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IMPACT OF YOUNG MOTHERS PROGRAM
ON LIVES OF TEENAGE MOTHERS

by

Lou Jean C. Shaw

A thesis submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF SCIENCE

in

Home Economics and Consumer Education

Approved:

Major Professor

Committee Member

Committee Member

Dean of Graduate Studies

UTAH STATE UNIVERSITY
Logan, Utah

1980

Dedicated to my parents Edward Rumel Cayton
and Gwendolyn Nelson Cayton . In memory and
appreciation of their ever-present encouragement
and support of my educational goals.

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I would like to express my sincere appreciation to Marie Krueger for her endless encouragement and willingness to help at all times throughout the completion of this thesis. As head of my committee she has guided and directed my work and has been exceptionally understanding of problems I have encountered. I would also like to thank Dr. Gerald Adams for his help in directing and clarifying the statistics and data analysis used in my work.

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Lou Jean C. Shaw
Lou Jean C. Shaw

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ABSTRACT

Impact of Young Mothers Program on Lives of Teenage Mothers
(Program #2 in Granite District, Salt Lake City, Utah)

by

Lou Jean C. Shaw, Master of Science

Utah State University, 1980

Committee Chairman: Marie Krueger

Department: Home Economics and Consumer Education

The purpose of this study was to assess the impact of the Young Mothers' Program #2 Granite School District, Salt Lake City, Utah, and the aspects of the program that were responsible for that impact, upon the lives of the Young Mothers who have attended the program since its existence. This study could possibly serve as a guide in evaluating other programs of this nature, locally and nationally. Knowing the value of a program could help establish it more firmly in the education system.

A questionnaire was mailed to sixty students who had attended Young Mothers' Program #2 for one term or more. The questionnaire covered all aspects of the Young Mothers' Program.

The information compiled from the returned questionnaire was used for data analysis. Twenty-six items, which represented attitudes of the students toward many aspects of the Young Mothers' Program, were used for data analysis on impact of the program. Factor analysis was used with the data from the 26 items and four factors emerged as significant. They were:

- 1a. Mother Toddler Care Concerns
- 2b. Good Teacher-Classroom Atmosphere and Opportunities
- 3c. Mother Baby Care and School Peer Interaction
- 4d. Teacher Student Trust Dimension

The data analysis did support the hypothesis that the Young Mothers Program #2 does have a positive "impact on life" on the students who have attended. Factor 1a. (Mother Toddler Care Concerns) indicated that if concern for the toddler was high, then "impact" was low. Factor 2b. (Good Teacher-Classroom Atmosphere and Opportunities) was also significantly high as a predictor of "impact". Factor 3c. (Mother Baby Care and School Peer Interaction), while still above the acceptable level of significance, was not as strong a predicting factor as 1a. and 2b. Factor 4d. (Teacher-Student Trust Dimension) was significant only if the other factors were present and, therefore, did contribute to the overall "impact on life".

Construct validity was established through factor analysis, while reliability and validity indices were established for each of the four factors. The conclusion of this investigation would suggest, with some additional revisions, the four subscales could be used in further evaluation of Young Mothers Programs.

(66 pages)

INTRODUCTION

Unplanned teenage pregnancy is a time of crisis. The young mother's life, present and future, will be greatly affected by decisions made at this time. If she keeps her baby, married or not, predicted life looks dismal. Such factors as interrupted education, less overall education, more likelihood of poverty, need of support from welfare agencies, a high amount of stress as a single parent, and stunted personal growth are all predicted for the teenage mother. If the young mother should decide to marry, she faces the additional prediction of an unstable marriage (Moore, Hofferth, Caldwell, & Waite, 1978; Bigner, 1979; Grinder, 1973).

The opportunity for continued education, which may offer a partial solution to the problems stated previously, was often denied the pregnant teenager in the past. In the 1970's educators and government officials took a closer look at the educational needs of the growing numbers of teenage mothers. The United States Commission of Education announced that to be pregnant, single or married, is not sufficient reason to be denied an education (Furstenburg, 1976). Since this declaration, many opportunities for education of the pregnant teenager have been made available. Options given the pregnant girl include remaining in school, home teacher, if necessary, and special programs designed to meet the needs of young mothers.

Program #2 in Granite District, Salt Lake City, Utah is one of these programs. The purpose of the program is to enable the young mother to continue her high school education. The curriculum is designed to meet the special needs of the young mother. Home economics classes include Parent-hood Education, Family Life, Homemaking Skills (Clothing, Foods and Nutri-tion, etc.) and Consumerism. Other classes also needed for graduation are offered; these include, Science, English, World and American History, and Math. Business classes in Typing, Accounting, Office Procedure and Business English offer training in skills leading toward job opportunities. The young mother takes her baby to the classroom and is responsible for the baby's care during school hours. An important objective of the Young Mothers Program is to be with the baby and be the caretaker. The rationale for this is "To help the Young Mother accept the reality of her role and allow opportunities for her to work with the child in the classroom as she learns parenting skills" (Woodbury & Donaldsen, 1975). The Young Mothers Program also offers the girls an opportunity for association with a peer group with whom she can relate and identify.

Background of the Problem

Teenagers in our culture are sexually active (Sorensen, 1973). Zelnik and Kantner (1974) give evidence of a social trend toward increased adolescent premarital sexual activity. As sexual activity has gone up, there has been a decline in teenage marriage since 1950 (Hetzel & Capetta, 1973). There has

been an increase in the birth rate of full term babies and also of abortions among teenage girls (Bigner, 1979). The decline in marriage rate can account partially for the rise in illegitimacy rates (Bigner, 1979).

The consequences of increased sexual activity would normally be increased pregnancies. Today, with knowledge and availability of contraceptives, this is not always a fact. However, among the sexually active teenager, the leading and most obvious reason for a high rate of teenage pregnancies, according to Bigner (1979), is "lack of adequate contraceptive knowledge and inaccessibility of the various forms of birth control" (p. 242). Most teenage pregnancies are not planned and are not the result of a "one night stand" (Furstenburg, 1976). The girl, in most cases, had a long term, stable relationship with the father of her baby. The couple simply took a chance that she would not get pregnant. The following are other reasons for pregnancy mentioned by pregnant teenagers (Zelnik & Kantner, 1972).

1. They felt they were too young to become pregnant.
2. To premeditate sex and prepare for it was wrong.
3. Contraceptives might be harmful to health.
4. Pregnancy was desired by some because it would result in marriage to the father.

In Utah, the number of teenage births increased 3% in 1978. Between 1970 and 1976 there was a sharp increase in births to mothers 15 years of age. There was a more than slight increase in births to mothers ages 16, 17, and 18 (Van Dyck, Brockert, & Heiner, 1976).

Once a teenager becomes pregnant and lets the pregnancy go full term, she lets herself and her baby become "high risks" in the many physical consequences of adolescent pregnancy. The young mother is a higher risk for anemia, toxemia, and maternal death than are women over 20 years (Orsofsky, 1968).

The risks to the infant include premature birth, less birth weight, and more frequent death than for infants born to older mothers (Guttmacher, 1976). Babies of teenage mothers have a higher incidence of congenital anomaly than do babies of mothers in the middle child-bearing years. In addition, there is a higher incidence of birth injuries in the teenage group (Van Dyck, 1974).

Many associated factors of teenage pregnancy, besides the physical risks previously stated, can have a lasting impact on the young mother's quality of life. A discussion of these factors follows.

1. Early childbearing is significantly associated with educational losses. The younger the mother is at first birth, the greater the loss of education. Pregnancy is the most frequent single reason for dropping out of school among teenage women (Whelan & Higgens, 1973). Early marriage also has a negative effect on the educational attainment of a girl. There is more probability of a girl dropping out of school when an early birth is coupled with an early marriage than if a girl bears a child but does not marry. Education is not only interrupted for the teenage mother, but is considerably less in her whole lifetime (Moore et al., 1978).

2. If a young mother decides to marry, she enters into a "high risk"

relationship which usually ends in divorce. Divorce rates are considerably higher when one or both individuals marry before age 20 (Bigner, 1979).

