to determine if a difference existed between the perceived level of communication of pregnant teenagers and their parents before and after the pregnancy occurred. The null hypothesis which stated that there is no difference between the perceived communication level of pregnant and non-pregnant teenagers and their respective parents was retained because there was no significant difference at the .05 level in any of the three groups which were compared.

Both the pregnant and non-pregnant groups indicated a need to improve the communication level with their parents. There was an indication that realistic sex education is inadequate in both groups. Nurses and other professional persons should be instrumental in meeting these needs of teenagers and their parents.
CHAPTER I
INTRODUCTION

According to June V. Schwartz, M. D., there were more than thirty-nine million persons in the United States between the ages of ten and nineteen in 1970. It is during this period of time when a young person experiences a tremendous growth spurt. It is second only to the first year of life.¹

Erikson sees early adolescence (ages twelve-fourteen) as one of the most critical and painful stages of human development. This is a time of drastic physiological changes and at the same time the adolescent is involved in a frightening new cluster of social role expectations. These expectations are often ambiguous and ambivalent. The most critical phase of the "identity crises" is the development of a sexual identity. The adolescent seeks increased clarification of identity through his peer groups and through new heterosexual relationships. Later adolescence (ages fifteen to nineteen) is concerned with a continued working through of the problems encountered in early adolescence. Once sexual identity is at least partially acquired the nature of the identity crisis shifts to the establishment of identity as a worker.²

When a pregnancy occurs during adolescence, the pregnant adolescent’s normal striving toward independence is distorted and disrupted. She is confronted with two or more crises at the same time. Her ability to handle these crises is dependent upon her coping mechanisms. Her coping mechanisms may be inadequate because of her lack of experience and lack of support from others.

The experts in the field agree that prevention would be the best solution to the problem of teenage pregnancy. More research is needed in the area of prevention. Improved communications between parents and child may be one preventive measure to be considered.

STATEMENT OF THE PROBLEM

The problem of this study was to determine if there was a difference between perceived communication level of pregnant teenagers and their parents and those teenagers who were not pregnant and their parents. Some steps could be taken to improve communication levels between parents and children if they were found to be inadequate.

NEED OR PURPOSE OF THE STUDY

This study was important because teenage pregnancy has been recognized as a problem in the United States today. A study done by Wallace and others states that pregnancy among teenage girls is a most important
consideration relevant to the population problem in the United States today. Leon Gordis, who did a study dealing with adolescent pregnancies in Baltimore, says that adolescent pregnancy can well be considered a modern-day urban epidemic in the United States and as such merits intensive efforts at primary prevention. M. Dick Richards called teenage pregnancy a serious and spiraling community problem which needs guidelines and increased understanding to establish relationships of trust with the clients. Douglas Hoeft states that illegitimacy is an acknowledged problem in the public schools today.

No segment of society is immune to teenage pregnancy. In 1968 there were approximately two hundred ten thousand reported teenage pregnancies. It is estimated that by 1980 there will be four hundred thousand pregnant teenagers. By applying one of life's most difficult equations, "one plus one equals three" to the case of teenage pregnancies, at least one million two-hundred thousand lives will be

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affected in 1980. This figure does not include the parents of the pregnant teenager, the parents of the putative father, the siblings and others.

Secondary care for the pregnant teenager has been the concern of the health professionals because they are dedicated to a concept of high level wellness for all mothers and babies. Since society has been able to overcome the stigma associated with illegitimacy, emphasis has been placed on prenatal care of the mother and also on help for her whether she decides to keep or relinquish her infant. Secondary care is important. However, it would not need the same impetus if primary care (prevention) could be improved.

The importance of a preventive approach to the social problem of the unwed mothers and unwanted fatherless babies and the need for community cooperation at all levels has been elaborated in a study done by Helen Dickens and others. Realistic sex education for young people is gaining in importance. Elizabeth Connell and Lenbania Jacobson found that lack of factual knowledge concerning sexual matters is cited as one major cause of unwanted or unplanned pregnancy. Blake found


that birth control education seems to be acceptable to most Americans; however, providing birth control services seems to be less acceptable at the present time.\textsuperscript{9}

Aria C. Rosner feels that young people today are being swept by the tides of a so-called sex revolution. Parents are feeling an inability to communicate with their children about so crucial a subject. Parents are subjected to fears, lack of knowledge and a multitude of other problems that accompany the whole subject of sex and sexuality. Aria C. Rosner says that

Educating young persons to relieve them of ignorance in sexual matters has become a curricular imperative of the current decade, . . . but there has been no attempt to include parents in the same educational process.\textsuperscript{10}

Loren Benson states that parents may feel frustrated and guilty in the delicate and demanding communication roles with their families.\textsuperscript{11} This study attempted to find out if there was a difference between the level at which pregnant and non-pregnant teenagers perceived their communication with their parents.


GENERAL QUESTIONS TO BE ANSWERED

Answers to the following questions were sought by this researcher:

1. How did pregnant teenagers perceive their communication level with their parents?
   a. What were the strong areas of communication?
   b. What were the problem areas of communication?

2. How did teenagers who were not pregnant perceive their communication level with their parents?
   a. What are the strong areas of communication?
   b. What are the problem areas of communication?

3. Based on the responses to the instrument was there a difference between the way pregnant and non-pregnant teenager girls perceived their communication level with their respective parents?

4. Was the perceived communication level of the pregnant teenagers and their parents the same before they became pregnant as it was after the pregnancy occurred?

GENERAL PROCEDURE

The procedure of this study was to administer the Parent-Adolescent Communication Inventory developed by Millard J. Bienvenu, Sr. to a group of pregnant teenagers and to a group of non-pregnant teenagers of similar ages and backgrounds. The Inventory was given twice to the
pregnant teenagers. The first time they responded to the questions by determining the way they perceive their communication level with their parents now that they were pregnant. The second time they filled out the Inventory, they responded by checking the responses that indicated the way that they perceived their communication level with their parents before they became pregnant.

Three comparisons were made. The responses of the pregnant group were compared before and after pregnancy to see if there had been a change in their perceived communication level with their parents. The pregnant and non-pregnant groups' responses were compared to see if there was a difference in their perceived communication level with their parents. The third group to be compared was before they became pregnant responses and those responses of the non-pregnant group.

LIMITATIONS AND DELIMITATIONS

1. Only teenagers thirteen through seventeen years of age were included in this study.

2. Since most of the pregnant teenagers were living in a home for unwed their perceived level of communication could possibly have been different than it would have been if they remained in their own homes.

3. The non-pregnant teenagers were from only one area, a university city with a population of approximately 19,000 and the surrounding rural area.
DEFINITION OF TERMS

1. Teenagers will be those who have passed their thirteenth birthday but have not reached their eighteenth birthday.
2. Communication is all the means by which individuals influence and understand one another.  

SUMMARY

Prevention of teenage pregnancy seems to be the best solution to the problems associated with early child bearing. "Unfortunately, sound education about reproduction, sexual behavior and interpersonal relationships has lagged behind increased sexual freedom." The purpose of this study was to determine the perceived level of communication of pregnant and non-pregnant teenagers and their parents. If this study were to indicate a greater communication failure between parents and children in the pregnant groups, improvement of communication could be emphasized as one approach to the prevention of teenage pregnancy.

