A b s t r a c t

PEER SUPPORT AND THE SELF-IDENTITY OF THE

UNMARRIED MOTHER

by

Catherine Maureen O'Neil

This study was part of a joint study, undertaken by
three students of the 1969 class of the Maritime School
of Social Work, to determine the nature of the self-
identity of the adolescent unmarried mother. This
individual thesis is concerned with the influence of
the support and non-support of the friendship group on
the nature of the self-identity during pregnancy.

During the period from December 17, 1968 to January 17,
1969, fifteen cases were selected from the adolescent
unmarried mothers who were attending the Pre-Natal
Clinic at the Grace Maternity Hospital in Halifax, Nova
Scotia. A semi-structured interview with the use of a
questionnaire was the method by which data were
collected. Coding methods were designed for the
analysis of data and a 2x2 contingency table was used
to demonstrate the possible correlation.

In this study, it was found that sixty percent of the
respondents had a positive self-identity and a
supportive friendship group while forty percent of the
girls had a negative self-identity and a non-supportive
friendship group. Since the correlation was very weak,
given the small size of the sample, the results there-
fore were inconclusive. Further examination of the
data showed that parental and religious support was
present to some degree which may possibly have affected
the nature of the self-identity. The age of the
unmarried mother was also seen to have influenced the
self-identity. This study recommended that further
research be carried out in this area.

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PEER SUPPORT AND THE SELF-IDENTITY OF
THE UNMARRIED MOTHER


A Study of the Influence of the Support of the
Friendship Group on the Self-Identity of
the Adolescent Unmarried Mother


A Thesis

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Master's Degree in Social Work


by

Catherine Maureen O'Neil


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# CHAPTER I

## INTRODUCTION

Illegitimate births and unmarried parenthood
rank high priority among the nation's existing social
problems. Statistics have shown that during the period
from 1940 to 1960 there was a "one hundred percent
increase in the rate of out-of-wedlock births among the
girls under twenty years of age and a four-fold
increase among the twenty to twenty-four year olds.
During the same period there was a six-fold increase
among the twenty-five to twenty-nine year olds."
(Bernstein, 1964, p. 5) Although these figures provide
limited information on the characteristics of the known
group and reporting biases may exist, it can be
estimated that over the past several decades there has
been a considerable increase in illegitimate births.

Because illegitimacy is a major social problem,
much research has been carried out on this subject.
While some researchers have been concerned with the
cultural, legal, moral, socio-economic and psychological
aspects of illegitimacy, others have dealt with the
causative factors and the similar and dissimilar
personality factors of the unmarried mother. However,

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a limited amount of attention has been paid to the
unmarried mother, as a person, during the time of her
pregnancy. What are the problems and needs of a young
girl who becomes pregnant and who must bear her child
out-of-wedlock?

The unmarried mother who has violated the values
of her society must face the difficulties that accompany
such deviant behavior. She may find herself the object
of criticism, shame and guilt, or she may be deprived of
contact with her family, friends and community when she
is in need of love, acceptance and support. She must
also face the dilemma as to whether to keep her baby or
place the child for adoption.

It is evident that the unmarried mother suffers
many conflicts during her pregnancy. What are the
feelings that she experiences during this time? Does
she feel accepted and loved by her family and friends or
does she experience rejection and a feeling of guilt?
Do her friends exert any influence on the way in which
she perceives herself during her pregnancy? The
unmarried mother who is an adolescent, not only faces
these conflicts but also struggles with the confusion
that accompanies the stage of adolescence.

According to Rosenblith (1962), Erik Erikson
describes this period of growth called "adolescence" as

the stage when the youth is faced with the major task
of establishing a self-identity.  Included in this task
is the questionning of previous certainties of child-
hood, the search for clarification as to who he is and
the role he is to assume in society.  Henry Maier
describes the youth as one who is "searching for what
he thinks, for what he is and for how he really feels
as well as what is expected of him." (Maier, 1965, p. 3)
The adolescent, as described by Alice Wolstad (1963),
experiences a "strangeness" at this time of life.

The youth experiences uncertainties at this time
for he has passed the stage of childhood but he has not
yet reached adulthood.  He is spurred on to assert his
independence while being dependent on his parents at the
same time.  Emotional and psychological changes occur
rapidly, preparing the adolescent for sexual relations
and family life, when he is not yet ready to assume such
responsibilities. (Rosenblith, 1962)  Hence, the youth
faces a dilemma at this stage; he questions but he finds
no conclusive solutions, he experiences confusion in all
areas and he is the product of turmoil.

According to Rosenblith (1962), Erikson
describes three conflict areas to be challenged and
overcome by the adolescent while he is establishing a
self-identity.  The youth finds that he is really

concerned about himself to the point of being pre-
occupied so that he reaches the point of being ashamed.
He cannot assume individuality because it is too
embarrassing for him, so he conforms to the crowd
rather than being unique.

Also in establishing a self-identity, the youth
must overcome the conflict that Erikson describes as
"work paralysis". In this situation, the adolescent
feels unable to achieve and is disgusted with his
inability to work.

The last conflict area to be described is called
"sexual diffusion". The youth cannot accept the role
that has been defined for him in society and he is
confused as to what his role actually is.

The healthy adolescent meets these conflicts,
overcomes them and develops a high or a positive self-
identity. For the adolescent who has been unsuccessful
in challenging these conflicts, a low or a negative
self-identity results.

There are certain factors that influence the
establishment of a self-identity. These factors may
either hasten or impede the establishment of a positive
self-identity. The literature suggests that the peer
or the friendship group is the major factor exerting
influence on the establishment of an adolescent

self-identity. During this period of adolescence, the youth develops methods of handling his conflicts. One such method includes an identification with a crowd or a clique which fulfills the youth's need to follow a group. This group acts as an "anchor" which firmly holds the adolescent during the process of establishment of a self-identity. (Maier, 1965)

While the youth is searching for his identity, he is able to give expression of his confusion in the friendship group. Henry Maier (1965) describes the peer group, with its norms and attitudes, as the major avenue for the development of how one regards himself. The adolescent is safe to experiment with different ways of behaving in the presence of his friends and to compare this behavior with that of his friends. No adult can offer him this opportunity. Maier (1965), in his article "Adolescenthood", indicates that recent studies have shown that girls tend to rely upon close personal friendships, in pairs or in very small cliques.

It can be said that the unmarried mother, by the very fact that she is going through the period of adolescence, is faced with the task of establishing a self-identity, and her friendship group is seen as the major avenue for this development.

This study will be concerned with the influence

that the support or non-support of the friendship group exerts upon the self-identity of the adolescent unmarried mother. The friendship group of these girls will refer to the "clique" or the closely united group of people of both sexes, who are approximately the same age, and who see each other many times a week. This group of people is usually drawn together because they have the same ideas about adults (e.g., parents and teachers) as well as the same values and attitudes.

In relation to the unmarried mother, a supportive friendship group warmly accepts her as a member of the clique and encourages her to become involved with them in social activities. Her ideas are accepted or reinforced in the group and she is given support and encouragement throughout her pregnancy. She is not condemned by the group because she is pregnant, but is accepted because she is in need of friends, particularly at this time.

In contrast, the non-supportive friendship group will refer to the group of people who share the same interests, values and attitudes with the unmarried mother but who reject her from the group because she is pregnant. She is no longer welcomed into the group activities. The unmarried mother is made to feel guilty and ashamed because she is pregnant and she can no longer

confide in her friends in this time of difficulty.

What is meant by the self-identity of the adolescent unmarried mother?  In this particular study, self-identity will refer to the integration of the way in which the unmarried mother sees herself and the impressions of how others perceive her during her pregnancy.  She will possess a positive self-identity if she has feelings of confidence and self-worth, as well as acceptance of herself as a woman and in her present situation.  It further includes an idea of what the future will hold for her and a certainty of her ability to succeed in her plans.