The greatest concerns for teenage marriages are the following: financial problems, poor marital adjustment, and the impact on personal growth and development of the individual (Moore et al., 1978).

3. A lower occupational status and earning power is also predicted for the young mother. This could be in direct relationship to a lower educational level. She is also more likely to be a welfare recipient as more poverty in a lifetime is also part of the predicted outlook (Moore et al., 1978).

4. Recidivism is a major problem in the young mother's future life. A second child within a five year period highly complicates her life financially, educationally, and emotionally. The result is that of greater stress with which to cope (Davies & Grace, 1971).

5. Stunted personality growth is perhaps the greatest impact on the young mother's life caused by early childbearing. Erickson's theory (1950) features psychological development as a process that continues not only through the growing years but throughout a lifetime. According to Erikson, a person must meet a central problem (a specific psychological crisis) at each stage of development. If a person is successful in meeting the challenges at each stage of development, he is then ready to move onto the next stage. If there is failure or confusion, the development process can be slowed and progress becomes more difficult.

The fifth stage of Erikson's timetable begins at puberty and lasts

through the adolescent years. The challenge is that of "Identity Versus Role Confusion" or "Who Am I?" A clear identity of "who one is, what is valued, what types of attitudes are important, and how to become involved in occupational roles becomes more focused during this time of the life cycle" (Bigner, 1979, p. 86). The "sense of role confusion results from failing to reach a certain degree of clarity about the primary role the teenager will assume in adult life" (Bigner, 1979, p. 86). According to Erikson (1950), through the discovery of one's identity, one is preparing himself or herself for the next stage of "Intimacy". He also states that at this stage one is concerned with "losing or finding" oneself in another (Bigner, 1979). It is not difficult to understand how a teenage mother could become greatly confused as she is expected to develop her role as a parent, with all its demands and responsibilities, while she is yet the child (Poirer, 1979).

The coping abilities of the young mother are often so undermined at this time of crisis in her life that regressive tendencies may be intensified in her personality (Davies et al., 1971). Poirer (1979) states that adolescent pregnancy and its associated stress might qualify as an insurmountable obstacle and it could conceivably prevent the successful resolution of adolescence. Grinder (1978) explains,

Adolescence is an especially critical stage because attainment of a sense of identity strengthens the prospects of an enriched adulthood . . . while . . . drift into identity confusion endangers chances in the future of personality integration. (p. 34)

Thus, in order to fully reach the state of a mature adult, it is essential that identity formation takes place (Grinder, 1978).

Statement of the Problem

Premarital pregnancies and illegitimate births to teenage mothers are undesirable in relationship to education of the student. There is a need for solutions that will help the sexually active teenager abstain, prevent pregnancy, or change the probability of a dismal future predicted for her through past experience and research.

In the 1960's most solutions had to do with strengthening family life, raising moral standards, and offering wholesome recreation (Grinder, 1973). This proved to be unsuccessful as determined by the continued rise in the percent of teenage pregnancy. Others believed that emphasis should be placed on prevention through sex education, contraceptive availability, abortion legislation and availability (Furstenburg et al., 1969), and special groups offering programs to help motivate prevention (Bigner, 1979).

The prevention concept is good as a prevention, but not as a solution for a pregnant teenager or teenage mother. The girl at this stage needs therapeutic help. She is in need of help that will have impact on her life and will help her overcome the many problems predicted. Counseling offered through social agencies and educational facilities is often a great help. Special education programs have been designed to meet the educational, emotional, and social needs of the young mother.

Such programs are available in many parts of the United States. Program #2 in Granite School District in Salt Lake City, Utah, is that type of program. (This will be referred to as Young Mothers' Program #2.)

Young Mothers' Program #2 was established to help pregnant high school girls or high-school-age mothers graduate from high school. A girl also has the option of returning to her regular school, taking a Home Study Course, or going to Adult Community School at night. Credits toward graduation can be transferred to another school if the girl chooses to complete her high school education elsewhere. Graduation can be through her own high school, if she has attended at least one semester during her senior year or through the Community School with a Granite School District diploma.

The main goal of Young Mothers' Program #2 is to provide an education for a young mother's special needs and help her in a time of crisis. The following goals are the means by which this is accomplished.

1. Provide an educational program for girls of high school age while they are pregnant or after the baby is born.
2. Provide academic courses that fulfill high school graduation requirements.
3. Prepare an expectant mother for the birth of her baby by teaching prenatal care, development of the fetus, and birth processes.
4. Prepare a girl for effective parenthood by teaching parenting skills and child development processes.
5. Through special class activities and success oriented experiences,

- help a girl improve her self image and develop higher self esteem.
6. Provide a situation where the baby is with the Young Mother in the classroom where she can be responsible for the baby's care. Through this experience, she is more able to accept the reality of her role as mother.
 7. Provide support for the girl at a time of crisis in her life.
 8. Provide a congenial and accepting atmosphere in the classroom where teachers and students can form trusting relationships with each other.
 9. Guide girls in need to additional places for help.
 10. To provide through the classroom a learning lab for child development where concepts are learned and practiced with the child.
 11. Through family life classes and planned class meeting and activities, help the student to have a better knowledge of the following:
 - (a) Understanding of self, (b) goal setting, (c) decision making,
 - (d) problem solving techniques, (e) communication, (f) inter-personal relationships, (g) empathy for others.
 12. Teach the students good consumerism and management of money.
 13. Provide an opportunity for career exploration and occupational business training through classes in Typing, Business English, Office Procedure, and Accounting.
 14. Help the student realize the value of creative outlets, physical exercise, and an adequate amount of recreation in her life.

15. Help the student gain a broader knowledge of her community through field trips, guest speakers, and special events.

Purpose of the Study

The purpose of the study is to assess the impact of Young Mothers' Program #2, and the causes of that impact, upon the lives of Young Mothers who have attended the program for one term or more during the six years it has been offered.

Objectives of the Study

The objectives of the study are to determine:

1. Whether or not the goal of Young Mothers' Program #2 were met.
2. If the impact is greater or less as time away from the Program increases.
3. If the length of time enrolled in Young Mothers affects the degree of "impact" on the girl's future life. If the impact is greater when a girl remains for an extremely long time.
4. Other factors that significantly affect the "impact" of the Young Mothers' Program.

Hypotheses

The following two hypotheses have been made concerning the impact of the Young Mothers' Program on the lives of young mothers who have attended

one term or more:

1. The Young Mothers' Program does have an impact on the lives of those who have attended one term or more.
2. There is a positive relationship between the impact on the young mothers' lives and the time spent in the program. Time away from the program is also significant.

Statement of Need

It is of personal concern to the teacher to know if the goals of the Young Mothers' Program #2 in Granite School District are being met. Is the program meeting the needs of the young mother in helping her prepare for motherhood and life's future roles? Is there need for change in the program? What are the limits in bringing about change? Should the program be available to the young mother for long periods of time (two to three years)? Is the impact of more consequence when the follow up period after the birth of the baby is extended? If all of these questions could be predicted, it would affect the future policies of Young Mothers' programs. It would help to establish more firmly the Young Mothers' Program as a part of the educational system.

If this is a successful tool in evaluating the Young Mothers' Program #2, it could be used to evaluate similar programs in the Granite School District, the state, or even the nation. Evaluation is needed by people working with Young Mothers' Programs. Those who fund the program, also need to know the extent and nature of the "impact" on students' lives in order to assess the worth of the program.

REVIEW OF LITERATURE

With the young mother, childbearing and childrearing create problems for all concerned: the mother, the father, their families, and society. The problems are far greater and more complex than those that come to the older mother. The review of literature will examine the following topics concerned with the Young Mothers' Program:

1. Teenage sexuality
2. Statistics
 - a. National
 - b. State of Utah
3. Risks to the mother and the baby
4. Education
5. High risk teenage marriages
6. Economic consequences
7. Teenage parents as potential child abusers.