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CHAPTER II

REVIEW OF LITERATURE

INTRODUCTION

The review of literature in this chapter followed the steps in problem solving. The first section identified teenage pregnancy as a problem in middle-class American society. The second section was devoted to data gathering about teenage pregnancy, a brief review of attempted solutions and the evaluation of these solutions. The third section dealt with prevention of teenage pregnancy and suggest that parents may be instrumental in helping prevent the rising number of teenage pregnancies. Improvement of communication between parent and child was suggested as one possible solution.

TEENAGE PREGNANCY A PROBLEM IN MIDDLE-CLASS AMERICAN SOCIETY

The following section is a condensed history of "Illegitimacy" as found in the Encyclopedia Britannica for the year of 1972. 14

Until the beginning of the twentieth century society was more concerned with the marital status of a mother than her health and social well-being or that of her infant. Illegitimacy has posed problems for

all societies which choose to sanction procreation within some form of marriage. The responsibility for rearing the children was placed within the marriage. Almost all marriage laws and customs condemned out-of-wedlock births.

Illegitimacy was defined as the status of a child born to an unmarried mother or to a married woman whose husband was not the father of her child. Illegitimacy had some strong connotations in past societies. In common law a bastard was *filius nullius* ("son of no man") and thus could inherit from neither parent. Statutes and judicial decisions have made provisions for an illegitimate child to inherit from his mother in many states in the United States today.

Because of the harsh treatment of illegitimacy in our society before the turn of this century, many infants were abandoned. The first institution for care of these children was founded in London in 1739. St. Vincent's Infant Asylum, Baltimore, Maryland was established by the Sisters of Charity in 1856. By 1900 similar institutions were established in the major cities in the United States.

A liberal trend came in with the twentieth century. Some evidences of this liberal trend was to care for "foundlings" or the deserted by legal adoption, foster home care and assistance for unwed mothers which enabled them to raise their own children. There was also an effort to accord illegitimate children legal and social rights with other
children. The movement of not recording illegitimacies on birth
records was begun.15

As the century progressed maternity homes began to develop.
Adoption agencies, especially those for minorities groups, began to
emerge. Social Security benefits entitled Aid to Dependent Children
(A.D.C.) made funds available for illegitimate children.

In 1960 the Sixth White House Conference was called by President
Dwight D. Eisenhower. The theme of this conference was "Opportunities
for Children and Youth to Realize their Full Potential for Creative
Life in Freedom and Dignity." The focus was turned toward a richer
life for the youth of America. Educators began to take a serious look
at school enrollments.

Early in the 1960's there was great national concern about the
high school drop-out rate. Pregnancy was found to be a prime contrib­
butor. "The funds which followed from this concern in the context of
the general health and social legislation of the mid 1960's made pos­
sible special programs such as those for pregnant school girls."16

Even though teenage pregnancy was not a new phenomenon, it was
recognized as having such adverse health and social consequences that

15 Clark E. Vincent, "Illegitimacy," Encyclopedia Britannica,
(1972), 11:1078.

16 John J. Dempsey and G. Patricia Ravacon, "The Pregnant and the
illegitimacy was only a compounding factor as were many other variables. The exact number of teenage pregnancies is difficult to determine. Montana has a high number of teenage mothers as indicated by the following table which shows the number of live births to mothers in Montana.  

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Occurrence</th>
<th>Mothers 13 thru 17</th>
<th>Illegitimate (13 thru 17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1960</td>
<td>17,266</td>
<td>615</td>
<td>not listed</td>
</tr>
<tr>
<td>1965</td>
<td>13,521</td>
<td>549</td>
<td>151</td>
</tr>
<tr>
<td>1971</td>
<td>12,229</td>
<td>594</td>
<td>238</td>
</tr>
<tr>
<td>1972</td>
<td>11,315</td>
<td>673</td>
<td>300</td>
</tr>
</tbody>
</table>

In the United States in 1968 approximately two hundred thousand babies were born to mothers seventeen years and younger, and two fifths of these were born out of wedlock. Another important statistic is that as overall birthrates and illegitimacy rates have declined since the beginning of the 1960's, the proportion of all babies born to teenagers has risen appreciably, and teenage illegitimacy rates have continued to increase.  

The statistics presented only deal with the teenage mother. Some of the other lives affected by a teenage pregnancy include the child, the putative father and the families of the teenage parents.


Professional persons are also needed to help when this situation develops. Joseph Rauch and others summed the situation up when they recognized that the problems of the pregnant teenager are not new. Fortunately, the health disciplines have recently become concerned with ways to break the self-defeating cycle of out-of-wedlock pregnancy, school loss, one parent family struggle, lack of vocational competence, financial dependency, repeat pregnancy, and low self esteem.

DATA GATHERING AND SOME APPROACHES TO SOLVING THE PROBLEM OF TEENAGE PREGNANCY

Dr. Phillip M. Sarrel, an authority on teenage pregnancy says "pregnant teenagers are high risks medically, socially and educationally." Child bearing at any age is considered a crisis. It is a disruption in the normal state of a woman's life. When a mother is a teenager, new dimensions are added. Comparative studies done with teenage mothers and mothers in their twenties have shown that if a mother is very young (under fifteen) the chances of delivering a normal healthy infant are lessened. Some of the risks to infants born to very young mothers


include a higher incidence of still births, prematurity and perinatal mortality.

Teenage mothers tend to have higher than average incidences of toxemia, excessive weight gain, iron deficiency anemia and prolonged labor. Jane Menkin says that "Early child bearing is also associated with high parity and short birth intervals, compounding the already high risks of the life and health of the young mother and her infant."\(^{21}\)

Comprehensive medical care is needed for pregnant teenagers. A study carried out at Mount Sinai Medical Center indicated that late prenatal care, inadequate nutrition and inconsistency in following instructions about health care led to such complications as toxemia, prematurity and infant morbidity.\(^{22}\) Comprehensive medical care is essential in meeting medical needs of the pregnant teenager, but she also has educational needs.

John Dempsey did a study in which he found the two most frequently cited problems of teenage mothers were recidivism and withdrawal from school postpartum.\(^{23}\) Education for all people is basic to the democratic way of life, but in the past most schools have dismissed girls

\(^{21}\)Menkin, op. cit., p. 45.


as soon as they were known to be pregnant. Some pregnant girls such as Donna Mendendall of Indiana have waged court battles to stay in school. The American Civil Liberties Union has been demanding the legal right for education to continue. There has been an underlying belief that the pregnant girl is a "bad girl." Findings indicate that the pregnant girl is usually not promiscuous. She has just begun sexual intercourse. Pregnant girls cannot be differentiated by psychological testing or by other means from students who are not pregnant.24

In 1962 Hobart said that the available statistics relating to the incidence of high school pregnancies demonstrated that there was a significant and rapidly growing problem in the American High Schools. He did not feel that the school officials were devoting as much effort as was warranted.25 About this same time there was great national concern about the high school dropout rate to which pregnancy was a prime contributor. The funds which followed from this concern made possible special programs for pregnant girls.26 Not all pregnant girls continue their education. However, special programs have encouraged many pregnant girls to stay in school or to return to school.


Marriage was once thought to be the solution when a pregnancy occurred even if the marriage partners were teenagers. Recent studies have shown that marriage is not a satisfactory solution to a teenage pregnancy. Two-thirds of the unwed mothers under eighteen marry before the birth of their infant. Those who marry between the ages of fifteen and nineteen have the highest divorce rate in our nation. The rate is three to four times as high as those who are older when they marry. Research has also shown that the incidence of pregnancy and delivery is considerably higher among parous than nulliparous adolescents.

**PREVENTION BEST SOLUTION TO THE PROBLEM OF TEENAGE PREGNANCY**

Prevention would be the best solution. Young people today are being swept by the so-called sexual revolution.