In contrast, negative self-identity in the adolescent unmarried mother is characterized by feelings of guilt, insecurity, shame and failure.  It consists of an inability to accept herself, either in her present situation or in her role as a woman.  Negative self-identity includes confusion about what the future holds and a feeling of an inability to succeed in her plans.

The self-identity of the unmarried mother is being considered in this study in order to gain a better understanding and insight as to where emphasis should be placed during treatment with unmarried mothers.  Should emphasis be placed entirely on the strong supportive one-to-one relationship?  Should

emphasis be placed on group therapy in which the girl
has an opportunity to relate to other adolescent un-
married mothers and not only develop a better under-
standing of herself, but also of her present problem?
Or, should treatment consist of a combination of group
therapy and supportive casework when deemed appropriate?
Treatment may be viewed as an important aspect of
illegitimacy.  Possibly, if treatment is successful,
then resulting problems of illegitimacy such as poor
self-esteem, delinquency, school drop-outs, etc. may be
reduced and recidivism prevented.

This thesis will examine the following
hypotheses:

1.  There is a positive correlation between the positive
    self-identity of the adolescent unmarried mother
    during pregnancy and the support of her friendship
    group.
2.  Similarly, there is a positive correlation between
    the negative self-identity of the adolescent un-
    married mother and the non-support of her friendship
    group.

It is expected that the unmarried mother who has
a strong, supporting group of friends during the time of
her pregnancy, a group of friends who accept her for the
person that she is and are not condemning her for her

pregnancy, will have a positive self-identity. She will
have a good healthy feeling about herself. On the
contrary, it is expected that the unmarried mother whose
friends are not supporting her, who have rejected her
and are condemning her for her pregnancy, will have a
low, degrading opinion of herself.

# CHAPTER II

## METHODOLOGY

This study is one part of a joint study carried out by three researchers to determine the influence of parental, religious and friendship group support on the nature of the self-identity of the adolescent unmarried mother during her pregnancy. Hence, the sample was chosen and data gathered and analyzed collectively.

For the purpose of this study <u>adolescent unmarried mother</u> will refer to the girl between the ages of thirteen and nineteen, who has become pregnant out-of-wedlock and who will bear her child out-of-wedlock.

## Sample

All adolescent unmarried mothers constituted the population for the study. The cases selected for the study were chosen from those adolescent unmarried mothers who were attending the Pre-natal Clinic at the Grace Maternity Hospital during the period from December 17, 1968 to January 17, 1969. The selection of the cases was haphazard, since only those girls who were in attendance at the Clinic at the same time as the researchers and who consented to be interviewed, made up the sample.

Certain difficulties existed in relation to obtaining a sample of adolescent unmarried mothers. It was originally intended to interview all those unmarried mothers attending the Clinic during the specified time, or, thirty girls. However, this proved to be impossible as the sample was a most unpredictable one. Some of the girls gave birth at an earlier date than was expected and thus were excluded from the study, while others failed to keep their Clinic appointments. The unmarried mothers attended the Clinic on Tuesday, Thursday and Friday afternoons. Time was a limiting factor in this instance, because it was permissible to interview the girls only on the specified days. As a result of these difficulties, only fifteen cases were obtained.

Only those girls who indicated a willingness to participate in the study were interviewed. This may have introduced a bias into the study. It is possible that the girls who volunteered to be interviewed were those who had more confidence in themselves, while the girls who refused to be interviewed were less certain of their feelings and had less confidence in themselves.

The Pre-natal Clinic at the Grace Maternity Hospital is a public clinic--one that offers medical services to those who cannot afford the services of a

private physician. Because of this factor, there was a greater possibility that the cases selected were representative of the lower socio-economic class and that the middle and upper classes were underrepresented.

Religion was another factor that imposed limitations on the study. It was felt that most Catholic unmarried girls would attend the clinic at the Halifax Infirmary, the Catholic hospital, while the non-Catholics would attend the Grace Maternity Pre-natal Clinic. There is a possibility that a religious bias existed for this sample as religion was not controlled in this study.

Because of the way in which the sample was selected, it cannot be considered representative of the entire population of adolescent unmarried mothers or even of those girls attending the Pre-natal Clinic. Therefore, the results cannot be generalized.

Procedure

The purpose of the study was to determine whether the adolescent unmarried mother had a positive or a negative self-identity during her pregnancy and to what extent the support and non-support of the friendship group affected the nature of the self-identity. In order to obtain this information, it was

necessary to determine the most effective method of
data collection.  As there were seemingly benefits in
both the structured questionnaire and the in-depth
interview, the method of data collection became a
compromise of the two, i.e., a semi-structured
interview.  (For the purpose of discussion in this
paper, the structured questionnaire and the in-depth
questions will be referred to as the questionnaire.)
The structured questionnaire concerned with self-
identity was designed by three researchers.  The
individual researchers designed the in-depth questions
related to their particular variable.

The questionnaire consisted of five sections
including a face sheet for general information, e.g.,
age, class, education, etc., and a section concerned
with the self-identity of the adolescent unmarried
mother.  Both these sections of the questionnaire were
of common concern to the three researchers.  The last
three sections dealt with the support and non-support
of parents, religion and friendship groups--the specific
variables of concern to the researchers.

In regard to the face sheet, a particular
disadvantage existed.  A question asking the respondent,
the month of her pregnancy would have provided
beneficial information.  The month of the pregnancy

could have affected the adjustment of the unmarried mother. For example, an unmarried mother who was in her eighth month of pregnancy would have had a longer time to adjust herself and possibly think things over, than a girl in her fifth month. This factor was not controlled for in the study.

The section that dealt with self-identity was designed in order to determine whether the unmarried mother had a positive or a negative self-identity. The majority of the questions could be answered in five possible responses, while the remaining questions had three possible responses. (See Appendix A.) This section was designed in accordance with the concept indicators of self-identity.

Questions twelve to twenty-four, which were designed to measure the girl's satisfaction with her life at the present time, explored such feelings as her comfortability in her pregnancy, her possible guilt and shame as well as her desire to be a child again.

In order to determine whether the girl accepted her role as a woman, questions twenty-five to thirty asked such questions as whether the girl felt women contributed as much as men to society, whether she saw her role as a future wife and mother as being important and whether she was satisfied that she was a woman.

Questions thirty-one to thirty-nine were
designed to measure the unmarried mother's expectations
of success in the future and what she saw the future
holding for her. In these questions, the focus was
centered on whether the girl had made specific plans
with regard to her baby, her school or employment and
whether she saw the future as bright or whether she
felt she would meet with success in the future.

This section concerned with self-identity was
highly structured in order to obtain definite facts
about self-identity. The fact that it was highly
structured provided a degree of reliability in the
questionnaire.

A limiting factor of this section of the
questionnaire was the fact that there was not enough
distinction made between the responses "occasionally"
and "rarely". Confusion on the part of the respondents
resulted, with a need for further clarification by the
interviewer. Possibly the validity of the questionnaire
was affected when an additional interpretation was given
by the interviewer.

It was felt that those questions concerned with
the self-identity of the girl measured self-identity
adequately in relation to this study. However, the
measurement of the self-identity would have been

enhanced if discussion had been permitted around these questions.

The section of the questionnaire concerning the support and non-support of the friendship group was semi-structured as it allowed for discussion of the girl's feelings in relation to her friends, while also allowing for a focus in the interview.

The questions in this section were designed to discover whether the unmarried mother had a close friendship group. Questions fifty-nine to sixty-two measured this by asking the girl to name her close friends, their ages and the activities they had in common. The questions in this section were also designed to discover whether the friendship group provided support for the unmarried mother during her pregnancy or whether there was no support offered by the friendship group. The remaining questions in this section were designed to measure support and non-support. The purpose of these questions was to determine whether the friends treated the girl differently by ignoring her, or refusing to accept her into their activities since her pregnancy, or whether they were encouraging her to continue her activities in the group.