Teenage Sexuality

Attitudes toward sexual permissiveness in the American society are in the midst of a sexual revolution (Grinder, 1978). Terman (1938) stated,

The trend toward premarital sex experiences is proceeding with extraordinary rapidity. . . . If the drop should continue at the average shown for those born since 1890, virginity at marriage will be close to the vanishing point for males born after 1930 and females born after 1940. . . . It will be of no small interest to see how long the cultural ideal of virginity at marriage will survive as a moral code after its observance has passed into history. (p. 323)

Grinder (1978) observed that if Terman's prophecy had been true, American sexual conduct would have been completely taken over by the "free morality" by 1960. Grinder indicates that while Terman underestimated the power of traditional social customs in America, three trends in attitudes toward permissive sex were continuing to grow and to be accepted by the American people. They were: (1) Acceptance of permissiveness toward recreational sex increased steadily; (2) the double standard has weakened; (3) Men and women are converging on their attitudes toward sexual conduct. The attitude of women toward permissiveness has had the greater change.

Gallas (1980) states that

More liberal sexual norms for both men and women, more acceptance of self-determination by women in sexual and other matters, and more normative acceptance of variations in family patterns--are integral parts of social change that serve as a backdrop to the increasing rate of teenage parenting, . . . these trends predict an increase in teenage premarital sexual activity. (p. 2-3)

There are a few studies that do not support the permissiveness trend. They suggest a difference in attitude but not in behavior since the 1940's (Offer, 1972; Vener, Stewart, & Hager, 1972). Many other studies do support and give evidence of a definite trend toward sexual permissiveness. Godenne

(1974) declares we are in a climate of sexual permissiveness more in attitude than in actual practice. Others have noted that over a decade ago there was a sexual revolution in freedom of discussion and frankness about sex (Smigel & Seiden, 1968). Finger (1975) replicated questionnaires in the same college course and found the number of men who have had premarital sex experience with women rose from 45% in 1943-44 to 74.9% in 1969-73. He also reports that over 90% of male youth now condone premarital coitus. He asks the question, "How long will it take for sexual behavior to catch up with associated verbal behavior?"

Grinder (1978) states that "permissiveness is accelerating more swiftly among younger adolescence than any other group, a fact which provides another source of variation in sexual attitudes" (p. 434). Sorensen (1972) reports in his nationwide study of adolescent sexual attitudes and behaviors that 52% of people 19 and under are not virgins. Zelnik and Kantner (1977) provide evidence of increasing premarital sexual activity from 1971 to 1976. They indicate that during this period the number of never married adolescent age 19, admitting to sexual intercourse, increased 35%. A total of 55% admitted to having had sexual intercourse.

Attitudes are shifting from the traditional standards of "procreational sex" to the standards of "recreational sex". The recreational standards vary from moderate (sex only with the person with whom you are in love) to liberal (the only restriction being that the partner is physically attractive (Grinder, 1978). The ramifications of recreational sex are far reaching for the

adolescent. Each year over one million teenagers become pregnant (Guttmacher, 1976). This represents a significant outcome of the sexual decision making process. While some adolescents might regard single parenthood an acceptable role in society, to most teenagers an unplanned pregnancy and birth would be a consequence they would rather not face. It would be the result of faulty decision making processes. Grindler states, "Whether to have coitus, bear a child, practice birth control, have an abortion, give up a child for adoption, and marry are among those issues that young people must face as they begin to assume responsibility for expression of sexual impulses" (Grindler, 1979, p. 434).

Since 1966 birth rates for all women, with the exception of 15-17, have decreased. In this age group the rate has risen by 21.7% in 1975 (Poirer, 1979). "The leading and most obvious cause of teenage pregnancy is lack of contraceptive use by either boy or girl" (Bigner, 1979). The reasons for not using contraceptives are varied. Many studies indicate a lack of knowledge and availability of contraceptives to teenagers as a cause of the pregnancies. Furstenburg et al. (1969-1971) found that limited knowledge and confidential access to birth control methods accounted for most of the pregnancies in the study. Coblinger (1974) found in his study of 211 adolescent single girls who had become pregnant, that psychological factors, as well as misinformation about birth control methods, were part of the explanation for the resulting pregnancies. Of these girls, 17% tried to obtain birth control information. Only 10% had used some method and found it ineffective or used it incorrectly.

Another 11% had misleading information about conception. The rest took a chance that pregnancy would not happen.

According to Lindemann (1974), a birth control counselor, young people are permissive in their use of contraceptives because of two basic circumstances: (1) uncertainty regarding occurrence of coitus, and (2) low awareness of need of control. There are five factors related to the occurrence of coitus. They are:

1. Occurrence is highly unpredictable as to time, place, and partner.
2. Many believe it to be better if its "natural."
3. Occurrence of coitus is infrequent and sporadic.
4. Persons engaged in hetero and homosexual activity fail to take precautions when engaged in a heterosexual relationship.
5. Sexual activity over a long period of time with no pregnancy leads a person to believe it will not happen.

Skylar and Beckov (1974) mentions that use of contraceptives indicates a premeditated plan for sex. To premeditate sex would be considered morally wrong (Bigner, 1978). If it happens spontaneously, it is morally justified. Another factor might be the fact that a teenage girl does desire a pregnancy. This might be a possible means of getting the young man to marry her (Zelnik & Kantner, 1974). All of these factors contribute to the high number of teenage pregnancies.

Statistics

Statistics draw attention to several interesting and dramatic changes in the fertility rates of women nationally and also in Utah. In past years there has been an overall trend for a lower fertility rate among all women except those under 17 years of age (Moore et al., 1979). In this group the fertility rate has risen from 163,000 to 204,000 in 1973. This represents an increase of 25%. The most startling figure, however, is the increase of births to mothers under 16 which has increased from 26,000 to 48,000. This represents an 85% increase in the same time period (Van Dyke & Brockert, 1980).

Campbell, Deputy Director of the Center of Population Research, Bureau of Health Statistics, noted this same increase in the youngest teenager, 14-16. The increase between 1963 and 1973 in the number of births per 1000 women was from 4 to 6 at age 14, from 12 to 16 at age 15, and from 32 to 57 at age 16. These figures would indicate that about 125,00 births per year occur to very young mothers. A downward trend has been noted nationally in adolescent births since 1973. For those 15-17 years of age, it declined by 12.5% between 1970 and 1977. For those 18-19 years of age, the decline was 40% in the same time period. However, for those under 15 years of age, the birth rate remained constant at 1.2 births/1,000 (Van Dyck & Brockert, 1980).

In Utah in the last ten years, 1969 through 1978, the rate has increased by 35%. The national fertility rate, for the same period of time decreased

23%. The increased fertility rate in Utah is especially high for the 15 year old; in fact, it rose nearly 50%, while it rose only 3% for the 18 to 19 year old (Van Dyck & Brockert, 1980). Van Dyck and Brockert (1980) have concluded from their research that Utah has one of the highest teenage pregnancy rates of any state in the nation. This would include all conceived pregnancies and is not affected by the low abortion rate in Utah.

There has also been a definite increase in illegitimate births in the nation and in the state of Utah. Between 1963 and 1977 for ages 15-19 there was an increase in the number of out-of-wedlock births per 1,000 unmarried women from 15.2 to 25.5, an increase of 67.8% (Campbell, 1975; Van Dyck & Brochert, 1980). In Utah, births to teenagers represent about 13% of total births. However, teenage births in Utah represent 50% of all out-of-wedlock births in the state. In 1975 there was a total 3,777 births to teenage mothers of which 674 represented 50% of all out-of-wedlock births in Utah. The 18% illegitimacy rate for Utah teenagers is much lower than the United States rate of 39%. However, the premarital conception rate in Utah indicates a different conclusion. In Utah 60% of all teenage births were conceived premaritally. Of these 20% never married. The other 40% married after conception. In the United States, 60% of births were conceived premaritally, of which 40% comprised the illegitimate rate. Twenty percent married after conception. Utah's illegitimate rate is considerably below that of the nation; however, the premarital conception rate for teenage births is about the same. More pregnant teenagers in Utah get married before the birth of the baby (Van Dyck &

Brockert, 1980).

In conclusion, certain trends concerning teenage pregnancy nationally and in Utah are apparent. They are:

1. The birthrate for teenage births is decreasing nationally while it is increasing in Utah.
2. The fertility rate is increasing the most rapidly in the younger teenager.
3. The teenage pregnancy rate in Utah is one of the highest in the nation.
4. While out-of-wedlock birthrate is lower in Utah than in the nation, the premarital conception rate is similar to the national average.