Leon Gordis says that,

there are over one thousand births annually to girls sixteen years or younger in Baltimore, and comparable data is reported from other cities. Adolescent pregnancy can well be considered a modern day urban epidemic in the United States, and as such merits intensive efforts at primary prevention.

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27 Beaven, op. cit., p. 16.


Sex education and birth control are thought to be steps towards prevention of teenage pregnancy. A recent study carried out by Elizabeth Connell and Lenbania Jacobson listed lack of factual knowledge concerning sexual matters as one major cause of unwanted or unplanned pregnancy. There is a necessity to provide sex education early in school and to provide it in a way that has real meaning. Several pregnant teenagers have expressed surprise that impregnation occurred as quickly and easily as it did.

A recent study done by Judith Blake showed that most Americans polled in four National Gallup surveys believed that young people should be informed about contraception and that using high schools for this purpose was not objectionable. However, the respondents were less willing to extend its approval for providing services. President Nixon has said,

I also want to make it clear that I do not support the unrestricted distribution of family planning services and devices to minors. Such measures would do nothing to preserve and strengthen close family relationships.

Many states prevent family planning services from giving contraceptives to minors unless they are already sexually active or have permission from their parents.

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Studies have shown that the very young are less apt to use contraceptives effectively. The side effects of some methods of birth control may cause a young person to stop using birth control measures. Teenagers who have educational goals or other motivating factors are better candidates for contraceptive devices. Birth control measures are becoming more available. Still the number of teenage pregnancies continues to rise. In the past parents have tended to rely upon the school for the introduction and discussion of new ideas. Prevention of teenage pregnancy must begin within the family. Parents can consciously contribute to the formation of the child's sexual attitude via methods of childrearing. Children need behavioral models. Parents need to provide accurate information, and in all these processes they must be genuine, open and show warmth, acceptance and empathy to their children. According to Jane Woody, "Parents should draw facts from human sexuality, child development and human interaction and their own life experiences to help their children understand and accept themselves and others as sexual beings."

32 Connell and Jacobson, op. cit., p. 1840.
Millard J. Brenvenu seems to feel that communication failure is a major problem in the contemporary American family. He would call on professional persons and parents to reduce this gap with more effective dialogue and rapport with our youth. People need to listen to each other and to respond to each others feelings. Listening involves risk taking.

Evelyn Millis Duvall says that parents face a dilemma when communicating with their teenagers. The choice is either free and candid interaction or respectful quiet and a semblance of peace. Even though ventilation of one's feelings is healthy and a person feels listened to and understood, there is the uncomfortable state of having to listen to seemingly unpleasant and disrespectful attitudes and feelings. Today parents are facing a situation that is different than when they were teenagers. Free expression of true feelings is encouraged rather than stifled. Psychiatry now tells us that unexpressed hostility turns inward and can result in psychosomatic illness.

Evelyn Millis Duvall builds a strong case for free expression and exchange when she says:

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As a teenager is encouraged to express his true feelings, he is free to respect his parents for themselves and not just for their position as Father and Mother in the home. The generations are bridged not by pretending that all is well between them, but by getting through to each other with increasing insight and appreciation.\(^{35}\)

**SUMMARY**

Teenage pregnancy has been recognized as a problem in middle class American society. However, society has not been able to solve the problem of teenage pregnancy by waiting until the pregnancy has occurred and treating the symptoms. A study by Elizabeth Connell and Lenbania Jacobson suggested that early dating, lack of proper sex education and a lack of parental supervision were significant factors in the causation of unwed pregnancy.\(^{36}\) Since these findings were reliable, the primary responsibility for the prevention of the teenage pregnancy might rest with the parents—in which case good parent-child communication are essential. This researcher investigated the perceived communication of some pregnant and some non-pregnant teenagers and with their respective parents. The findings indicated that both parents and children need to develop their communication skills.

\(^{35}\)Ibid.

\(^{36}\)Connell and Jacobson, op. cit., p. 1840.
CHAPTER III

METHODOLOGY

INTRODUCTION

The problem of this study was to determine how two groups of teenage girls, one pregnant group and one non-pregnant group, perceive their communication level with their parents. The instrument to be used is a Family Life Publication called "A Parent-Adolescent Communication Inventory." (See Appendix) This chapter will include the following:

1. A description of the population and the procedure for sampling.
2. Description of investigation categories.
3. The method of collecting data.
4. The method of organizing the data.
5. The hypothesis.
6. Analysis of data.
7. The precaution taken for accuracy.
8. A summary of the chapter.

POPULATION DESCRIPTION AND SAMPLING PROCEDURE

The teenagers in this study were between the ages of thirteen and seventeen years. The pregnant teenagers were from the home for unwed mothers. These girls come to the home from all over Montana. Another group were from a city with a population of approximately 62,000.
They were from the case load of the public health nurse who works with high risks mothers and infants.

The researcher administered the Inventory to the pregnant girls at a home for unwed mothers. A public health nurse administered the Inventories to pregnant teenagers in an eastern Montana city.

A systematic random sample was drawn from the list of students attending the schools in a university city. The Inventories were mailed along with a cover letter and self-addressed envelope. Some of those chosen lived within the city limits while others were from the rural area around the city.

**DESCRIPTION OF INVESTIGATION CATEGORIES**

This researcher will describe the following categories:

1. Based on the responses to the instrument, how did pregnant teenagers perceive their communication level with their parents?
   
   a. What were the strong areas of communication?
   
   b. What were the problem areas of communication?

2. Based on the responses to the instrument, how did teenage girls who were not pregnant perceive their communication level with their parents?
   
   a. What were the strong areas of communication?
   
   b. What were the problem areas of communication?
3. Based on the responses to the instrument, is there a difference between the way pregnant and non-pregnant teenagers perceive their communication level with their respective parents?

4. Was the perceived communication level of the pregnant teenagers and their parents the same before they became pregnant as it was after the pregnancy occurred?

METHOD OF COLLECTING DATA

A Parent-Adolescent Communication Inventory developed by Millard J. Bienvenu, Sr. was used to collect data. This Inventory has been designed to help professional persons assess parent-teen relations for purposes of individual counseling and for a better understanding of today's youth. "Clinically" it is used for assessment (and diagnosis) of communication in the parent-adolescent relationship. The instrument is best suited for youngsters thirteen years and older with two parental figures in the home.

The reported validity and reliability of this instrument follows:

The first version of the Parent-Adolescent Communication Inventory, following extensive pilot work, consisted of 36 items formulated from a review of the literature and from the author's clinical experience. Other ideas for item formulation were obtained by examination of existing instruments dealing with family interaction. To promote face validity the 36 items were submitted to a clinical team consisting of a psychiatrist, psychologist and psychiatric social worker whose consensus was that all of the items are relevant to intra-family communication.
Data was then obtained from 376 high school youth in the spring of 1968. At the .01 level of confidence using the chi-square test, 31 of the 36 items were found to discriminate significantly between the upper and lower quartiles. Thirty out of these 31 items showed a discrimination of 20 per cent or better between the upper and lower quartiles. For cross-validation the mean scores of three major sub-groups (three different high schools) within the sample were compared. The same mean was found for two of the schools while the third school was one point higher.

Further validation was obtained from a study of 178 regular-session high school students and 97 summer-session students. The latter group were in attendance at summer school for reasons of failure and under-achievement. Using the "t" test a significant difference was found between the two groups with the regular-session students showing a higher level of parent-adolescent communication. Based on an item analysis of the first study mentioned and an evaluation of the latter study, the PACI then underwent a major revision.