Disadvantages also existed in relation to this

section of the questionnaire. The questions that were concerned with the friends' treatment of the girl during her pregnancy, should have been more specific. From the responses, it appeared that the girls interpreted the questions as meaning positive treatment towards her and disregarded the negative aspects of the treatment she received from her group of friends. For example, an additional question could have asked whether her friends refused to allow her to join in their activities. Also, additional questions should have been included regarding the girls who were away from home and whose friends were ignorant of her pregnancy-- such questions as what their reactions would have been if they knew about her pregnancy.

The complete questionnaire was used by three researchers so that Researcher A collected data for Researchers B, C and herself and vice versa. The sample was divided so that each researcher interviewed five girls. This procedure of obtaining data collectively had its limitations in the fact that Researcher A understood more fully the questions connected with her variable. However, before collecting the data, the researchers met to give each other an interpretation of each question, in order to eliminate this possibility to a certain degree. Also Researcher A was most likely

more interested in her own particular section than those of the other two researchers. In some instances, it appeared that the responses were not explored fully enough so that the validity of the data could have been somewhat affected. However, this method of data collection proved beneficial in some respects. For example, it was undesirable to have the same respondent interviewed by three different researchers because it would have been more difficult for the girls to adjust to three interviewers. This could have affected the validity of the responses.

Because of the small number of respondents and the time factor, a pre-test was not carried out. It was felt that a pre-test could have eliminated some of the disadvantages of the questionnaire and the interviewing method.

The fact that the respondents were interviewed only on one occasion provided a certain limitation. With one meeting, it was impossible to build up a relationship of trust between the interviewer and the respondent. It was felt that such a relationship would have allowed a more intense discussion of feelings. Since trust was absent, there was no guarantee that the girls responded with accurate, honest feelings. Thus the validity of the study was possibly affected.

The difficulties that have been mentioned are those that have been recognized by the researcher as having affected either the reliability or the validity of the study.  It is possible that other limitations also exist, but have not been recognized by the researcher.

## Analysis of Data

In order to determine the socio-economic class of the adolescent unmarried mother, the father's occupation was coded according to the B. R. Blishen "Occupational Class Scale". (Porter, 1965)  This scale combines average income and average years of schooling, and provides the basis for a rank order of the occupations and division into seven classes.

Class I includes the higher professions such as medicine, engineering, etc.

Class II and III are principally white collar occupations with some of the higher blue collar jobs included.

Class IV contains some higher levels of blue collar jobs as well as lower level white collar jobs.

Class V includes skilled trades.

Class VI and VII represent decreasing levels of skill.

It was decided that the data collected from the section on self-identity would be analyzed by the

following coding method: Taking into consideration the concept indicators of self-identity, the responses denoting positive and negative self-identity were determined. It appeared that it would be more significant to measure varying degrees of positive and negative self-identity. Accordingly, arbitrary numerical values were assigned to each response. (See Appendix B.) All questions were considered to be of equal value as indicators of the adolescent unmarried mother's self-identity. The majority of questions were answerable by five possible responses while the remaining questions had three possible responses. It was decided that the "don't know" responses indicated confusion on the part of the respondent and thus were considered to demonstrate a lack of a consolidated self-identity. This response was scored as zero. The other responses were graded from one to four as they increasingly showed a positive self-identity, i.e. the response which most strongly indicated a positive self-identity was given a value of four.

The highest possible score attainable on this questionnaire was ninety-nine. Such a score indicated a completely positive self-identity. In contrast, the score of zero indicated a completely negative self-identity. The actual range of scores in the study was

from forty-nine to ninety-one.

The mean was chosen as the "cutting point" because there was no great variation in the scores of the self-identity. For the sample of fifteen girls, the mean was 78.5. All those scores falling above the mean were classified as being indicative of positive self-identity, while those falling below 78.5 were classified as indicating negative self-identity. (See Appendix C.)

The data obtained from the section on the support and non-support of the friendship group were analyzed in a somewhat similar manner as those of the section concerned with self-identity.

Taking into consideration the working definition of the friendship group and the concept indicators of support and non-support of this group, a value of three was arbitrarily assigned to the response that coincided with the researcher's definition of a supportive friendship group. For example, a girl who told her friends that she was pregnant was given a score of three because it was assumed that she felt confident to tell her friends. For the girl whose friends encouraged her to join in their activities, a score of three was also assigned. A value of two was assigned arbitrarily to those responses that were somewhat vague or differed

slightly from the concept indicators. An example of
this can be seen in the friend who wrote to the un-
married mother, but wrote only once a month. There may
have been support offered by the friend but it was not
always present. A value of one was arbitrarily assigned
to those responses that coincided with the definition of
a non-supportive friendship group. For example, the
girl who stayed home more often and saw less of her
friends because of her pregnancy was given a value of
one. (See Appendix D.)

The highest possible score attainable on this
section of the questionnaire was fifty-seven. The range
of scores in this study was from twenty-three to fifty-
five. The mean was chosen to determine the "cutting
point" because there was no great variation in the
scores. Those scores above the mean of 44.9 were
indicative of a supportive friendship group while those
scores that fell below the mean indicated a non-
supportive friendship group. (See Appendix E.)

In determining the "cutting point" for the self-
identity and the friendship group scores, the mean again
was chosen because the scores were clustered and there
was no great variation existing. When scores are
clustered together, the mean is considered to be the
most reliable measure of central tendency. However,

there is also a disadvantage connected with the use of the mean. If there are certain observations of an extreme nature, then the mean tends to be located further toward the end of the distribution. This was observed in the scores of the friendship groups. The lowest score was 23 and the next highest score was 30. Because of the score 23, the mean was lowered.

The section concerned with the support and non-support of the friendship group was less highly structured than the section concerned with self-identity and, therefore, was more difficult to analyze. There were many varying responses which had to be categorized into the concept indicators, already defined. In analysis of this data, it was difficult to control for the entrance of value judgements which may have affected the validity of the responses. Appendix D demonstrates some of the possible responses and values assigned to them.

A two X two contingency table was used to demonstrate whether or not there was an existing correlation between positive self-identity and a supportive friendship group or a correlation between negative self-identity and a non-supportive friendship group.

# CHAPTER III
## RESULTS

In adolescence, the youth is faced with the task of establishing a self-identity. The unmarried mother, who is an adolescent, faces this task by questioning her satisfaction with her present life situation, her role in society, and her ability to attain success in the future. According to the theory base of this study, the unmarried mother who has feelings of confidence and self-worth, who accepts her role, and who possesses an idea of what the future holds for her, is said to have a positive self-identity. If, however, she experiences feelings of guilt, shame and failure, if she is unable to accept her designated role in society, and if she experiences confusion about what the future holds for her, then she is said to possess a negative self-identity.

According to the criteria of this study, it was seen that sixty percent of the respondents attained a positive self-identity and forty percent scored a negative self-identity. Table I demonstrates the range of the scores, the nature of the self-identity, and the percent of the total.

## TABLE I

### INDIVIDUAL SELF-IDENTITY SCORES

| Self-Identity Scores | Nature of the Self-Identity | Percent of Total |
|:---:|:---:|:---|
| 91 | Positive | |
| 90 | P | |
| 90 | P | 60% with |
| 86 | P | Positive |
| 86 | P | Self-Identity |
| 85 | P | |
| 83 | P | |
| 83 | P | |
| 83 | P | |
| 76 | Negative | |
| 75 | N | |
| 69 | N | 40% with |
| 69 | N | Negative |
| 63 | N | Self-Identity |
| 49 | N | |

CMO/jc

Why did some of the girls attain a positive self-identity while others scored a negative self-identity? It is possible that many factors, such as age, education, social class, etc., were influencing the nature of the self-identity that was developed by the unmarried mother. Henry Maier (1965) suggests

that the major influencing factor in the development of an adolescent self-identity is the peer or the friendship group. Thus, it was the concern of this study to determine the nature of the friendship group of the adolescent unmarried mother, that is, whether it was a supportive or a non-supportive friendship group and whether the friendship group influenced the nature of the self-identity.