Risks to the Mother and the Baby

Teenage pregnancy is a risk to the health of the teenage mother. Complications associated with pregnancy are more and frequent in teenage mothers than older mothers, except those over 40 (Whelan & Higgins, 1973). Maternal toxemia (a condition characterized by fast weight gain, high blood pressure, retention of body fluids, and sometimes even death) is three times more probable in the teenage mother (Aubrey & Pennington, 1973; Grant & Heald, 1973; Roppersberg, 1973; [in Bigner, 1979]). Prolonged and too quick delivery were found by Semmens and Lamers (1968) to decrease with age among adolescence. Stevenson (1973) states that anemia, post partum infection, and hemorrhage are also great dangers for pregnant teenagers (Bigner,

1979). New nutritional needs are brought on by pregnancy, childbirth, and motherhood, regardless of age. This, along with the nutritional demands of adolescence for growth maturation, takes its toll on the health of the mother and her baby (Whelan & Higgens, 1973). Another problem concerning the teenage mother is that of eating a poor diet. It is an age of poor eating habits, crash weight-reduction diets, and consumption of foods with low nutritional value. "In pregnancy, good nutrition can be a matter of life and death. And what's more, while this truism applies to pregnant women of all ages, the younger the mother, the greater the risk of poor diet" (Shank, 1970, p. 2).

The social and psychological impact of pregnancy in the teenage years may have a greater impact upon life in the long run than that of the physical risks a girl takes. Factors that contribute to emotional risks are rejection by parents and peers, interrupted education, and interrupted physical and psychological development. Sugar (1976) attributes many of these psychological complications of teenage pregnancy to race, status, unsuspected infections, self-induced abortion attempts, endocrine disorders, reproductive tract abnormalities, and disadvantageous psychological and socioeconomic conditions.

Many factors affecting the health of the teenage mother also interact to affect the health and well being of the infant born. Two findings are consistent: (1) high prematurity, and (2) low birth weight. The two factors are associated with each other (Campbell, Claque, & Godfrey, 1973).

Premature births and low birth weights are associated with low

survival rates, circulatory and respiratory difficulties, high incidence of brain damage, and prolonged hospitalization (Bigner, 1979). All of these factors help to produce defective newborns with the possible compounding of problems to the teenage mother of the loss of a baby's life, or perhaps having to support and train a handicapped child, plus, having to cope with the emotional problems brought on by such a traumatic situation.

Of great interest is the finding of the relationship between marriage and the birth interval. Birth complications, including low birth weight, occur more frequently to those who never marry than those who do marry (Parker, 1961). The incidence of complications occurring in those who conceived before marrying, where the birth interval between marriage and birth was the shortest, was at least as high, and in some cases higher, than in the never married mothers. The authors, Van Dyck, Brockert, and Heiner (1976), offer the following explanation. When a pregnant teenager defers the decision to marry or not, the pressures mount. These could be associated to denial of the pregnancy which leads to poor eating habits, late prenatal care, poor self image, and other emotional problems. The sooner a girl deals with the premarital conception, the sooner the pressures are relieved. Some deal with the problem by making the decision to remain single and, therefore, they have outcomes as good or better than those who marry late in the pregnancy (Van Dyck, 1976).

Education

"Pregnancy is the most frequent reason for dropping out of school among teenage women" (Whelan & Higgins, 1973, p. 22). Furstenburg (1976) indicates that the most consistent and probably the most devastating result of unscheduled adolescent parenthood is premature interruption and frequent termination of the educational process. Loss of education has a long term effect on the future quality of life of the young mother. According to the National Labor Statistics (NLS), young women who had a first birth at 15 years or younger had completed only 9 years of school, on the average. Those who had a first birth at 16 or 17 completed on the average ten and a half years of school (Moore et al., 1979). In every analysis, age at first birth was the strongest influence on length of educational experience.

Early marriage also had a negative effect on the number of years of schooling a young woman completes. The young mother who marries is the most likely candidate to drop out of school. The young mother who does not marry is only half as likely to drop out of school as the married young mother. According to the National Labor Statistics study, education may increase as the young mother grows older, but she will never catch up with the childless woman of the same age group. The girl with the advantaged background-- fewer siblings, father having higher education, and an intact family--has a greater chance of continuing her education (Moore et al., 1979).

Furstenburg (1976) states that several conditions make it difficult for

a young mother to remain in school. Many girls in the "Baltimore Study" were marginal students before pregnancy. Such students find it difficult to cope with the conflicting demands of school and parenting after the baby is born. If they should choose to marry or have another child while still school age, they have little chance of finishing high school. Even after a lengthy absence, the obstacles of having to arrange for the child plus the psychological readjustments with school mates seems too much with which to cope. Furstenburg (1976) also noted that where special schools and programs answer the needs of the pregnant girl, perhaps more should be done to extend help beyond the delivery period. The young mother not only needs help in handling the "crisis" of pregnancy and new parenthood, but also the more routine but enduring problems that arise during the time of child rearing, ". . . inflexibility in the school system is at least as important a cause of educational failure as is the lack of ability or motivation on the part of the student" (Furstenburg, 1976, p. 45).

Marriage and Divorce

In teenage marriage there is a high incidence of divorce. According to Bigner (1979) the adolescent enters into a "high risk" relationship when he/she marries. This refers to the probability of an unstable relationship that will end sooner than the average marriage. There is evidence of a higher rate of divorce when both individuals are under 20 when married (Bigner, 1979).

Whelan and Higgins (1973) state that the presence of a child doubles the probability of divorce in adolescence. Another study (Moore et al., 1979) concludes that early marriage relationship is not accounted for by the association between teenage marriage and teenage parenthood, but by poor economic prospects faced by those who marry young or by differences in family background, social or demographic. The marriage itself is the chief cause of failure.

Abusive Parents

The young mother is considered a prime potential child abuser. Bavolek (1978) reports that in 1974, 600,000 babies were born to teenage mothers in the United States (Markham & Jacobsen, 1976). Most of these mothers were unmarried. In the same year there were three quarter million girls who became pregnant. Of these expectant mothers, one of five had at least one previous pregnancy. He also states that it is predicted that one out of ten teenage girls will give birth to a baby while still in school. Of these, most will keep their babies and 40% will remain single. Most teenage girls are "not prepared to cope with the day-to-day needs of a baby" (Bavolek, 1978). The initial excitement for the baby is soon overcome by the reality of the social and economic problems the young mother must face. When these demands too difficult, the result is often abuse of the baby (Markham & Jacobsen, 1976).

These statistics are more meaningful when other studies are

considered. Smith, Hansen, and Noble (1975) found in their study of 134 battered children that the abusive mother had her first child at age 19. They also found that the abusive parent had little knowledge of appropriate child rearing practices and expectations. De Lissovoy (1973) reported that in a group of teenage parents that were studied over a period of three years, there was a clear tendency for the following traits:

1. Impatience
2. Irritability
3. Use of physical punishment in interactions with their children
4. Unfamiliarity with child development norms
5. Following parent's advice to let instincts guide their behavior (do what comes naturally).

Abusive parents have been described as interacting with their children in similar ways (Bavolek, 1978). Tracy and Clark (1974) observed in their sample that the abusing adult was most often a single parent. Bavolek states that the need to identify a high risk adolescent prior to parenthood is an important first step in primary prevention of abuse to children. To know a potential "high risk abuser" was going to have a child or already had one should definitely sound the alarm for needed help in coping skills and education in child development and parenthood.

Economic Consequences

Economic consequences are difficult to measure. However, among

women who have experienced teenage pregnancy, there are certain economic consequences that they have a high probability of facing in their future lives.

Moore et al. (1979) predicts the following consequences:

1. Childbearing reduces lifetime and family income.
2. There is a high probability for need of public assistance.
3. The loss of education to a young mother means having to be employed at a lower socioeconomic status and at a lower wage.
4. Early childbearers tend to have more children which increases the already existing problems.
5. Early childbearing affects the amount of work experience in a lifetime resulting in less pay and less desirable job opportunities.