Using this revised version a second quartile comparison was made from a study of 358 high school youth in the fall of 1968. At the .01 level of confidence using the chi-square test all 40 items were found to discriminate significantly between the upper and lower quartiles. Thirty-nine of the 40 items yielded a discrimination of 21 per cent or higher whereas one item showed a discrimination of 14 per cent.

Two additional studies with criterion groups were completed in the early part of 1969. A sample of 59 delinquent youth committed to a state training school was compared to an equal number of non-delinquent youth attending public school. The "t" test revealed a significant difference in the level of parent-adolescent communication between these groups with the 59 non-delinquents showing significantly better communication with their parents.

Twenty-five 10th grade honors students were then compared to 20 remedial students in the same school. Using the Mann-Whitney U test a highly significant difference in the level of parent-adolescent communication between the two groups was found in favor of the honors students.
Three reliability studies have been made with the present 40-item inventory. Using the Spearman-Brown formula a split-half correlation coefficient, computed on scores of 74 teen-age subjects on the odd-numbered and on the even-numbered statements, revealed a coefficient of .86 after correction. Using the Spearman Rho a test-retest study of 84 teen-age boys and girls within a three-week period revealed a .78 coefficient of reliability for this inventory. In a second test-retest reliability study of 63 additional subjects within a two-week period of reliability coefficient of .88 was obtained.

The respondents were informed that the Inventory was not a test, therefore there were no right or wrong answers. They were instructed to answer each question with their indication of the way they felt at the moment.

The test was scored by using a key. There were three possible responses, "yes," "sometimes," and "no." These received values from zero to three with the favorable response given the higher score. The possible range of scores was from zero to 120. The higher the score, the higher the level of parent-adolescent communication.

METHOD OF ORGANIZING DATA

Tables are used to compare data of the three groups which are as follows: before pregnant and after pregnant, before pregnant and not pregnant, and pregnant and not pregnant.
STATISTICAL HYPOTHESIS

There is no difference between the perceived level of communication of pregnant and non-pregnant teenagers and their respective parents.

ANALYSIS OF DATA

The Mann-Whitney U-Test was used to compare before pregnant and non pregnant groups and the pregnant and non pregnant groups. It was chosen because it is one of the most useful of the non-parametric tests, especially when comparing small sized samples. The calculated U was compared to the tabled value at the .05 level of significance and for the appropriate sample sizes.

The Wilcoxon matched-pairs signed-ranks test was chosen to test the before and after pregnant groups because it is a non-parametric alternative to the t-test for two related samples. The calculated value was compared to the tabled value at the .05 level of significance.

PRECAUTIONS TAKEN FOR ACCURACY

The data was checked and rechecked by the researcher and an expert statistician on a hand calculator.

SUMMARY

The problem of this study was to determine the perceived communication level of pregnant and non-pregnant teenagers with their
respective parents. The Parent-Adolescent Communication Inventory was used to collect data. The Mann-Whitney U-Test was used to compare the before pregnant and not pregnant groups, and the pregnant and not pregnant groups. The Wilcoxon Matched-Pairs Signed-Ranks Test was used to compare the before and after pregnant groups.
CHAPTER IV

ANALYSIS OF DATA

The problem of this study was to determine the perceived level of communication of pregnant and non-pregnant teenagers and their respective parents.

Data used in this study was gathered between January 15, 1974 and April 30, 1974.

Pregnant teenagers from a home for unwed mothers in Montana and from the case load of a public health nurse in a city in eastern Montana were asked to respond to the Parent-Adolescent Communication Inventory. One group of the pregnant teenagers was asked to respond to the Inventory twice. The first time they responded to the questions by indicating the way they perceived their communication level with their parents now that they were pregnant. The second time they responded by indicating the way they perceived their communication level before they became pregnant.

A systematic random sample of teenagers of similar backgrounds from a city of approximately 19,000 and the surrounding area were mailed Inventories and asked to respond to the Inventory by indicating the way they perceived their communication level with their parents.

Twenty pregnant teenagers responded to the Inventory. Twelve responded to their perceived communication level with parents both before and after they became pregnant.
Fifty Inventories were mailed to the non-pregnant teenagers. Thirty-nine non-pregnant teenagers responded to the Inventory. Only 35 were used in the analysis of data. One teenage male received an Inventory because the researcher assumed he was a female because of his name. Three females were not included because their Inventories were returned after the deadline.

The highest possible score on the Inventory was 120 points. The higher the score the higher the perceived level of communication between the parent and the adolescent. The scores for the pregnant and non-pregnant group and before pregnant groups ranged from a low score below fifty to a high score of over 100. The scores were as follow in Table 1:
<table>
<thead>
<tr>
<th>Non-Pregnant (N=35)</th>
<th>Pregnant (N=20)</th>
<th>Before Pregnancy (N=12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>114 (two)</td>
<td>110</td>
<td>112</td>
</tr>
<tr>
<td>110 (two)</td>
<td>100</td>
<td>109</td>
</tr>
<tr>
<td>105</td>
<td>98</td>
<td>93</td>
</tr>
<tr>
<td>104</td>
<td>96</td>
<td>90</td>
</tr>
<tr>
<td>103</td>
<td>94</td>
<td>79</td>
</tr>
<tr>
<td>102</td>
<td>92</td>
<td>78</td>
</tr>
<tr>
<td>101</td>
<td>89</td>
<td>65</td>
</tr>
<tr>
<td>100</td>
<td>88</td>
<td>55 (two)</td>
</tr>
<tr>
<td>99 (two)</td>
<td>82</td>
<td>53</td>
</tr>
<tr>
<td>97 (two)</td>
<td>81</td>
<td>52</td>
</tr>
<tr>
<td>96 (two)</td>
<td>80</td>
<td>40</td>
</tr>
<tr>
<td>95</td>
<td>79</td>
<td></td>
</tr>
<tr>
<td>91</td>
<td></td>
<td></td>
</tr>
<tr>
<td>90 (three)</td>
<td>76</td>
<td></td>
</tr>
<tr>
<td>88</td>
<td></td>
<td></td>
</tr>
<tr>
<td>81</td>
<td></td>
<td></td>
</tr>
<tr>
<td>80</td>
<td></td>
<td></td>
</tr>
<tr>
<td>77</td>
<td></td>
<td></td>
</tr>
<tr>
<td>74</td>
<td></td>
<td></td>
</tr>
<tr>
<td>72</td>
<td></td>
<td></td>
</tr>
<tr>
<td>70</td>
<td></td>
<td></td>
</tr>
<tr>
<td>69</td>
<td></td>
<td></td>
</tr>
<tr>
<td>65 (two)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>53</td>
<td></td>
<td></td>
</tr>
<tr>
<td>38</td>
<td></td>
<td></td>
</tr>
<tr>
<td>34</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The questions to be answered by this study were as follows:

1. Based on the responses to the instrument, how did pregnant teenagers perceive their communication level with their parents?
   a. What were the strong areas of communication?
   b. What were the problem areas of communication?

2. Based on the responses to the instrument, how did teenage girls who were not pregnant perceive their communication level with their parents?
   a. What were the strong areas of communication?
   b. What were the problem areas of communication?

3. Based on the responses to the instrument, is there a difference between the way pregnant and non-pregnant teenagers perceive their communication level with their respective parents?

4. Was the perceived communication level of the pregnant teenagers and their parents the same before they became pregnant as it was after the pregnancy occurred?