The unmarried mother provided a clear picture of the support and non-support offered to her by her friends during her pregnancy. She was asked to list those people whom she considered to be her "close" friends. Two of the respondents indicated that they only had one friend whom they considered to be a "close" friend, while the remaining girls had three or more friends whom they would categorize as "close" friends. Table II demonstrates the possible number of friends each girl considered as "close" and shows the wide range of the number of "close" friends.

It was interesting to note the type of activities and interests shared by the girls and their close friends. The most popular activity, described by the girls, was talking with their friends. Other activities included going to dances, attending hockey and football games, movies and going shopping. While

TABLE II

NUMBER OF CLOSE FRIENDS OF THE ADOLESCENT
UNMARRIED MOTHER

| Possible Number of Friends | Frequency | Percent of Total |
|---|---|---|
| zero | - | |
| one | 2 | 13% |
| two | - | |
| three | 5 | 33% |
| four | 3 | 20% |
| five | 3 | 20% |
| six | 1 | 7% |
| seven | 1 | 7% |
| Total | 15 | 100% |

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involved in these activities, fourteen of the fifteen
girls indicated that they were happy when they were
with their friends, while one girl said that she was
happy "most of the time".

It has been said that people choose their
friends on the basis of things they have in common.
This has already been seen in the common activities of
the friends and the unmarried mothers.  Friends also
seem to come together when they share common attitudes
and values.  In order to determine whether the girls
and their friends shared common attitudes and values,
the girls were asked about their general ideas towards
parents, teachers, and pre-marital sex.  In reference
to the attitudes concerning parents, the most common
response was that the girls felt that their parents
were "understanding and concerned about them".  Other
responses included, "I like my parents", or "I respect
them".  One girl stated, "I like them but I don't want
to live with them."  The other extreme of this response
was described as such: "I don't know what I would do
without them."  The friendship network of eleven of the
girls felt the same way as the unmarried mother about
parents, while the friendship network of two had
different attitudes from the respondents.  Two girls did
not know how their friends felt about their parents

because they had never discussed these attitudes.

When asked about general attitudes towards teachers, the answers varied somewhat.

"Teachers are like friends."

"They respect students."

"There are good and bad teachers."

"I don't like school so I don't like teachers."

"They are condescending--they think they have all the answers."

The friendship network of thirteen girls expressed the same attitudes about teachers as did the respondents. The attitudes of the friendship network of only two girls differed from the attitudes of the unmarried mothers. One of those that differed about teachers was also one of the groups that had disagreed with the unmarried mothers' attitudes regarding parents.

In regard to ideas about sex before marriage, the attitudes of the girls and her friends coincided in nine situations. In three instances, the friendship network had different ideas from the unmarried mothers while three girls were unaware of their friends' attitudes. Those girls whose friends had different attitudes about sex were the same group who differed on attitudes about teachers.

Some of the unmarried mothers described their

friends' different attitudes towards pre-marital sex.
The following responses were made by girlfriends or in
reference to girls:

"One of my friends would have sex before marriage,
only if she were certain that she would not get pregnant."

"My friends don't go out on dates much and their
parents are more controlling than mine."

"This friend of mine wouldn't do anything."

In these three areas, a trend could be observed.
The majority of the girls did share the same basic
ideas as their friends. However, in regard to attitudes
about parents, four friendship network expressed
different ideas than the unmarried mother. Three of
these four groups expressed different attitudes about
pre-marital sex and two of these three groups had
different ideas about teachers than the unmarried
mothers.

It was also interesting to note who the girl
first told about her pregnancy. Eleven respondents
answered that they first told a particular friend. Six
of these particular friends were further classified as
being their boyfriends or the father of their child.
One respondent first told her sister and two girls told
their parents about their pregnancy. (See Table III.)

TABLE III

PEOPLE THE UNMARRIED MOTHER FIRST TOLD
ABOUT THE PREGNANCY

| Person Told | Frequency | Percent of Total |
|---|---|---|
| A particular friend | 11 | 73% |
| Parents | 2 | 13% |
| Other | 2 | 13% |
| Total | 15 | 99%*/ |

*/ The total percentage adds up to 99% due to the
rounding off of the numbers.

CMO/jc

        The "close" friends of twelve respondents knew
about her pregnancy.  Two groups of friends did not
know about the pregnancy and one girl did not know if
her friends were aware of her pregnancy.  Of these
friends who knew, nine were told by the girl herself.
        The reactions of the friends to the "news of
her pregnancy" were varied, as can be seen from actual

quotes.  Such casual responses as:

"It can happen to anybody."

"I wish it were me."

This last particular friend was envious of the
respondent.  She had tried to become pregnant but had
been unsuccessful.  Another response:

"It wasn't the best thing that could happen to me,
but my friends didn't think less of me."

Many friends felt sorry for the girls; some
were surprised and worried, while another group of
friends were happy for her and offered her congratu-
lations.

When asked, "Generally, have your friends
treated you differently?" four respondents replied
"yes" and eleven girls replied "no".  The four girls
described the way in which their friends now treated
them differently:

"My friends are more concerned about me now."

"A is much more concerned about me now and more
protective."

"B is ready to give into anything I want."

"The father of my child has gone into a shell.  He
is hiding from the fact that he is responsible."

It appeared that the majority of the friends did not
change the way they treated the girls because of their

pregnancy. However, four friendship network did alter their treatment of the unmarried mothers. Three of these four groups were now much more concerned about the girls while one friendship group changed its treatment of the girl in a negative sense.

The girls were asked whether they felt their friends thought less of them since their pregnancy. Twelve of the respondents did not think so. Only one respondent felt that her friends thought less of her and two girls did not know.

The activities of some of the respondents with their friends were curtailed because of their physical condition. For example, the pregnant girls could no longer attend dances. This occurred in seven situations. One girl replied that she stayed home more often now but her friends still came to visit her. Since five of the respondents moved away from their friends into maternity homes, their shared activities ceased. Two girls stopped going places with their friends because of their feelings of self-consciousness and uncomfortableness.

Only the ten girls who were living away from home were asked if their friends still kept contact by letters, telephone calls, or visits. As shown in Table IV, nine girls still maintained some contact with

## TABLE IV

### FREQUENCY OF CONTACTS WITH FRIENDS BY TEN ADOLESCENT UNMARRIED MOTHERS AWAY FROM HOME

| Possible Contacts | Letters | Telephone | Visits |
|---|---|---|---|
| once a week | 1 | 1 | |
| every 2 weeks | 2 | | |
| every 3 weeks | 1 | | |
| more than 3 weeks | 2 | 1 | 1 |
| never | 1 | | |

CMO/jc

their friends and one respondent had no contact with her friends while away from home. This girl had terminated contact with her friends because she was tired of discussing her future plans with them. The girls who were living at home were not asked this question because it was assumed that they were able to see their friends and support could be given by their visits.

According to the criteria of the study, it was seen that sixty-seven percent of the girls had a supportive friendship group while thirty-three percent of the respondents had a non-supportive friendship group. Table V demonstrates the scores attained on the friendship group section of the questionnaire and the nature of the friendship groups.

After the friendship groups were described, the question was raised: What effect did the support or non-support of these groups have on the nature of the self-identity? In this study, it was hypothesized that there was a correlation between a positive self-identity and a supportive friendship group. A 2x2 contingency table was set up to demonstrate the possible correlation.

As Table VI demonstrates, sixty percent of the respondents attained a positive self-identity and a supportive friendship group. Forty percent of the girls scored a negative self-identity and a non-supportive friendship group in this particular study. From the table it can be seen that a correlation is non-existant. Thus, in this study the friendship group of the adolescent unmarried mother was not a factor influencing the nature of her self-identity.