Another study states that the high number of divorces among women who marry under 20 is another aspect of social economics that an adolescent mother could possibly face. The presence of a child in the first two years of marriage doubles the possibility of a divorce. This, in turn, increases the chances of the mother needing public assistance (Whelan & Higgins, 1973).

Summary of the Review of Literature

Permissive sex is definitely on the rise in America and is increasing more in the younger teenager. Sex has changed from procreational sex to recreational sex. Pregnancies resulting from recreational sex could be avoided since contraceptives are easily available to most women. However, for several reasons, the majority of teenage girls are not using birth control

methods, thus the high birth rate among teenage girls. The greater percentage of these are unwed mothers. In Utah the rate of married teenage mothers is higher than the national rate. However, the premarital conception rate is about the same as it is on a nationwide basis.

Physical and emotional risks are high for the pregnant teenager. Also, premature births and low birth weight, birth defects and other health problems are higher risks to the newborn of a teenage mother. A teenage pregnancy often means the interruption and sometimes the termination of education. Special schools and programs are needed to help the girl during this crisis in her life. If a marriage occurs, it is considered a "high risk" relationship and often ends in divorce. Of concern to society is the fact that the young mother is a prime potential child abuser. A young mother often finds the problems of life too much to cope with and the result is the abuse of the child.

Economically the young mother has a dim future. Studies show that she will probably experience more poverty, need more welfare assistance, and be employed at lower paying jobs than her peers with more education. As the number of teenage mothers rises and the problems multiply, the need for help for these young mothers is more apparent and more essential.

METHOD

The objectives of this study are to determine the impact the Young Mothers' Program #2 in Granite District, Salt Lake City, Utah had upon the girls who attended and to determine if various factors such as length of time in the program, long term versus short term away from program, marital status, etc., were significant in determining that impact. The research method was a survey in the form of a questionnaire. It was mailed to all students who had attended Young Mothers' Program #2 for at least one term, whose current address could be located, and who could be contacted personally for permission to send the questionnaire.

A pilot study was conducted with ten students who were presently attending a Young Mothers' Program, had graduated from another program (Program #1 in Granite District) or who were attending high school. The subjects read and critiqued the material for clarity and completeness in covering all aspects of the Young Mothers' Program. Through the pilot study the questions concerning the nursery were suggested and used. These questions provided factors that significantly predict high "impact on life" in the Young Mothers' Program.

Subjects

All students who had attended Young Mothers' Program #2 for at least

one term since its beginning six years ago were eligible to participate in the study. Great effort was made to update the list of students' telephone numbers and addresses. As current telephone numbers were located, each student was personally contacted in order to get personal permission to send the questionnaire. (Student privacy is of utmost concern in the Young Mother's Program and this had to be considered in the survey.) Sixty of the possible 93 students were located and of those, 52 answered the questionnaire.

1. Possible subjects	93
2. Questionnaires mailed	60
3. Questionnaires returned	52
4. Questionnaires not returned	8
5. Percentage of returns	87

A section in the questionnaire was "General Information." The answers to this section describe the demographic characteristics of the subjects. The subjects are geographically located in the Salt Lake Valley. (The one exception is a student who moved to Price, Utah.)

The greatest percent of the subjects are white, of the "Mormon" religion, and are married. Most Young Mothers enter the program at 16 or 17 years of age and leave at 18 years of age. The highest percentage are pregnant when they enter the program. Only 6% experience a second birth while attending the Program. A high percentage of Young Mothers graduated from high school, many of which were still attending the Program at the time of their graduation. Only 21% continued their education in a post graduate course of any kind.

Nearly half are employed part or full time. However, a high percentage are dependent upon their husbands' wages as the main source of income. The highest percentage of Young Mothers have had no more than one child since leaving the program.

The following table (Table 1) gives the percentages pertaining to the "General Information of the Young Mothers' Program."

Questionnaire

The questionnaire used was designed by the researcher, a teacher in Young Mothers' Program #2, Granite District in Salt Lake City, Utah. The many facets used to gain insight into the student's feelings about the program are listed below:

1. General information
2. Attitudes towards program policies, teacher-student relationships, peer relationships in the program, and child care provided in the program
3. Curriculum evaluations
4. Extra-curricular activities
5. Overall impact on subjects' lives (rated 1-10)
6. Opportunity for personal comments about experiences and feelings in the Young Mothers' Program.

Included in the questionnaire when it was mailed was a letter of explanation and a stamped, addressed envelope in which to return the material. A

Table 1

Major Characteristics of Young Mother Subjects

Characteristic	Percentage
1. Ethnic Background	
a. Caucasian	83
b. Mexican American--Chicano	7
c. Other	10
2. Religious Background	
a. LDS	75
b. Catholic	11.5
c. Protestant	6
d. Other	7.5
3. Percent of ages when Entering Program	
a. 16 years	29
b. 17 years	47
c. 18 years	16
d. Other	8
4. Percent of ages when Left Program	
a. 17 years	27
b. 18 years	52
c. Other	11
5. Marital status when Entering Program	
a. Married	73
b. Single	23
c. Divorced	6
6. Marital Status when Leaving the Program	
a. Married	62
b. Single	15
c. Divorced	10
d. Separated	4
e. Remarried	6
f. Other	3
7. a. Pregnancy when entering the program	79
b. Had child when entering program	21
8. a. Had second child while attending the program	6
b. Did not have second child while attending program	94
9. Time spent in the program	
a. 3-6 months	21
b. 6-9 months	21
c. 9-12 months	21
d. Other	39

Table 1 (Continued)

Characteristic	Percentage
10. a. Percent graduated from high school	79
b. Did not graduate from high school	21
11. a. Percent graduated while attending Young Mother Program	71
b. Did not graduate while attending Young Mother Program	29
12. a. Percent attended a post graduate course	21
b. Did not attend a post graduate course	69
13. Employment status at present	
a. Part time	11
b. Full time	30
d. Unemployed	50
d. Other	9
14. Main source of income	
a. Husband's income	70
b. No answer	20
c. Other	10
d. Welfare	0
15. Number of children born since left program	
a. None	46
b. One	39
c. Two	10
d. Three	8
e. Other	3

time limit of three days was given. This proved successful as many of the questionnaires were promptly returned. The rate of return was 87%. This possibly could be due to the personal contact the researcher made with each subject before the questionnaire was sent.

Procedure

In order to mail the questionnaire, current telephone numbers and addresses of the subjects were obtained. The teacher's personal student file

with addresses and telephone numbers, parents and in-laws addresses and telephone numbers, and husband's name and employment was used. This was updated annually at the time of the program's Homecoming. In spite of this, it was difficult to find many students. Changes in names and addresses, telephone numbers changed and disconnected, and girls who had simply disappeared and had not been heard from for several years, accounted for some of the problems encountered in the search for subjects.

Once a student had been located, she was contacted personally to gain her permission to send a questionnaire. In the Young Mothers' Program, a girl's privacy is of the utmost importance. In order not to invade privacy, this personal contact was made before the questionnaire was mailed. Every girl contacted gave her consent.

DATA ANALYSIS

Information compiled from the returned questionnaires was used for data analysis. Twenty-six items, which represented attitudes of the students toward many aspects of the Young Mothers' Program, were used for the data analysis on impact of the program. Factor analysis was performed on these items to identify the primary dimensions in the questionnaire. The item values and factor structures are summarized in Table 2. Table 3 shows principle factors with their related items.

In order to assess the contribution of each factor to the "impact on life," a regression analysis was computed with each of the four principal factors entered as independent variables and self conceived "impact on life" entered as the dependent variable. The analysis for the regressions are summarized in Table 4.

The analysis on Factor 1a (Mother Toddler Care Concerns) suggests high concerns about the care and welfare of the child diminishes (or interferes with) the impact of the perceived influence of the program.

The analysis on Factor 2b (Good Teacher-Classroom Atmosphere and Opportunities) suggests a good atmosphere is predictive of a high "impact on life" from the Young Mothers' Program.