Certain questions were selected from the Inventory to emphasize healthy communication between parent and adolescent. Other questions were selected which indicate the barriers that inhibit healthy communication between parent and adolescent. Tables have been prepared to compare the responses of the pregnant and non-pregnant groups.

Confidence and sharing information is essential to healthy communication. These attributes are reflected in the questions that
The responses from the groups are presented in table form:

**TABLE 2**

CONFIDENCE AND SHARING INFORMATION

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes(usually)</th>
<th>Sometimes</th>
<th>No(seldom)</th>
<th>Omitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. &quot;Does your family talk things over with each other?&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Before Pregnancy (N=12)</td>
<td>3</td>
<td>7</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Pregnant (N=20)</td>
<td>10</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Pregnant (N=35)</td>
<td>16</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. &quot;Do you discuss personal problems with your mother?&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Before Pregnancy (N=12)</td>
<td>1</td>
<td>10</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Pregnant (N=20)</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Not Pregnant (N=35)</td>
<td>17</td>
<td>6</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>15. &quot;Do you discuss personal problems with your father?&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Before Pregnancy</td>
<td>0</td>
<td>3</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Pregnant</td>
<td>1</td>
<td>4</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Not Pregnant</td>
<td>4</td>
<td>8</td>
<td>21</td>
<td>2</td>
</tr>
<tr>
<td>14. &quot;Do they show an interest in your interests and activities?&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Before Pregnancy</td>
<td>7</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Pregnant</td>
<td>7</td>
<td>5</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Not Pregnant</td>
<td>26</td>
<td>7</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>37. &quot;Do either of your parents explain their reason for not letting you do something?&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Before Pregnancy</td>
<td>3</td>
<td>7</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Pregnant</td>
<td>7</td>
<td>6</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Not Pregnant</td>
<td>22</td>
<td>8</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>18. &quot;Do you discuss matters of sex with either of your parents?&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Before Pregnancy</td>
<td>1</td>
<td>4</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Pregnant</td>
<td>4</td>
<td>4</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Not Pregnant</td>
<td>9</td>
<td>9</td>
<td>17</td>
<td></td>
</tr>
</tbody>
</table>
Expression of feelings is a requisite for open healthy communication. The questions dealing with expression of feelings and the responses given are presented in the following table:

<table>
<thead>
<tr>
<th>TABLE 3</th>
<th>EXPRESSION OF FEELINGS</th>
</tr>
</thead>
</table>

30. "Do either of your parents allow you to get angry and blow off steam?"

<table>
<thead>
<tr>
<th></th>
<th>Yes (usually)</th>
<th>Sometimes</th>
<th>No (seldom)</th>
<th>Omitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before Pregnancy</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Pregnant</td>
<td>12</td>
<td>5</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Not Pregnant</td>
<td>12</td>
<td>14</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

20. "Do you help your parents understand you by saying how you think and feel?"

<table>
<thead>
<tr>
<th></th>
<th>Yes (usually)</th>
<th>Sometimes</th>
<th>No (seldom)</th>
<th>Omitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before Pregnancy</td>
<td>4</td>
<td>7</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Pregnant</td>
<td>10</td>
<td>6</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Not Pregnant</td>
<td>18</td>
<td>8</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

40. "Do you find it hard to say what you feel at home?"

<table>
<thead>
<tr>
<th></th>
<th>Yes (usually)</th>
<th>Sometimes</th>
<th>No (seldom)</th>
<th>Omitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before Pregnancy</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Pregnant</td>
<td>3</td>
<td>7</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Not Pregnant</td>
<td>12</td>
<td>8</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

Listening is a vital component of healthy communication.
2. "Do your parents wait until you are through talking before 'having their say'?"

<table>
<thead>
<tr>
<th></th>
<th>Yes (usually)</th>
<th>Sometimes</th>
<th>No (seldom)</th>
<th>Omitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before Pregnancy</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Pregnant</td>
<td>8</td>
<td>7</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Not Pregnant</td>
<td>23</td>
<td>7</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

3. "Do you pretend you are listening to your parents when actually you have tuned them out?"

<table>
<thead>
<tr>
<th></th>
<th>Yes (usually)</th>
<th>Sometimes</th>
<th>No (seldom)</th>
<th>Omitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before Pregnancy</td>
<td>3</td>
<td>6</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Pregnant</td>
<td>6</td>
<td>9</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Not Pregnant</td>
<td>7</td>
<td>10</td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>

Criticism, sarcasm and lack of trust are often cited as barriers to healthy communication. These are reflected in the questions in the following table:
### CRITICISM, SARCASM AND LACK OF TRUST

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes (usually)</th>
<th>Sometimes</th>
<th>No (seldom)</th>
<th>Omitted</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>23. &quot;Are your parents sarcastic toward you?&quot;</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Before Pregnancy</td>
<td>0</td>
<td>4</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Pregnant</td>
<td>2</td>
<td>7</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Not Pregnant</td>
<td>2</td>
<td>9</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td><strong>24. &quot;Do you feel that your mother trusts you?&quot;</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Before Pregnancy</td>
<td>9</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Pregnant</td>
<td>12</td>
<td>7</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Not Pregnant</td>
<td>25</td>
<td>7</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>19. &quot;Do you feel that your father trusts you?&quot;</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Before Pregnancy</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Pregnant</td>
<td>8</td>
<td>7</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Not Pregnant</td>
<td>24</td>
<td>4</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td><strong>28. &quot;Does your mother criticize you too much?&quot;</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Before Pregnancy</td>
<td>0</td>
<td>4</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Pregnant</td>
<td>0</td>
<td>3</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Not Pregnant</td>
<td>3</td>
<td>2</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td><strong>32. &quot;Does your father criticize you too much?&quot;</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Before Pregnancy</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Pregnant</td>
<td>0</td>
<td>6</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td>Not Pregnant</td>
<td>1</td>
<td>3</td>
<td>29</td>
<td>2</td>
</tr>
</tbody>
</table>
The Mann-Whitney U-Test was used to determine if a difference existed between the way pregnant and non-pregnant teenagers perceive their communication level with their respective parents. The calculated U of 264.5 was compared to the tabled value at the .05 level of significance and for the appropriate sample sizes of 35 and 20. Since the calculated value of 264.5 was larger than the tabled value of 255, the null hypothesis was retained.

The before pregnant and non-pregnant groups were compared by using the Mann-Whitney U-Test also. The calculated value of 142.5 was greater than the tabled value of 141 when compared at the .05 level of significance. The null hypothesis was retained for this group also.

The Wilcoxon Matched-Pairs Signed-Rank Test was used to determine if a difference existed in the perceived communication level of pregnant teenagers and their parents before and after the pregnancy occurred. The value of T was 34. It was compared to the tabled value of 14 at the .05 level of significance for the appropriate value of N which was 12. The null hypothesis was retained because the calculated value of T was 34 which was larger than the tabled value of T equal to 14.
CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

SUMMARY

The purpose of this study was to determine if there was a difference between the perceived communication level of pregnant teenagers and their parents and non-pregnant teenagers and their parents. Teenage pregnancy has been recognized as a problem in middle class American society. Pregnant teenagers tend to be high risks, medically, socially and educationally. However, society has not been able to solve the problem of teenage pregnancy by waiting until the pregnancy has occurred and treating the symptoms.

It has been suggested by the studies that have already been done that early dating, lack of proper sex education and a lack of parental supervision were significant factors in the causation of teenage pregnancy. These findings tend to suggest that the primary responsibility for the prevention of teenage pregnancy might rest with the parents. If this is true, good parent-child communication is essential.