## TABLE V

### INDIVIDUAL SCORES ON THE SUPPORTIVE NATURE
### OF THE FRIENDSHIP GROUP

| Friendship Group Scores | Nature of the Friendship Group | Percent of Total |
|:---:|:---:|:---|
| 55 | Supportive | |
| 53 | S | |
| 51 | S | |
| 50 | S | 67% with |
| 50 | S | Supportive |
| 50 | S | Friendship |
| 49 | S | Group |
| 48 | S | |
| 48 | S | |
| 45 | S | |
| 43 | Non-supportive | |
| 40 | N | 33% with |
| 38 | N | Non-supportive |
| 30 | N | Friendship |
| 23 | N | Group |

CMO/jc

## TABLE VI

### RELATIONSHIP BETWEEN SELF-IDENTITY AND FRIENDSHIP GROUP

|  |  | FRIENDSHIP GROUP | |
|---|---|---|---|
|  |  | SUPPORTIVE | NON-SUPPORTIVE |
| SELF-IDENTITY | POSITIVE | 60% (6) | 60% (3) (9) |
|  | NEGATIVE | 40% (4) | 40% (2) (6) |
|  |  | 100% (10) | 100% (5) (15) |

CMO/jc

Questions were then posed as to the possible
reasons why there was no correlation. Possibly support
was being offered from areas other than the friendship
group--areas such as parents and religion. It was
decided to collaborate with the other two researchers
of this joint study to determine whether the
respondents, who attained a non-supportive friendship
group, gained support from either of these areas or
both.

It was seen that in the case of the three
respondents who scored a positive self-identity and
had a non-supportive friendship group, two of these
girls received support from both the parents and
religion. The remaining respondent received support
from the parents.

One of the remaining four respondents had a
negative self-identity but a supportive friendship
group. This girl received no support from either her
parents or her religion. It is possible, therefore,
that the non-support of the parents and religion
disallowed for the girl's attaining a positive self-
identity, even though she had a supportive friendship
group.

The remaining three respondents scored a
negative self-identity but received support from the

three areas of friends, parents, and religion. In these cases it is possible that the feelings of guilt were so overwhelming that even support from the three areas had no influence on the girl's attaining a positive self-identity. Appendix F demonstrates the individual cases, the nature of their self-identity, and the area or areas that provided support. Table VII summarizes this appendix. From this table, it can be seen that all respondents received support from one or more areas. It also appears that there was no strong relationship between a positive self-identity and the support offered by the friends, parents, religion, or all three.

Because the results of the study were inconclusive, it was decided that it would be beneficial to regard other factors which might have influenced the unmarried mother's self-identity such as age and socioeconomic class. This data were obtained from the face sheet section of the questionnaire.

Probably one of the most important factors to be considered is the age of the girl. Although adolescence is usually considered to be the period of growth between the ages of thirteen and nineteen, a distinction can be made between the "young" adolescent and the "late" adolescent. The "young" adolescent is

## TABLE VII

SELF-IDENTITY OF ADOLESCENT UNMARRIED MOTHER ACCORDING
TO THE NUMBER OF AREAS FROM WHICH SHE
RECEIVED SUPPORT

| Self-Identity | Support of 3 | Support of 2 | Support of 1 | No Support |
|---|---|---|---|---|
| Positive | 2 | 5 | 2 | 0 |
| Negative | 3 | 2 | 1 | 0 |

CMO/jc

between the ages of thirteen and sixteen while the
"late" adolescent is between seventeen and nineteen.
In early adolescence the youth is beginning to search
for his self-identity while the late adolescent, as
he approaches nineteen years, is increasingly develop-
ing a consolidated self-identity.

Of the unmarried mothers who were interviewed,
the youngest respondent was fifteen years of age and
the oldest was nineteen years of age.  As can be seen
in Table VIII all but one of the girls were over
fifteen and over fifty percent were eighteen or nineteen

## TABLE VIII

### AGE DISTRIBUTION OF ADOLESCENT UNMARRIED MOTHERS IN TERMS OF FREQUENCY AND PERCENT

| Age | Frequency | Percent |
| --- | --- | --- |
| fifteen | 1 | 7% |
| sixteen | 3 | 20% |
| seventeen | 3 | 20% |
| eighteen | 5 | 33% |
| nineteen | 3 | 20% |
| Total | 15 | 100% |

CMO/jc

years of age. This possibly provided a bias in the study to the extent that the respondents were not representative of the entire age group of adolescents. A sample, stratified by age, would have provided a broader range in age so that both the "young" and the "late" adolescents would have been included in the study.

Table IX demonstrates the relationship between age and self-identity. Sixty-four percent of the "late" adolescents attained a positive self-identity while fifty percent of the "young" adolescents scored a negative self-identity. It can be seen that there was a slight correlation and that age did affect the self-identity of the unmarried mother somewhat.

It is also possible that the socio-economic class* of the girl had an influence on the self-identity that she developed. Table X demonstrates that the majority of the girls fell into the lower socio-economic classes or Class V to VII. Four of the girls were placed in the upper socio-economic classes, or Class I to IV. Because of the tendency in society to associate people of the lower classes

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*The socio-economic class of the girl was determined by the occupation of the father. "The Blishen Occupational Scale" (Merton, 1965) was used to determine the class of the father.

## TABLE IX

### RELATIONSHIP BETWEEN AGE AND SELF-IDENTITY

| Self-Identity | Age of Adolescent | | |
|---|---|---|---|
| | Late | Young | |
| Positive | 64% (7) | 50% (2) | (9) |
| Negative | 36% (4) | 50% (2) | (6) |
| | 100% (11) | 100% (4) | (15) |

CMO/jc

## TABLE X

SOCIO-ECONOMIC CLASS OF THE ADOLESCENT UNMARRIED MOTHER
ACCORDING TO FATHER'S OCCUPATION ON
THE BLISHEN SCALE

| Class | Frequency | Percent of Total |
|---|---|---|
| Class I | 1 | 7 |
| Class II | 3 | 20 |
| Class III | - | - |
| Class IV | - | - |
| Class V | 3 | 20 |
| Class VI | 8 | 53 |
| Class VII | - | - |
| Total | 15 | 100% |

CMO/jc

with those who have a low, degrading opinion of themselves and a lack of confidence and self-worth, it was decided to see if a correlation existed between self-identity and socio-economic class of the girls in the study. It was found that three respondents or seventy-five percent of the respondents from the upper classes had a positive self-identity and five respondents or forty-five percent of the girls from the lower classes had a negative self-identity. From this correlation it can be seen that socio-economic class exerted very little influence on the self-identity of the unmarried mother. Thus, the results of Table XI are inconclusive.

√This study failed to demonstrate a positive correlation between a supportive friendship group and a positive self-identity of the unmarried mother. In other words, the study did not show that a supportive friendship group contributed to the positive self-identity of the unmarried mother or that the absence of a supportive friendship group contributed to the adolescent's negative self-identity. Some of the factors that may possibly have accounted for this were the small size of the sample, the method of sample selection, and the fact that the unmarried mother gained some support from areas other than the friendship group--such areas as parents and religion.

## TABLE XI

### RELATIONSHIP BETWEEN SELF-IDENTITY AND
### SOCIO-ECONOMIC CLASS

| | Socio-Economic Class | | |
|---|---|---|---|
| Self-Identity | Upper | Lower | |
| Positive | 75% (3) | 55% (6) | (9) |
| Negative | 25% (1) | 45% (5) | (6) |
| | 100% (4) | 100% (11) | (15) |

CMO/jc

Age also appeared to have influenced the self-identity
of the adolescent unmarried mother to a certain extent.

# CHAPTER IV

## CONCLUSIONS AND RECOMMENDATIONS

The results of this study indicate that a weak correlation exists between the positive self-identity of the unmarried mother and the support of her friendship group. Because of the small size of the sample, the results of the study were therefore inconclusive.

Since the friendship group did not exert a great deal of influence on the self-identity of these girls, then other factors must have been in operation. In looking at the collective results of this joint study, it could be concluded that the adolescent unmarried mother who had a positive self-identity received the necessary support from one or more areas such as parents, religion, or friends. However, three of these girls who had support in all three areas had a negative self-identity. Thus, a further step was taken to see if such factors as age and socio-economic class affected the nature of the self-identity. It was seen that only the age of the adolescent, unmarried mother influenced the self-identity to a certain extent. A possible reason for this was the fact that the majority of the girls were "late" adolescents and

their dependency on the friendship group was assumed to be far less than that of the young adolescents.