Although Factor 3c (Mother Baby Care and School Peer Interaction) and

Table 2
Item Value and Factor Structure

Item	Factor Loading	% of the Variance
<u>Factor 1a.</u>		29.9
21.	.78	
22.	.78	
23.	.86	
24.	.91	
25.	.77	
26.	.88	
<u>Factor 2b.</u>		19.6
10.	.47	
11.	.46	
16.	.58	
17.	.63	
<u>Factor 3c.</u>		12.2
3.	.67	
4.	.55	
5.	.40	
6.	.44	
7.	.42	
<u>Factor 4d.</u>		10.3
7.	.42	
8.	.42	
9.	.37	

Table 3

Principal Factors with Their Related Items

Factor 1a. Mother Toddler Care Concerns:

Items:

21. It helped me to do my school work to have my baby go in the nursery when he reached toddler age.
22. I felt good about leaving my baby in the nursery.
23. The nursery provided a place for my baby to have learning experiences.
24. Toys were provided in the nursery that were stimulating and interesting to my child.
25. The nursery provided only baby tending services in the nursery.
26. The nursery teacher provided appropriate activities for the toddlers of the school.

Factor 2b. Good Teacher-Classroom Atmosphere and Opportunities

Items:

10. The teachers were fair in their dealings.
11. The teachers provided a good mode for interpersonal relationships.
16. The variety of classes offered allowed me choices to fit my needs.
17. Sufficient classes were offered so there was a wide range of choices.

Factor 3c. Mother Baby Care and School Peer Interaction

Items:

3. It is important to have your baby with you at school so you are the mother.
4. By having the baby with you at school many learning experiences take place.
5. To be at school with other Young Mothers and helped me cope with being a Young Mother.
6. The teacher was helpful to me in solving problems with my baby.

Factor 4d. Teacher Student Trust Dimension

Items:

7. There was a friendly atmosphere in the classroom.
 8. Student/teacher trust was developed.
 9. There was an open relationship between the teachers and the student.
-

Table 4

Regression: "Impact on Life" with Factors

Factor	F Value	R ²	<u>Impact</u>	BETA	DF
1a.	4.83	.09		-.30	1.50
2b.	6.37	.11		.34	1.50
3c.	2.50	.05		.22	1.50
4d.	2.03	.04		2.0	1.50

Factor 4d (Teacher Student Trust Dimension) are nonsignificant predictors, both factors have small positive associations with desirable "impact on life" perceptions.

Reliability for each factor was established by the Guttman Split Half Test. Factor 1a ($\underline{r} = .84$) and Factor 2b ($\underline{r} = .58$) indicate a high rate of reliability. Factors 3c ($\underline{r} = .36$) and Factor 4d ($\underline{r} = .27$) show a drop in reliability. See Table 5.

A partial correlation was computed between "impact on life" and time in program, while controlling for each of the four factors. The analysis indicated that there was no correlation between the two variables. The length of time in the program did not increase or decrease the "impact on life."

Using the four principal factors as independent variables, a series of one way analysis were run using the following items as dependent variables:

1. Month of pregnancy at time girl entered Young Mothers' Program

Table 5

Guttman Split Half Reliability for Factors

Factor	Guttman Split Half
1a.	$\frac{r}{.84}$
2b.	.58
3c.	.38
4d.	.27

2. Marital status of girl when she left the Young Mothers' Program

3. Length of time since girl left the Young Mothers' Program

The results were nonsignificant for all variables.

Interest was high concerning husband's wage, age, education, and the main source of income for the couple, and the relationship it had upon time in the program; therefore, another one way analysis was computed. Time in the program was one variable and the husband's age, wage, education, and the couple's main source of education were the other variables used. None of the variables concerning the husband showed any association with the time the Young Mother spent in the program.

DISCUSSION

In order to assess the impact of the Young Mothers' Program on the lives of the girls who have attended in the years 1974 to 1979 and, consequently, have a means of predicting success in future Young Mothers' Program, items from the questionnaire, answered by the subjects, was run through factor analysis to determine the principal predicting factors. Four factors emerged which were considered significant as predictors in assessing the correlation of factors with "impact on life." The factors were: (1a.) Mother Toddler Care Concerns, (2b.) Good Teacher Classroom Atmosphere and Opportunities, (3c.) Mother Baby Care and School Peer Interaction, and (4d.) Student-Teacher Trust Dimension.

Factor 1a. indicated a high correlation between the Young Mothers self conceived "impact on life" and how she viewed the care of her toddler while in school. A negative relationship supports the prediction that if a Young Mother has high concern and anxiety about the care her toddler is receiving in the nursery, the "impact on life" of the total program is low. If the toddler is cared for in a positive learning environment and the Young Mother has a feeling of trust about the caretaker, the predictions would support high "impact." While this factor was determined a significant predictor in the data analysis, it might not be as valid as indicated. For two years there was no nursery care provided for toddlers. Perhaps not every Young Mother

responded to this question or perhaps some responded when they had not actually had the experience. It might have been an opinion concerning the need of a nursery. Girls who had to cope with school and a toddler without a nursery aid felt very strongly the need for one and may have responded. However, a high degree of reliability supports this factor in the Guttman Split Half Test. In terms of assessing the Young Mothers' Program, it would indicate a need for a nursery with a stimulating, learning atmosphere and a trustworthy, loving nursery teacher where the Young Mother could leave her child with a good feeling for the child's welfare. With a feeling of confidence and trust about the child's care, the Young Mother could have a more successful school experience.

The data on "Good Teacher-Classroom Environment" points out a high correlation between that factor and "impact on life" and had a high level of significance as a predicting factor. Quality classes that meet the needs of the students and relate to their lives are an important aspect of the Young Mothers' Program. Also, teachers who can model effective personal relationships with each other and with the students, and be fair dealings would be strong predicting factors on "impact on life."

Results of the data analysis on Factor 3c. supported a positive "impact" when a Young Mother has her baby at school with her where she is sharing problems with peers and teachers, learning from others' experiences, and being the mother of her child. Although it is somewhat lower than Factors 1a. and 2b. as a predicting factor, it still has an acceptable level of

significance. Philosophies do differ concerning this aspect of the program. The data here would suggest that it contributes to a Young Mothers learning experience. It lets her become the "real" mother of the baby and gives the bonding process more opportunity to take place. It also enables a Young Mother to complete her high school education which might otherwise be interrupted because of not having someone to take care of her baby while at school.

The finding that was most unexpected and difficult to explain was the lower significance of the Teacher-Student Trust Relationship as a predicting factor. If the other factors were present, it had an acceptable level of significance. The researcher feels there should have been a higher correlation with this factor and "impact on life" than was indicated. If the instrument were to be used again, more related items could be added to strengthen reliability. The trust level was slightly higher in the program 3-5 years ago. A teacher change did take place at this time. It could be possible that when a change takes place it takes time to build the student-teacher trust dimension. Teachers and how they work together can also have a great impact on the program and how the students feel about their experience.

A regression was run to determine if time in the Young Mothers' Program was correlated in any way to "impact on life." Impact was not affected by time in the program. One Young Mother may only have need of the program during her pregnancy and a short time after her baby is born. Others may need the program for a year or even more. Length of time in the program as a variable was not significant because the Young Mother's needs were met

at her time of crisis and this determined the "impact."

Husband's age, wage, education, and income were run as a series of "one ways" for an analysis of variance. None of them proved significant in determining how long a girl would remain with the Young Mothers .

The marital status when the Young Mother left the program, the length of time since she left the program, and the month of pregnancy when she entered the program did not have any significant affect on the four principal factors.

As an evaluation tool, the questionnaire used in this study was reliable and valid. Certain items did, however, need to be strengthened. The "Student-Teacher Trust Dimension" especially needed items to bring out the true importance of this aspect of the Young Mothers' Program. "Mother Toddler Care Concerns" and "Good Teacher Classroom Atmosphere and Opportunities" were more reliable as predicting factors. However, "Mother Care and School Peer Interaction" and "Student Teacher Trust Dimension" were in the acceptable range.