This study investigated the perceived level of communication of some pregnant and non-pregnant teenagers. It was an attempt to identify differences, in the level of communication, weak areas of communication and strong areas of communication.
The statistical hypothesis was that there is no difference between the perceived level of communication of pregnant and non-pregnant teenagers and their respective parents.

The subjects for this study were a group of twenty pregnant teenagers and thirty-five non-pregnant. All the subjects were from Montana. They were between the ages of thirteen through seventeen years.

The Parent-Adolescent Communication Inventory developed by Millard J. Bienvenu, Sr. was used to collect data. The Inventory was given to pregnant teenagers by the researcher and a public health nurse. A systematic random sample was drawn from the school population in a university city of about 19,000 population and the Inventory was mailed to the non-pregnant subjects. Fifty Inventories were mailed. Thirty-nine were returned. Thirty-five Inventories were used in the study. One Inventory was eliminated because a male teenager received it and three Inventories from teenage girls were eliminated because they arrived after the deadline.

CONCLUSIONS

The Mann-Whitney U-Test was used to compare the before pregnant and not pregnant groups, and the pregnant and not pregnant groups. There was no significant difference at the .05 level in either group so the null hypothesis was retained.

The Wilcoxon Matched-Pairs Signed Rank test was used to see if
there was a difference in the perceived communication level of the pregnant teenagers and their parents before and after the pregnancy occurred. There was no significant difference at the .05 level so the null hypothesis was retained.

The responses to the questions in the different categories were compared. If half or more of the responses in either or both groups were negative, this researcher concluded that these areas of communication need improvement.

Confidence and Sharing Category

In this category the following areas indicated need for improvement:

1. Families were not talking things over with each other.

The pregnant and not pregnant teenagers were not discussing personal problems with their mothers and fathers--especially their fathers.

The pregnant group felt their parents did not show an interest in their activities.

The pregnant teenager felt their parents didn't explain their reason for not letting them do something.

Both groups indicated they didn't discuss matters of sex with their parents.

Expression of Feeling Category

In this category the following areas indicated need for improvement:
The non-pregnant teenagers indicated their parents didn't allow them to get angry and blow off steam.

The non-pregnant groups and pregnant found it hard to say what they felt at home.

Listening Category

In this category the following areas indicated a need for improvement:

The pregnant group felt their parents did not wait until they were through talking before "having their say."

The pregnant group indicated they had a tendency to tune their parents out when they were pretending to listen.

Criticism, Sarcasm and Lack of Trust Category

In this category the following area seemed to indicate a need for improvement:

The pregnant group felt their fathers didn't trust them.

In the above comparisons the communication level of the pregnant teenagers seems to be slightly lower than that of the non-pregnant teenager in the study group. There is room for improved communications in both groups.

The responses to the open ended questions in the "tuning into yourself" section of the Inventory were what one might expect in an
adolescent's struggle to establish her identity. These responses are listed in the Appendix.

RECOMMENDATIONS

As a result of this study the following Recommendations are indicated:

1. This study should be repeated with a similar population to compare with the findings of this study.

2. A longitudinal study of perceived level of communication and teenage pregnancy should be started at the ninth grade level and researched through the twelfth grade.

3. Nurses should be resource persons for improving the communication level between parents and their children.

4. Nurses should provide sound education about reproduction, sexual behavior and interpersonal relationships.

5. Nurses should provide some means to improve the communication level of fathers and teenage daughters.
LITERATURE CITED
LITERATURE CITED


APPENDICES
Dear Teenager:

This is a study to try to determine how teenagers perceive or feel about their ability to communicate with their parents.

You have been chosen by random sample from the list of students in the Bozeman schools to represent your age group. Your response is greatly needed.

You will find a Parent-Adolescent Communication Inventory enclosed. Please fill it out. It is a measure of how you perceive your communication level with your parents. The information will be strictly confidential. Your name should not be on the inventory. You may wish to check with your parents to see if they have any objection to having you complete this inventory.

There are no right or wrong answers. The most helpful answer to each question is your indication of the way you feel at the moment. Specific directions are given on the front page of your inventory. You should be able to complete the inventory in about twenty minutes. Please return this inventory within one week.

If you would like to know the findings of this study put your name and address on a slip of paper and enclose it with the inventory.

Please mail your inventory in the self-addressed stamped envelope to: Valeria Williams, R.N., Montana State University, School of Nursing, Bozeman, Montana 59715.

Thank you for your cooperation. This study would be impossible without your help.

Sincerely,

Valeria Williams, R. N.

VW:1m

Enclosures
APPENDIX B

1. Is there a communication gap between you and your father?

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<tr>
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<th>no father</th>
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<th>Slight</th>
<th>No gap</th>
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<tbody>
<tr>
<td>Non-Pregnant</td>
<td>2</td>
<td>5</td>
<td>7</td>
<td>11</td>
<td>10</td>
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<tr>
<td>Pregnant</td>
<td>1</td>
<td>5</td>
<td>5</td>
<td>2</td>
<td>7</td>
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</tbody>
</table>

If so, in what way?

Non-Pregnant
- Both shy
- I can talk but not personally
- Understanding
- We don't talk about anything
- If he thinks I am being selfish he gets really mad
- Don't talk much.
- Everyday - we don't talk
- He says that girls that go out with guys with long hair have homosexual tendencies
- Don't always discuss important things
- Father on different plane of thought
- We don't see each other's point
- I'm a little scared to tell him things I think he won't understand (boys)
- Sometimes, he doesn't understand my views
- Gets very uptight
- We talk a little
- He's always in his own world
- I often can't tell him the way I feel
- We think very opposite
- We can't talk to each other very well
- Can't talk

Pregnant
- Doesn't like my boyfriend
- Can't talk to each other
- He's selfish
- He doesn't like anything about the new generation
- He doesn't talk much
- He doesn't really listen
- My feelings toward different things
- Because I don't see him very often
- Because I hardly know my father
- My feeling about things
- He's never around
2. Is there a communication gap between you and your mother?

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<td>Non-Pregnant</td>
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<td>5</td>
<td>9</td>
<td>15</td>
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<tr>
<td>Pregnant</td>
<td>1</td>
<td>8</td>
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<td>11</td>
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</table>

If so, in what way?

Non-Pregnant
- Be with her more
- I can't tell her all the things I do
- She tells me what to do too often
- She talks too much
- She worries about me too much
- She's kind of old fashioned about calling guys and going out - but just a little
- Don't always discuss important things
- Just have trouble talking sometimes
- We greatly disagree
- We don't talk - one or the other of us will lose temper
- She is emotional and worries, I lack confidence in her
- Sometimes, doesn't understand views.
- We don't agree on some things
- Does not understand me
- We talk a little
- We're so much alike
- I can't talk to her the way I'd like
- Don't talk about personal things
- We can't talk to each other well
- Can't talk

Pregnant
- Because I became pregnant
- She does things to please selfish father
- My feelings toward different things
- Because I feel no need of communicating with her
- Some things I do
- Can't talk to her about some things
- We don't talk about sex and that

3. The hardest subject to discuss with my parents is:

Non-Pregnant
- Love (two)
- Sex (eight)
- Dating and sex
- My feeling
- Religion
Me
Other members of the family
Drugs (three)
Personal things
Almost anything
Nothing
Boys
Freedom
Future
None
Boys (two)
New 10-speed
going out
Dating and Sex