If further studies are carried out in the area of the self-identity of the adolescent unmarried mother, it is recommended that more attention be given to in-depth questions with regard to discovering the nature of the self-identity. If this is done, it is possible that more intense feelings and a better indication of the self-identity could be attained. It is also recommended that more than one interview be conducted with each unmarried mother in order to develop a relationship conducive to recording feelings of this nature. In this study, it was felt that the small size of the sample was the most significant factor in failing to obtain conclusive results. It is also recommended that if further studies are to be carried out in this area, that a sample of thirty or more respondents be selected. Probably more significant than the small sample was the method of sample selection. Because the sample was not selected scientifically, it was heavily weighted with "late" adolescents--seventeen, eighteen and nineteen year year olds. A sample, stratified by age, would have provided a representation of both "young" and "late" adolescents.

Because the findings of this study were incon-
clusive, it is impossible to draw implications for
treatment of the adolescent unmarried mother from these
results. However, if future studies are carried out in
this area and they do support the importance of the
peer group, then the following recommendations concern-
ing treatment can be made. It would be suggested that
neither casework nor group work be recommended by them-
selves, but rather a compromise of the two. It appears
that a beneficial treatment plan would be to start all
girls in a casework relationship in order to determine
the nature of their self-identity. The degree of
support and confrontation would thus depend on the
nature of the self-identity. A girl with a negative
self-identity more likely would need a more intense,
supportive relationship than would a girl with a
positive self-identity. This casework session may
provide support from an adult, for the girl who has
need of parental support. As the girl develops more
confidence in herself, has less of a feeling of guilt
and shame, she could then take part in a group therapy
session with other girls of approximately the same age
and who were experiencing the same problem. In this
way, she would possibly be able to relate her
experiences to the other girls and to share in their

experiences. This group may therefore provide the
support to a girl who is lacking a supportive friend-
ship group and who is in need of such a group. Along
with the group therapy sessions, individual treatment
by her caseworker may also be provided if necessary.
Thus it happens that both casework and group work may
be operating as complementary sessions.

# APPENDIX A

AS YOU MAY ALREADY KNOW, I AM A STUDENT FROM THE MARITIME SCHOOL OF SOCIAL

WORK. AS PART OF MY STUDIES, I AM DOING A RESEARCH PROJECT ON UNMARRIED

MOTHERS.

I WOULD APPRECIATE IT IF YOU WOULD PARTICIPATE IN THIS INTERVIEW. YOU CAN

BE CERTAIN THAT THE INFORMATION YOU GIVE ME WILL NOT BE CONNECTED WITH YOU

PERSONALLY. THUS, I WILL NOT REQUIRE YOUR NAME OR ADDRESS.

NOW WE WILL BEGIN.

## QUESTIONNAIRE

1. Age_____

2. a) Is your mother living? Yes_____No_____

   b) Does (did) your mother work? Yes_____No_____

   c) (If so) what is (was) her occupation?

3. a) Is your father living? Yes_____No_____

   b) How far did your father go in school?

   c) What is (was) his occupation?

4. (If questions #2 and 3 are answered "no", then omit question #4).

   Are your parents living together?

5. Are you living with your family, at present? Yes_____No_____

   or

   Before you entered the maternity home, were you living with your family?

6. How many children are in your family?

7. Are you the oldest, youngest, or the middle child in your family?

8. Before your pregnancy, were you a full-time student, employed full-time or unemployed?

9. What was the last grade you completed in school?

10. How long have you been out of school?

11. Do you plan to return to school?

NOW I AM INTERESTED IN LEARNING HOW YOU FEEL ABOUT YOURSELF AT THE PRESENT TIME. THE QUESTIONS WHICH FOLLOW ARE DESIGNED TO HELP ME UNDERSTAND YOUR PRESENT FEELINGS ABOUT YOURSELF:

12.  Do you prefer being alone to being with other people?

  1) always_____2) occasionally_____3) rarely_____

  4) never_____5) don't know_____

13. Do you try to look like other people?

  1) always_____ 2) occasionally_____3) rarely_____

  4) never _____ 5) don't know_____

14. Do you try to act like other people?

  1) always_____2) occasionally_____3) rarely_____

  4) never_____5) don't know_____

15. Do you wish you were someone else?

  1) always_____ 2) occasionally_____3) rarely_____

  4) never _____5) don't know _____

16. Do you wish you were a child again?

  1) always_____2) occasionally_____3) rarely_____

  4) never _____ 5) don't know _____

17. Do you long for the day when you will be an adult?

  1) always_____ 2) occasionally_____3) rarely_____

  4) never_____ 5) don't know_____

18. Do you like yourself?

  1) always_____ 2) occasionally_____3) rarely_____

  4) never_____ 5) don't know_____

19. Do you feel comfortable when you go out and are seen by other people?

  1) always_____ 2) occasionally_____3) rarely_____

  4) never _____ 5) don't know_____

20. Do you feel comfortable when you meet people for the first time?

    1) always_____2) occasionally_____3) rarely_____

    4) never_____5) don't know_____

21. Do you-feel others are condemning you for your pregnancy?

    1) always_____ 2) occasionally_____3) rarely_____

    4) never_____ 5) don't know_____

22. (If yes) Does this bother you?

23. Do you feel quilty about being pregnant?

    1) always_____ 2)occasionally_____ 3) rarely_____

    4) never_____ 5) don't know_____

24. Do you feel satisfied with your life at the present time?

    1) always_____ 2) occasionally_____ 3) rarely_____

    4) never _____ 5) don't know_____

25. Would you rather be a man than a woman?

    1) always_____2) occasionally_____3) rarely_____

    4) never _____5) don't know _____

26. Do you feel that women contribute as much to society as men do?

    1) always_____2)occasionally_____3) rarely_____

    4) never_____5) don't know _____

27. After you are married, do you think that you will have a dull life of
    housekeeping and baby-sitting?

    1) always_____2) occasionally_____3) rarely_____

    4) never _____5) don't know_____

28. Do you think that woman's work in the home, is more satisfying than men's work?

    1) always_____2) occasionally_____3) rarely_____

    4) never _____5) don't know _____

29. Do you feel that a wife's employment is as important as the husband's?

    1) always_____ 2) occasionally_____ 3) rarely_____

    4) never _____ 5) don't know_____

30. √In the future, are you willing to accept the responsibilities of being a wife and a mother?

    1) always_____2) occasionally_____3) rarely_____

    4) never _____5) don't know_____

31. √Have you made plans for your baby?

    1) Yes_____2) No_____ 3) Have not thought about it_____

32. ·Have you decided where you will live after your baby is born?

    1) yes_____ 2) No_____ 3) Have not thought about it_____

33. √After the baby is born, do you plan to continue seeing the father of your baby?

    1) yes_____ 2) No_____ 3) Haven't thought about it_____

34. √After the birth of your baby, do you have any specific plans with regards to school or employment?

    1) Yes_____ 2) No_____ 3) Haven't thought about it_____

35. √Do you feel that you will be successful in these plans?

    1) yes_____ 2) No_____ 3) Haven't thought about it_____

36. Do you feel it is useful to make plans for the future?

    1) always_____ 2) occasionally_____ 3) rarely_____

    4) never _____ 5) don't know_____

37. ✓ Do you think that you will make a good mother?

    1) always_____ 2) occasionally_____ 3) rarely_____

    4) never _____ 5) don't know_____

38. Does your future look bright?

    1) always_____ 2) occasionally_____ 3) rarely_____

    4) never _____ 5) don't know_____

39. Do you find it discouraging to think about what you want to do in the future?

    1) always_____ 2) occasionally_____ 3) rarely_____

    4) never _____ 5) don't know_____

NOW WE SHALL MOVE ON TO SOME QUESTIONS WHICH DEAL WITH HOW YOUR PARENTS HAVE ACTED TOWARDS YOU DURING YOUR PREGNANCY AND HOW YOU FEEL ABOUT THEM AT THE PRESENT TIME.