SUMMARY

In conclusion, data analysis does support the hypothesis that the Young Mothers' Program #2 in Granite School District does have a positive "impact on life" on the students who have attended the program. Four principal factors emerged from 26 items that were run through data analysis. All four were in the significant range as predicting factors in regards to the program having "impact on life." The factors were:

- 1a. Mother Toddler Care
- 2b. Good Teacher-Classroom Atmosphere and Opportunities
- 3c. Mother Baby Care and School Peer Interaction
- 4d. Teacher-Student Trust Dimension.

"Mother Toddler Care Concerns" indicated that if concern for the toddler was high, then impact was low. "Good Teacher-Classroom Atmosphere and Opportunities" was also highly significant as a predictor of "impact." "Mother Baby Care and School Peer Interaction", while still above the acceptable level of significance, was not as strong a predicting variable as 1a. and 2b. Factor 4d., "Teacher-Student Trust Dimension" was significant only if the other factors were present and therefore did contribute to the overall "impact on life."

Husband's age, wage, or education did not affect time spent in the program. The hypothesis that length of time in the program did have a positive

effect on the "impact on life" was rejected. This could indicate that a Young Mother's need was met at her time of crisis. Length of time in the program did not determine the "impact." The following variables proved to be non-significant concerning impact of the Young Mothers' Program #2.

1. Length of time in the program
2. Month of pregnancy when entering
3. Marital status when leaving the program
4. Total amount of time spent in the program.

The instrument proved to be both reliable and valid. It could be used, with some revision to strengthen certain areas, to evaluate other Young Mothers' Programs. This could be a valuable tool in helping to stabilize the Young Mothers' Program in the education system--locally, statewide, and nationwide.

RECOMMENDATIONS

Recommendations toward further research in this area are:

1. Factor 4d. (Teacher-Student Trust Dimension) needs to be strengthened by the addition of more related questions that would emphasize this important factor in the questionnaire.
2. A broader cross section of students should be used, if possible. The students used were those who were easiest to locate. They possibly represented the more stable part of the population.
3. While length of time in the Program was not analyzed as significant to "impact on life," a minimum time in the Program would have to be established in order to have any impact at all. In this study the subject had to have attended for at least one term before the questionnaire was sent to her. The time in a program would have to be determined by each individual doing a study.
4. The following items added to "General Information" on the questionnaire would give further insight into the general characteristics of the subject. They are:
 - A. #18 Add to "Marital Status":
 - Present Status
 - a. Single
 - b. Divorced
 - c. Married

- d. Separated
- e. Remarried

B. #30 The question presently asks for "the ages of your children". The question would be of more value if stated so as to ask the age of each child born to the Young Mother.

Example: What is the age of your first child?

- a. Birth to 6 months
- b. 6 months-1 year
- c. 1 year-10 months
- d. 18 months-2 years
- e. 2 years-30 months
- f. 30 months and older

- 5. A control group, if obtainable, would be recommended for future studies. For this study, it was not possible.
- 6. Because the study was unfunded and too broad a scope to pursue at this time for a master's thesis, the analysis was limited to 26 items which represented overall attitudes toward the Young Mothers' Program. However, the data from the questionnaire has been processed. The information is available for future studies in the data file.

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APPENDICES

APPENDIX A

LETTER TO STUDENTS

A note to keep you informed

Dear

It was nice to talk to you recently and hear what is happening in your life. Lives change rapidly. I found this to be true when I tried to locate new telephone numbers, new addresses, and for some new names, for all of the students who have attended our Young Mothers Program (Lakeridge, Redwood, or Madison) in the past six years. I am looking forward to seeing you in May at the Homecoming.

I appreciate your consent to complete the evaluation questionnaire enclosed. It will aid me a great deal in completing my thesis for my masters degree at Utah State University. Time is of utmost importance. If possible, would you answer the questionnaire immediately and return it in the next three days. It should not take a great deal of time. Directions are given for each section. Complete only those questions that pertain to you. Comments at the end of the questionnaire would give you a chance to express your feelings for the program and how it has affected your life. Be as accurate and truthful as possible. The returned questionnaire will be anonymous. Do not sign your name. Return in the addressed, stamped envelope provided.

The results of the survey should be helpful in evaluating our program. We need to know if we are meeting the needs of our students. I would like to share some of this information with you at our Homecoming on May 9, 1980. Your invitation is enclosed.

Thank you for your cooperation.

Sincerely,

/s/ Lou Jean Shaw

APPENDIX B
QUESTIONNAIRE

1. General Information

Respond to each of the following statements. Although some of the questions may seem unrelated to the study, it is important that you respond as accurately as possible to each statement. Instructions for each set of questions will be given as you proceed.

Circle the letter that most accurately completes the statement or answers the questions.

1. Grade level: Entered Left
 a. Sophomore a. Sophomore
 b. Junior b. Junior
 c. Senior c. Senior
2. Age: Entered Left
 a. 14 d. 17 a. 14 d. 17
 b. 15 e. 18 b. 15 e. 18
 c. 16 f. 19 c. 16 f. 19
3. Ethnic Background: a. Caucasian
 b. Black
 c. American Indian
 d. Mexican American-Chicano
 e. Other _____
4. School previously attended:
 a. Granger d. Cottonwood
 b. Cyprus e. Cottage
 c. Kearns f. Other _____
5. If you have already graduated, from which school did you graduate?
 a. Original high school
 b. Granite District (community)
 c. Other _____
6. How much time did you spend in the Young Mothers Program?
 a. 1-3 months d. 9-12 months
 b. 3-6 months e. 12-15 months
 c. 6-9 months f. 15-more months

7. How long has it been since you left the Young Mothers Program?
- | | |
|--------------------|---------------|
| a. 6 months-1 year | d. 3-4 years |
| b. 1-2 years | e. 4-5 years |
| c. 2-3 years | f. 5 and over |
8. Religious Preference:
- Catholic
 - LDS
 - Protestant
 - No religious affiliation
 - Other _____
9. How many older brothers do you have?
- | | |
|------|----------------|
| a. 0 | c. 2 |
| b. 1 | d. 3 |
| | e. Other _____ |
10. How many younger brothers do you have?
- | | |
|------|----------------|
| a. 0 | c. 2 |
| b. 1 | d. 3 |
| | e. Other _____ |
11. How many older sisters do you have?
- | | |
|------|----------------|
| a. 0 | c. 2 |
| b. 1 | d. 3 |
| | e. Other _____ |
12. How many younger sisters do you have?
- | | |
|------|----------------|
| a. 0 | c. 2 |
| b. 1 | d. 3 |
| | e. Other _____ |
13. Did you have the following relative enroll in a Young Mothers Program?
- | | |
|-----------|------------------|
| a. None | d. Sister-in-law |
| b. Sister | e. Other _____ |
| c. Cousin | |
14. At what month of pregnancy did you enter the Program?
- | | |
|---------------|-------------------------|
| a. 1-3 months | c. 6-9 months |
| b. 3-6 months | d. After birth of child |
15. If you entered the program after the birth of your child what was the age of your child when you entered?
- | | |
|---------------|-----------------|
| a. 1-3 months | d. 9-12 months |
| b. 3-6 months | e. 12-15 months |
| c. 6-9 months | f. Other _____ |

16. Did you have a second child while attending the Young Mothers Program?
a. no
b. yes
17. How old was your second child when you left the Program?
a. 1-3 months
b. 3-6 months
c. 6-9 months
d. 9-12 months
e. 12-15 months
f. Other _____
18. Marital Status:
- | Entered | Left |
|--------------|--------------|
| a. Single | a. Single |
| b. Divorced | b. Divorced |
| c. Married | c. Married |
| d. Separated | d. Separated |
| | e. Remarried |
20. Did you attend any other school program while pregnant?
a. no
b. yes
21. Were you enrolled in the Young Mothers Program when you graduated?
a. no
b. yes
22. Have you attended any school since graduating?
a. no
b. yes
23. If so, what type of school was it?
a. Technical College
b. University
c. Business College
d. Other _____
24. How long did you attend?
a. 6 months or less
b. 6-9 months
c. 9-12 months
d. 12-15 months
e. 15-18 months
f. 18-24 months
25. Did you complete your post graduate training?
a. no
b. yes