Pregnant
Sex (twelve)
Dating
My body
Pregnancy
Nothing
Them
Getting married

4. What worries me most about my future is:

Non-Pregnant
What to do after school
What my parents will say about my career
Managing money, I have very expensive tastes
I don't know what I want to do
Not finding the money to continue my education
Being completely independent
Getting out of the house when I want to
No worries at present
Fulfilling my intended goals
I don't know really what I want to do, yet
That I'm not sure what I want to be
What I'll do and be
What I'm going to do with it
Never having children, I don't want to hurt them
Nothing
Finding a job
Will my dad let me do more things (dating without a hassle)
Being accepted for the Walter Reed Army Scholarship
Not getting to go to a school of my choice next year
(Christian school in Canada)
If I will be able to get a good job and marry
Not knowing what I'm going to do
How I'll make out in life alone (without parents)
Nothing
What I'm going to do when I grow up
Not having enough money to go to the college of my choice
Don't know what I will do
What my life will be like, and how my parents will feel when I leave home
What I'm going to do
What I'm going to do for a career
Indifference
Nothing, really haven't thought about it

Pregnant
What I'd like to be
My father
What I'm going to do when I get home
My child and husband to be
My ability to decide...what I want
Everything
My education
How having an illegitimate child will affect my future
Not knowing what I am going to do for work
What I am going to do or become
How people (friends and family) will feel toward me and how I'll feel toward them
That I don't know what will become of it
What is going to happen
Getting a job that pays enough money
Marriage
Getting a good job
What I'm going to do
Going back home

5. The main weakness of American parents is:

Non-Pregnant
The changing styles
They aren't open minded enough about teens
Thinking weed is so terrible. The ought to try it themselves
Communication with teenagers
Their inability to learn and listen to young people
Afraid to let go of their kids - tell 'em to do stuff all the time
Too much emphasis on money
Hard question (sorry can't answer)
No real communication with their children
Life is too hurried
Changing of times
Not all of them really listen to their kids
Lack of showing love
I think it would vary from family to family
Must try to change steadfast ideas
Being Old Fashioned
Understanding and listening to kids - also some are afraid to show love
Don't really find any
That some are too leaniate
Not finding the fineline between over-protection and non-caring freedom
Sometimes they seem to be old-fashioned
They get mad when the children are truthful
They sound like they own you and to overprotective
Their ability to worry
Don't care what kids do (other parents)
Not enough understanding
Not understanding too strict
Not treating their children like they want to be treated
They think they are always right
They don't understand way kids want to do such weird things
Criticism
They don't listen to kids

Discussing sex with their children
They don't really listen to their children
They don't give reasons for things
Some don't realize times are changing
Love for children
Caring to much
They don't respect your opinions
Everyone is trying to be better than the other person
Not realizing they have to work with and try to understand their children until it's too late
Letting on listening to their kids opinions on things
To much understand
Never really understanding the kids
Sometimes hard to talk to
What the neighbors think
Some are to leanent
   Trusting
   Communication gap

6. If I could have two things changed in my home life they would:

Non-Pregnant
   My Dad and I were closer
   My brother was more helpful
   No constant harping on my weight
   My sister to be treated her age
   To be able to get along with brother
   My dad to like what I want to do when I'm older
   To have more privacy
   A little more freedom and trust
   Own another car
   Close relationship with parents
   My mom quit bitchin so much about house chores
   More freedom when I was younger
   More freedom
   Different relatives
   That I didn't have hours to come in
   For me to be more understanding
   Less worry about me as an individual
   Less conflicts between members of the family
   Stay out later
   My sister
   My mother wouldn't worry so much
   No one would get into trouble
   I'm satisfied
   Being able to talk to parents easier
   To have them trust my sister
   Sisters out of my life
   Less hyperactivity
   Parents
   Town
   Communication with my Mom
   To live with open love between my Mom, brother & I
   Money
   Time to get back when going out
   My dad's protectiveness over me
   Be able to talk to dad as I do my mom
   My attitude towards certain things
   Change my brothers and sister
   More time to myself
   To have my father quit smoking
To get along better with my brother
Less nagging from Mom
Get to do more
Stay out late at night
My parents a little more lenient
My brothers being nicer to me
Have a cleaner house
Sisters and brothers live closer
Being able to do what I want to
Not getting into trouble
Play my music when I want to
Wouldn't have to come in as early
Having my parents treat me like I'm 15 instead of a little kid
Being able to say exactly what I feel
Bridge the generation gap
To not be preached at
To be able to smoke in front of my parents
More love
They could be Christians

Pregnant
My father's drinking
My little sister's having to live with him
No hours
I could do what I want
More understanding between parents and I
A little more respect our emotions
My looks
My personality
Have more time to do fun things
Help outside with more work
For my dad to be let in among our hearts
For my mother to be physically well again
Able to have more animals to raise
Try to have a better way of talking to my folks
My brother's attitude
My aunt wouldn't get a divorce
That she (my aunt) can keep her baby so she won't let the father have it
Understanding
Getting along
Have my mom get more money
To make life easier for her (my mom)
Have a father
Be closer to my mother
54

Not being pregnant
Being home again
Could do more things
Bring my mother and father closer

7. It is hard for me to tell another how I really feel inside because

Non-Pregnant
I don't know how to tell someone
I never really been too popular
Why should they want to know
I only express my inner thoughts when I feel I really
know the person
I think they will look down on me
I can't express it in words
Usually they don't care anyway
It's not hard - I write and express myself fairly well
I'm not completely sure how I feel myself
They wouldn't understand
It's hard to explain
I might hurt their feeling, but I'm usually honest
Because I feel they might laugh
I don't know
I start criticizing and get mad
She won't accept it - my mom - I tell everybody else
- friends
It really isn't
I'm embarrassed about my feelings
I'm usually shy
I have too many walls to take down & can only talk to
special people
I'm very emotional and to some people, I'm shy
Might get in trouble
They don't understand
I get confused
My feelings change
It's embarrassing
I don't like very many people to know
I feel dumb
I don't think they will understand me
They may think I'm being ridiculous
I get all mixed up and it all comes out wrong
They would criticize me
I don't want anyone to know

Pregnant
I don't feel they'll understand
I think they'll think I'm crazy
I can't really explain it
I feel it and can't express in words
I don't know how to describe it
I'm inhibited by myself
I feel it is strictly my business
I have trouble expressing my feelings
I am a very shy person
They aren't or can't feel what I feel
I not all to sure myself
I really don't know myself
I think they would laugh
I don't feel that they really listen
It's hard to talk about it
I can't explain my feelings
I don't really know myself

8. When people first meet me they

Non-Pregnant
Probably think I am stupid or a snob
Seem to like me but I can't really tell
Try to think of something to say
Generally like me
Think I'm weird in the way I can't open up to them
Think I'm stuck up cuz I put up a front so no one
can tell that I'm not confident of myself
Think I have good sense of humor and am a little odd.
    Usually positive reaction
Are attracted
Introduce themselves
See just how shy I am
Like me
Like me but that changes in a hurry
Call me wierd and different, and they are right on,
    I like being different
Usually get a good impression
    ...I'm all laughs and smiles
Consider me very boreing
Kids think I'm lippy and fun. Adults have instant
    trust 'cause I'm also serious and responsible
Might think I don't like them, because of my shyness
Shy, loud sometimes
Don't understand me
Think I'm shy
Think I'm squirrelly
Don't like me as well as they do when they get to know
me
Wonder
Are usually nice to each other, but maybe a little shy
Probably like my personality
Look at me and sort of wonder what I'm like
Usually tell a joke
Seem to sometimes like me, but I don't really know