40. Do your parents know that you are pregnant? If so, who told them? If not, why did you not tell them?

41. What was your parents' first reaction when they learned of your pregnancy? How did they react after getting used to the news?

42. (IF RESPONDENT IS CURRENTLY LIVING AT HOME:) Do you spend much of your time with your parents? Why or why not?

OR

(IF RESPONDENT IS CURRENTLY NOT LIVING AT HOME:) How often are you in contact with your parents? a) by visit _____

                                b) by telephone ____:____

                                c) by letter _____

Do you feel that this is as often as is realistically possible? Why are you not living with your parents now?

43. Do you look forward to spending time with your parents? Why or why not?

44. Do you feel comfortable when you are with your parents? Why or why not?

45. Do you feel comfortable in turning to your parents for advice? Why or why not?

46. Do you feel that your parents love you?

47. Different people have different ways of showing their love for others. Some show their love by talking about it, while others show love by doing things in a loving way. Do your parents tell you that they love you? Do they show you their love in other ways?

48. Do you think that your parents respect you as a person? _____ALWAYS
_____OFTEN
_____RARELY
_____NEVER
_____DON'T KNOW

49. Do you think that your parents are proud to call you their daughter?

_____ALWAYS
_____OFTEN
_____RARELY
_____NEVER
_____DON'T KNOW

50. Do you feel that your parents care about what happens to you?

51. Do you feel that your parents care about what happens to your baby?

52. To what extent do your parents allow you to make the important decisions facing you?  a) what to do with your baby
b) what to do with your future

53. Would your parents accept whatever decisions you make?

54. Do your parents blame themselves at all for your pregnancy?  For example, do they feel that they weren't strict enough with you or that they didn't show you enough love?

55. Do your parents criticize you for being pregnant?

_____ NEVER
_____ RARELY
_____ OFTEN
_____ CONSTANTLY
_____ DON'T KNOW

56. Are you satisfied with the way in which your parents have treated you during your pregnancy?  What did they do that you are glad they did? What did they do that you wish they wouldn't have done?

57. If an unmarried daughter of your were to become pregnant, would you try to act a) exactly as your parents have? or
              b) differently from the way your parents have acted?

NOW I WOULD LIKE TO TALK WITH YOU ABOUT YOUR FRIENDS:  THE THINGS YOU LIKE TO DO TOGETHER, YOUR COMMON ATTITUDES AND INTERESTS AND YOUR FRIENDS REACTIONS TO YOUR PREGNANCY.

58. a) Who are your close friends?  (This does not include the newly met pregnant friends). b) What are their ages? c) Sex, d) the things you like to do with them and e) how many times a week do you see them?

59. a) <u>Friends</u>                    b) <u>Age</u>   c) <u>Sex</u>  d) <u>Activities</u>   e) Frequency of <u>contact</u>

_____  _____  _____  _____  _____

_____  _____  _____  _____  _____

_____  _____  _____  _____  _____

_____  _____  _____  _____  _____


60. Do you usually do things with all your friends together or one friend at a time?


61. Are you happy when you are with your friends?


62. Often people choose their friends on the basis of things they have in common, such as social activities, athletic activities, ideas, thoughts and attitudes, a) In general, what are your attitudes toward your parents? (e.g., do parents understand their children, are they concerned, etc.?)


b) Do your friends think the same way about their parents? Yes_____No_____

(If no) in what way do they differ?


c) What are your general attitudes towards teachers? (e.g., Do they usually think they have all the answers, do they talk "down" to students? etc.)


d) How do your friends feel about teachers?


If different from you, describe their attitudes.

e)´ Do you and your friends have pretty much the same ideas about sex before marriage?

(If no) in what ways do they differ?

63.✓ When you discovered you were pregnant, who was the first person you told?

A particular friend _____

A group of friends _____

Your parents_____

Clergyman_____

Doctor_____

Other (specify) _____

64.´ Do your friends know that you are pregnant?

65. If so, which ones? (from the list already mentioned in Question #1)

66. Did you tell them or did someone else?

67. In general, what were their reactions to your pregnancy?

68. Since you became pregnant, what kinds of things do you do with your friends?

69. (If at home) Since you became pregnant, have you stopped going places with your friends?

    (If so) Why?

70. (If away from home) Do your friends write to you, telephone or visit you?

    (If yes) How often?

71. In general, have your friends acted differently towards you since you became pregnant?

    (If so) in what way?

72. Have any one or two particular friends treated you differently since you became pregnant?

    (If so) in what way?

73. Do you think that your friends think less of you, because you are pregnant?

    (If so) does this bother you?

THIS FINAL SECTION DEALS WITH YOUR RELIGION.  I AM INTERESTED IN FINDING OUT
IF THIS HAS GIVEN YOU ANY COMFORT DURING YOUR PREGNANCY.

74. a) Do you consider yourself a religious person?  Yes_____No_____

    b) In what ways?

75. a) Do you attend church regularly?  Yes _____ No_____

    b) How often?

    c) What denomination are you?

76a) Do you participate in any other activities in the church?  Yes_____No_____

    (If yes) .

  b) What are these?

  c) Do you hold an office?  (e.g., President)

77. a) Do you find that your religious beliefs affect your daily life?  Yes___No____

    b) In what way?

78 a) Does your family consider itself to be a religious family?  Yes_____No____

    (If yes)

    b) In what ways do you think your family is religious?  (e.g., teach morals,
    honesty, kindness to others)

79. Do the other members of your family attend church regularly? Yes_____No_____

80. a) Do they take part in other activities of the church? Yes_____No_____

   b) What are they?


   c) Does anyone hold office? Yes_____ No_____
      (Specify)



81. Did your parents make it a point to teach religion in the home? Yes____No____

82. Did your parents feel that it was important for you to attend church? Yes__'_No____

83. Did they wish for you to join groups in your church? Yes_____No_____

84. Does your minister or priest visit your home? Yes_____No_____

85. Have your family ever called upon him when they needed help? Yes_____No_____

86. Does your minister or priest know that you are pregnant? Yes_____No_____

   (If yes)

   a) Did you tell him?

   (If not)

   b) Who told him?

   c) Why was he told?


   d) When was he told?

87. Did you feel it was important for him to know? Yes_____No_____

88. How did you think he might be able to help you?


89. How were you expecting him to react?


90. How did he react?

91. Has he visited you since your pregnancy? Yes_____ No_____

    (If yes)

    Has he been helpful to you? Yes_____No_____

92. Do you see him because you like him personally?

    and/or

    Do you see him because he represents your church?


93. Do you look forward to his visits? Yes_____No_____

94. Has he been helpful to you in other ways besides visiting you? Yes____No_____

    (If yes)

    In what ways?




95. Do you feel he is honestly interested in you at this time? Yes____No_____

    (If yes)

    In what ways does he show his interest?




96. Do you feel that since your pregnancy, you have not been accepted by other members of your church? Yes_____No_____

    (If yes)

    (b) Why do you feel that way?




97. Have other members of your church visited you? Yes_____No_____

98. Have there been other members of your church that have helped you? Yes_____No_____

    b) In what ways?

99. Since your pregnancy, have the teachings of your church been helpful to you?

    Yes_____No_____

    a) Do you feel that you have gone against the teachings of your church?

    Yes_____No_____

    (If yes)

    b) Do you feel guilty about this? Yes_____No_____

100. a) Do you want your children to be brought up in a religious faith?

       Yes_____No_____

    b) Do you want them to follow your present denomination? Yes_____No_____

    (GIRL WHO DOESN'T BELIEVE IN ONLY THE FORMAL RELIGION)

101. Is there any one person who has been most helpful to you at this time?

    Yes_____No_____

102. a) Was there anyone outside of your family and friends of your own age who you wanted to tell about your pregnancy? Yes_____No_____

    b) Who is this person? (e.g., friend, teacher)

103. a) How did you think he/she might react?

    b) How did this person react?