26. What is your present employment status?
- Part time
 - Full time
 - Unemployed
27. What is your hourly wage?
- Less than \$3.00
 - \$3.00-\$4.00 hr.
 - \$4.00-\$5.00 hr.
 - \$5.00-\$6.00 hr.
28. What type of employment do you have?
- | | |
|-----------------|--------------------|
| a. Sales | d. Production line |
| b. Food service | e. Health service |
| c. Secretarial | f. Other _____ |
29. How many more children have you had since leaving the Young Mothers Program?
- | | |
|------|----------------|
| a. 0 | d. 3 |
| b. 1 | e. 4 |
| c. 2 | f. Other _____ |
30. What are the ages of your children?
- | | |
|---------------------|------------------------|
| a. Birth-6 months | d. 18 months-2 years |
| b. 6 months-1 year | e. 2 years-30 months |
| c. 1 year-18 months | f. 30 months and older |

If married, answer the following questions:

31. What is your husband's educational level? (years completed)
- Grade 10
 - Grade 11
 - Grade 12
 - Post graduate training
 - College
 - Vocational School
 - Other _____
32. Husband's age:
- | | |
|-------|----------------|
| a. 16 | d. 19 |
| b. 17 | e. 20 |
| c. 18 | f. Other _____ |

33. What is your husband's approximate income? (yearly)
- Under \$5,000
 - \$5,000-\$8,000
 - \$8,000-\$12,000
 - \$12,000-\$20,000
 - \$15,000-\$20,000
 - \$20,000 and over
34. What is your main source of income?
- Self Employment income
 - Parents' income
 - Husband's income
 - Unemployment
 - Welfare
 - Church
 - Other

ABOUT THE YOUNG MOTHERS PROGRAM:

The following statements include information about the program, the teachers, the curriculum, and the extra curricular activities. Please respond to each statement by circling the response which best expresses how you feel. Respond to only the statements that pertain to you.

Responses: SA - Strongly Agree
 MA - Mildly Agree
 MD - Mildly Disagree
 SD - Strongly Disagree

- The Young Mothers Program Provided me with a good place to go to school when I was pregnant.
- The Young Mothers Program provided me with a good place to go to school after I had my baby.
- It is important to have your baby with you at school so you are the mother.
- By having the baby with you at school many learning experiences take place.

Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
SA	MA	MD	SD
A	B	C	D

	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
	SA	MA	MD	SD
	A	B	C	D
5. To be at school with other Young Mothers and their babies and sharing problems and experiences help me cope with being a Young Mother.				
6. The teacher was helpful to me in solving problems with my baby.				
7. There was a friendly atmosphere in the classroom.				
8. Student/Teacher trust was developed.				
9. There was an open relationship between the student and the teacher.				
10. The teachers were fair in their dealings.				
11. The teachers provided a good model for interpersonal relationship.				
12. I felt the teacher accepted me as a worthwhile individual.				
13. I was motivated to regular attendance.				
14. The training in Prenatal prepared me for the birth of my baby.				
15. Needed classes for graduation from high school were offered.				
16. The variety of classes offered allowed me choices to fit my needs.				
17. Sufficient classes were offered so there was a wide range of choices.				
18. The Young Mothers Program should only allow a student to attend the program while pregnant and for a short period after birth of the baby.				
19. No one should be allowed to stay in the program more than one year.				
20. Girls that have more than one child should not be allowed in the program.				
21. It helped me to do my school work to have my baby go in the nursery when he reached toddler age.				
22. I felt good about leaving my baby in the nursery.				
23. The nursery provided a place for my baby to have learning experiences.				
24. Toys were provided in the nursery that were stimulating and interesting to my child.				

Rating Scale: (1) Excellent	(2) Good	(3) Average	(4) Needs Improvement	
	Helped me a lot	Was enjoyable	Taught new information	Taught useful inform.
F. Couples Communication				
G. Likeskills				
II. Science				
A. Plants				
B. Environment				
C. Survival				
D. Other				
E. Energy Alternatives				
III. Math				
IV. World History				
V. American Institutions				
<u>Business Classes</u>				
I. Accounting				
II. Type				
III. Careers				
IV. Business English				
V. Office Procedures				
<u>Home Economics</u>				
I. Prenatal				
A. Prenatal care				

Rating Scale: (1) Excellent (2) Good (3) Average (4) Needs Improvement

	Helped me a lot	Was enjoyable	Taught new information	Taught useful inform.
B. Life before birth (fetus growth)				
C. Birth process				
D. Postnatal care				
E. Newborn care				
II. Parenthood Education				
A. Establishing basic trust				
B. Physical care of child				
C. Child development processes				
D. Discipline				
E. Infant stimulation				
F. The sick child				
G. Mothers				
III. Family Life				
A. Understanding Self:				
Needs, Values,				
Decision Making,				
Goal Setting				
B. Communication				
C. Marriage				

Rating Scale: (1) Excellent (2) Good (3) Average (4) Needs Improvement

	Helped me a lot	Was en- joyable	Taught new information	Taught use- ful inform.
1. Mate selection				
2. Enrichment				
3. Problems				
D. Consumerism				
E. Relationships				
IV. Foods				
V. Clothing				
VI. Crafts				
<u>Extracurricular Activities</u>				
I. Field Trips				
II. Class Parties				
III. Recreation				
IV. Cookouts				
V. Open House				
VI. Night Classes for Couples (Marriage Enrichment)				
VII. Guest Speakers				
VIII. College of Nursing				
IX. Exercises (jogging)				

Considering the experiences I had while attending the Young Mothers Program and the impact it has had on my life since leaving, I would value the program as a whole as follows:

HIGH									LOW
1	2	3	4	5	6	7	8	9	10

Comments: (Any personal experiences or feelings you had concerning the Young Mothers Program and how it has affected your life would be appropriate to express in the space below. It would be appreciated.)

Thank you very much for participating in this questionnaire. I appreciate your time and effort very much.

Sincerely,

Lou Jean Shaw

APPENDIX C

CONTENT ANALYSIS FROM "COMMENTS" ON QUESTIONNAIRE

	Times Mentioned
I. Educational Experience	
A. Liked and Enjoyed Program	24
B. Liked Teachers	14
C. Good Classes	5
D. Good Place for Young Mothers to Complete Education	17
E. Learning Experience Relevant to Life and Enriching	11
F. Recommend Continuing Program for Future Young Mothers	2
II. Personal Experience	
A. Helped Person as an Individual	12
B. Made Friends	6
C. Peers Who Understood	5
D. Helped Build Self Esteem	4
E. Learned about Self	5
F. Support and Strength was Given	1
III. Mother-Child Experience	
A. Helped Mother with Child	16
B. Liked Having Baby at School	6
C. Became More Competent Mother	2
D. Child Benefited from Experience	3

Number of questionnaires sent	60
Number of questionnaires returned	52
Number of questionnaires with written comments	41
Percentage of questionnaires with comments	78.7%

APPENDIX D

IMPACT ON LIFE (1-10)

Impact	Number of Responses	Percent of Responses
1 (High)	33	65
2	11	21
3	6	11
4	1	2
5	0	0
6	0	0
7	0	0
8	0	0
9	0	0
10 (Low)	0	0
Number of questionnaires sent	60	
Number of questionnaires responded to on "Impact on Life"	51	
Percent of responses	85%	

VITA

Lou Jean C. Shaw

Candidate for the Degree of

Master of Science

Thesis: Impact of Young Mothers' Program on Lives of Teenage Mothers

Major Field: Home Economics and Consumer Education

Biographical Information:

Personal Data: Born in Salt Lake City, Utah, December 26, 1927. Married. Seven children.

Education: Attended elementary and secondary schools in Salt Lake City, Utah; graduated in 1945. Attended University of Utah; graduated in 1949 in Home Economics with a major in Clothing and Textiles and a minor in Foods and Nutrition. Teacher Certification in Home Economics Education, 1974; attended Utah State University, graduated in 1980 with a master of science degree in Home Economics and Consumer Education.

Professional Experience: Seven years teaching in the Young Mothers' Program #2, Granite School District, Salt Lake City, Utah.