Pregnant
Get the wrong impression
Usually like me
Usually say hi and then we do things together
Smile and say hello or hi, and look me over
Generally like me
Think I'm stuck up because I'm not very talkative,
but judging the people and seeing what they're like
I don't know and don't care to know
Act really nice and are pleasant towards me
Sort of like me
Ask me all sorts of questions
Smile and talk with me
Either like me or dislike me
Seem to be nice
Like me usually

9. If only other people knew what I was really like inside they

Non-Pregnant
Would probably like me better
Would like me a lot better
Would think I was slightly conceited
Would understand my moods
Would know what hurts me
Would get mixed up
Might try to understand me
Would be afraid - because I am
Would stop and think about what they are saying
Would have a different opinion of me
Would still like me
I think most people know what I'm like on the inside
Would understand the way I feel
Would take me more seriously
Would like me more
Would be shocked out of their minds
Will hopefully overlook my shyness
Might enjoy my company more
Would understand me more
Would like me
Would except me for what I am
Wouldn't enjoy me
Don't know
Might understand my point of view a little better
Might think differently about me
Understand why I feel the way I do about certain things
Would think the same of me
May not like me too well

Pregnant
Would understand me better
Would like me better
Would treat me better
Wouldn't act different on a first meeting
Might like me, depending on them
Would get along better
Would be nicer
Would probably like me more
Probably wouldn't understand it
Would understand me more
Would wonder
Could understand me better
Would understand me better
Would tell me how I feel
Wouldn't like me as much
Would like me more

10. The person who best understands me is

Non-Pregnant
My best friend (two)
My friend (five)
My mother (five)
Someone who loves and knows me
Boyfriend and best girl friend
A counselor at camp who is a deep Christian
My boyfriend (three)
Myself and my boyfriend
My best friend (two)
One of my best friends (two)
No one person can understand another best friends
A close girlfriend who knew me very well when we met
Brother
My youngest uncle
My cousin, a year older than me
My girl friend
A pretty friend
A female friend
God

Pregnant
Boy friend (two)
My mother (three)
A guy who is just a friend
My fiance and ex boss
Parents, friends
Friend
My friends (three)
My grandmother
My sister
My mom and dad
My aunt
My best friend
My foster mother
My girlfriend
Mom and girl friend

11. I get angry when

Non-Pregnant
My mother tells me to do a bunch of house jobs
My mother gets mad for no reason
My mother turns off a record that isn't loud
People judge without really knowing enough
My sister takes things out of my room without my knowledge
I go to school (waste of time)
People try to make me argue
Land is destroyed. Destruction without cause
My sister starts a fight
I'm ignored
Someone tries to cheat me
People tell me what to do and when people make fun of other people
I get hurt
We fight (which is constantly)
I'm talking to my mom
People pick on me
I ask my mom something and she doesn't hear
I'm not understood
People are lazy and it effects me
We argue at home or in public
People make fun of other people
I'm told what to do
Someone lies
People put others down
People tell on me
My sister brings home her queer boyfriend
My friend is constantly talking about the muggers getting her
People get mad for no reason
People bug me
I get lectured about my smoking
People argue
Something bugs me

Pregnant

People put me in an odd position
My father complains
I'm in a bad mood
Someone does something time and time again like tapping foot or chewing gum loudly
Snubbed by people
I get scared
Somebody says something about someone else behind their back
People are not fair to each other
Something goes wrong
I don't get something (work for school)
People disagree with me
No one listens
People don't listen to me
My mother talks to me about sex
I'm in a bad mood
I don't get my way (sometime)
I don't understand why I get in trouble for something

12. In completing this questionnaire I was:

<table>
<thead>
<tr>
<th></th>
<th>Very frank</th>
<th>Frank</th>
<th>Not so Frank</th>
<th>Omit</th>
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<td>14</td>
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<tr>
<td>Question</td>
<td>YES</td>
<td>usually</td>
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<tr>
<td>1. Is family conversation easy and pleasant at meals?</td>
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<td>2. Do your parents wait until you are through talking before “having their say?”</td>
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<td>3. Do you pretend you are listening to your parents when actually you have tuned them out?</td>
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<td>4. Do you feel that your father lectures and preaches to you too much?</td>
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<td>5. Does your family do things as a group?</td>
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<td>6. Do your parents seem to respect your opinion?</td>
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<td>7. Do they laugh at you or make fun of you?</td>
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<td>8. Do you feel your mother wishes you were a different kind of person?</td>
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<td>9. Do either of your parents believe that you are bad?</td>
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<td>10. Does your family talk things over with each other?</td>
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<td>11. Do you discuss personal problems with your mother?</td>
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<td>12. Do you feel your father wishes you were a different kind of person?</td>
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<td>13. Do your parents seem to talk to you as if you were much younger than you actually are?</td>
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<td>14. Do they show an interest in your interests and activities?</td>
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<td>15. Do you discuss personal problems with your father?</td>
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<td>16. Does he pay you compliments or say nice things to you?</td>
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<td>17. Do your parents ask your opinion in deciding how much spending money you should have?</td>
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<td>18. Do you discuss matters of sex with either of your parents?</td>
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<td>19. Do you feel that your father trusts you?</td>
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<td>20. Do you help your parents understand you by saying how you think and feel?</td>
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<td>21. Does your mother pay compliments or say nice things to you?</td>
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<td>22. Does she have confidence in your abilities?</td>
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<tr>
<td>23. Are your parents sarcastic toward you?</td>
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<tr>
<td>24. Do you feel that your mother trusts you?</td>
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<tr>
<td>25. Does your father have confidence in your abilities?</td>
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<td>26. Do you hesitate to disagree with either of your parents?</td>
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<td>27. Do you fail to ask your parents for things because you believe they will deny your requests?</td>
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<td>28. Does your mother criticize you too much?</td>
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<td>29. Does your father really try to see your side of things?</td>
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<td>30. Do either of your parents allow you to get angry and blow off steam?</td>
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<td>31. Do either of your parents consider your opinion in making decisions which concern you?</td>
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<tr>
<td>32. Does your father criticize you too much?</td>
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<td>33. Do you find your mother's tone of voice irritating?</td>
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<td>34. Do your parents try to make you feel better when you are “down in the dumps?”</td>
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<tr>
<td>35. Does your mother really try to see your side of things?</td>
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<tr>
<td>36. Do you find your father's tone of voice irritating?</td>
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<tr>
<td>37. Do either of your parents explain their reason for not letting you do something?</td>
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<tr>
<td>38. Do you feel that your mother lectures and preaches to you too much?</td>
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<tr>
<td>39. Do you ask your parents about their reasons for decisions they make concerning you?</td>
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<tr>
<td>40. Do you find it hard to say what you feel at home?</td>
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</tbody>
</table>

**MAKE SURE YOU HAVE ANSWERED ALL THE QUESTIONS**

**GENERAL INFORMATION**

Your Age: ____________  Grade: ____________  Sex: Male  Female (Circle One)

Years: ____________  Months: ____________  Town You Live In: ____________

NAME OF SCHOOL: ____________  Religion: ____________

No. of Children Living at Home (not counting yourself): ____________

Where Do You Fit Into the Family? (Circle One)

Oldest Child  In the Middle  Youngest Child  Only Child

AT HOME I LIVE WITH:  □ Real Mother  □ Real Father

□ Step-Mother  □ Step-Father

Other: ____________

Please fill in the next page
The perceived level of communication of pregnant and non-pregnant teenagers