104. a) Does he/she visit you?

    b) How often?

105. In what ways do you find this person helpful?


106. a) Do you have a particular philosophy or attitude toward life? (e.g, ideas about right and wrong, life and death). Yes_____No_____

b) Could you tell me about it?


107. Explain how your personal philosophy has helped you.


108. At this time do you think it would be helpful if you belonged to a church?

Yes_____No_____

(If yes)

Why?


109. Why did you not choose one of the various religious denominations?


110. a) Which denomination would you follow?

b) Why?

APPENDIX B

## METHOD OF CODING RESPONSES ON QUESTIONS
## REGARDING SELF-IDENTITY

| Question | Topic | Response | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| | | | | Response Values | | | |
| 12 | Prefer being alone | | 1 | 3 | 4 | 2 | 0 |
| 13 | Look like others | | 1 | 2 | 3 | 4 | 0 |
| 14 | Act like others | | 1 | 2 | 3 | 4 | 0 |
| 15 | Wish to be someone else | | 1 | 2 | 3 | 4 | 0 |
| 16 | Wish to be a child | | 1 | 2 | 3 | 4 | 0 |
| 17 | Wish to be an adult | | 1 | 2 | 3 | 4 | 0 |
| 18 | Like yourself | | 4 | 3 | 2 | 1 | 0 |
| 19 | Comfortable being seen | | 4 | 3 | 2 | 1 | 0 |
| 20 | Comfortable meeting people | | 4 | 3 | 2 | 1 | 0 |
| 21 | Feel condemned | | 1 | 2 | 3 | 4 | 0 |
| 23 | Feel guilty | | 1 | 2 | 3 | 4 | 0 |
| 24 | Satisfied with life | | 4 | 3 | 2 | 1 | 0 |
| 25 | Rather be a man | | 1 | 2 | 3 | 4 | 0 |
| 26 | Women contributing to society | | 4 | 3 | 2 | 1 | 0 |
| 27 | Dull life | | 1 | 2 | 3 | 4 | 0 |
| 28 | Woman's work in home | | 4 | 3 | 2 | 1 | 0 |
| 29 | Wife's employment | | 4 | 3 | 2 | 1 | 0 |
| 30 | Accept responsibility | | 4 | 3 | 2 | 1 | 0 |
| 36 | Usefulness of plans | | 4 | 3 | 2 | 1 | 0 |

| Question | Topic | Response | Response Values 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| 37 | Good mother | | 4 | 3 | 2 | 1 | 0 |
| 38 | Future looks bright | | 4 | 3 | 2 | 1 | 0 |
| 39 | Discouraged by future | | 1 | 2 | 3 | 4 | 0 |

**Exceptions**

| Question No. | | Response | Yes | No | Haven't Thought |
|---|---|---|---|---|---|
| 22 | Does it bother you | | 2 | 1 | 0 |
| 31 | Plans for baby | | 2 | 1 | 0 |
| 32 | Where to live | | 2 | 1 | 0 |
| 33 | Continue to see PF | | 1 | 1 | 0 |
| 34 | Plans for school or job | | 2 | 1 | 0 |
| 35 | Success in plans | | 2 | 1 | 0 |

APPENDIX C

### INDIVIDUAL SELF-IDENTITY SCORES ILLUSTRATING
### THE MEAN AS THE CUTTING POINT

| Self-Identity Scores | Mean as the Cutting Point | Nature of Self-Identity |
|:---:|:---:|:---:|
| 91 | | Positive |
| 90 | | P |
| 90 | | P |
| 86 | | P |
| 86 | | P |
| 85 | | P |
| 83 | | P |
| 83 | | P |
| 83 | | P |
| | Mean Score 78.5 | |
| 76 | | Negative |
| 75 | | N |
| 69 | | N |
| 69 | | N |
| 63 | | N |
| 49 | | N |
| 1178. | | |

APPENDIX D

METHOD OF CODING RESPONSES ON QUESTIONS REGARDING
SUPPORT OF THE FRIENDSHIP GROUP

| Question | Possible Response | Value | Possible Response | Value | Possible Response | Value | Possible Response | Value |
|---|---|---|---|---|---|---|---|---|
| 59 (a) | 3 or more friends | 3 | 1 or 2 friends | 2 | no friends | 1 | | |
| 59 (b) | all friends same age (within 1 yr) | 3 | 1 or 2 friends same age | 2 | age difference | 1 | | |
| 59 (c) | friends of both sex | 3 | 1 friend--opposite sex | 2 | all friends--same sex | 1 | | |
| 59 (d) | same activities | 3 | some activities different | 2 | all activities different | 1 | | |
| 59 (e) | 3 or 4 times per week | 3 | once a week | 2 | less than once a week | 1 | | |
| 61 | yes | 3 | most of time | 2 | no | 1 | | |
| 62 (b) | yes | 3 | most of the time | 2 | no | 1 | | |
| 62 (d) | yes | 3 | most of the time | 2 | no | 1 | | |
| 62 (e) | yes | 3 | most of the time | 2 | no | 1 | | |
| 63 | a particular friend | 3 | | | other | 2 | | 1 |
| 64 | yes | 3 | don't know | 2 | no | 1 | | |

| Question | Possible Response | Value | Possible Response | Value | Possible Response | Value |
|---|---|---|---|---|---|---|
| 65 | all friends | 3 | some | 2 | none | 1 |
| 66 | she told all | 3 | she told only 1 or 2 | 2 | she told none | 1 |
| 67 | concerned, worried | 3 | apathetic attitude | 2 | no reaction or rejection | 1 |
| 68 | same | 3 | some differed | 2 | stopped | 1 |
| 69 or 70 | yes | 3 | sometimes | 2 | no | 1 |
| 71 | more concerned, same interest | 3 | indifferent | 2 | rejection | 1 |
| 72 | none | 3 | 1 or 2 friends | 2 | poor treatment | 1 |
| 73 | no | 3 | don't know | 2 | yes | 1 |

APPENDIX E

INDIVIDUAL SCORES ON THE SUPPORTIVE NATURE OF THE
FRIENDSHIP GROUP ILLUSTRATING THE MEAN
AS THE CUTTING POINT

| Friendship Group Scores | Mean as Cutting Point | Nature of Friendship Group |
|---|---|---|
| 55 | | Supportive |
| 53 | | S |
| 51 | | S |
| 50 | | S |
| 50 | | S |
| 50 | | S |
| 49 | | S |
| 48 | | S |
| 48 | | S |
| 45 | | S |
| ⟶ | Mean Score 44.9 | |
| 43 | | Non-supportive |
| 40 | | N |
| 38 | | N |
| 30 | | N |
| 23 | | N |

Total 673

APPENDIX F

## NATURE OF SELF-IDENTITY AND
## AREAS PROVIDING SUPPORT

| Cases | Self-Identity | Parental | Religious | Friendship Group |
|-------|---------------|----------|-----------|------------------|
| A | Positive | Support | Non-support | Support |
| C | Positive | Non-support | Non-support | Support |
| H | Positive | Support | Non-support | Support |
| J | Positive | Support | Support | Support |
| K | Positive | Support | Support | Support |
| M | Positive | Non-support | Support | Support |
| | | | | |
| E | Negative | Support | Support | Non-support |
| F | Negative | Support | Support | Non-support |
| TOTAL 8 | | | | |
| D | Positive | Support | Support | Non-support |
| I | Positive | Support | Support | Non-support |
| TOTAL 2 | | | | |
| N | Positive | Support | Non-support | Non-support |
| TOTAL 1 | | | | |
| B | Negative | Non-support | Non-support | Non-support |
| TOTAL 1 | | | | |

| Cases | Self-Identity | Parental | Religious | Friendship Group |
|-------|---------------|----------|-----------|------------------|
| G | negative | support | support | support |
| L | negative | support | support | support |
| O | negative | support | support | support |
| TOTAL 3 | | | | |

TOTAL 15

CMO/jc