

RELATIONSHIP OF LIVING ARRANGEMENTS OF TEENAGE  
MOTHERS AND THEIR PARENTING, EDUCATION,  
AND ECONOMIC ACHIEVEMENT

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## CHAPTER I

### INTRODUCTION

Each year, 1.1 million teenagers become pregnant in the United States. More than 554,000 babies were born to teenagers in 1978 and 1.3 million babies were living with teenage mothers (Alan Guttmacher Institute, 1981). Oklahoma ranks third in the country in the rate of unintended births to teenagers. In 1981, statistics reported that 10,206 babies, or 19 percent, were born to girls under the age of 21 (Oklahoma State Department of Health Statistics, 1981). This included 134 born to mothers 15 years of age and younger.

The risk of infant death is twice as high for teen mothers as for mothers giving birth in their 20's. Pregnant teenagers run a four to five times higher risk of pregnancy complications than a woman in her 20's (Alan Guttmacher Institute, 1981, p. 29).

Babies born to teenage mothers are at higher risk of prematurity (low birth weight), mental retardation, brain damage, birth defects, and other handicapping conditions (Oklahoma State Department of Health, 1981). Jodar (1979) has stated that teenage mothers are more likely to be living in poverty and are dependent on welfare than women who postpone childbearing until their 20's. According to Jodar, teenage childbearing tends to limit educational opportunities and preparation for careers. Pregnancy is a leading cause of school dropouts and is a major factor in the high teenage suicide rate, according to Honig (1978). Child abuse and neglect have been directly associated with teenage parenthood (Oklahoma State Department of Health, 1981). Teenage pregnancy in Oklahoma costs taxpayers up to 68



million dollars annually in the form of public assistance programs (Jodar, 1979), and early parenthood is also associated with repeated pregnancy (Menken, 1972).

Why are so many teenagers becoming pregnant? Are they afraid of losing face with friends and of losing their boyfriends? Do they want to be considered sophisticated, popular, and "with it?" Is peer pressure too overwhelming? The Alan Guttmacher Institute (1981, p. 5) stated that "Few teenagers want to get pregnant; three quarters of the 1.1 million pregnancies that occur to teenagers annually are unintended."

The physical, economic, and social consequences of the teenage mother are far-reaching. They affect many families and all of society. Furstenberg (1980b) stated that there is some evidence that family support buffers the impact of single parenthood for the offspring as well as the teenage mother. Parental support may ease some adverse consequences of teenage childbearing (Alan Guttmacher Institute, 1981).

#### Problem and Purpose

Unintended births have many adverse effects on the teenager and society. The unplanned baby, health risks to mother and infant, child abuse, economic problems, and educational problems contribute to the multifaceted picture of teenage pregnancy.

It is important to recognize the many difficulties that adolescent mothers experience--single parenting, marital instability, school disruption, and financial hardship. The purpose of this study was to determine the types of living arrangements (limited to selected choices) that are the most beneficial to the adolescent mother in increasing her stability and future achievements and in insuring a healthy child. Specifically, this study examined the types of living arrangements that appear to affect an

adolescent in parenting and in gaining educational and financial independence. The information can be useful to help such mothers focus on a living system that is most beneficial to them and their child.

### Objectives

The objectives developed to guide this study were as follows:

1. Assess the type of living arrangements a teenage mother has and its association to her ability to:
  - a. Remain in school until high school graduation
  - b. Complete vocational training or a higher education degree
  - c. Become self-supporting
  - d. Seek and utilize welfare assistance
  - e. Secure child care assistance during her absence
2. Assess the type of living arrangements a teenage mother has at delivery and its association with the mother's race, age at delivery, and previous Margaret Hudson Program enrollment.

### Population

The Margaret Hudson Program is a comprehensive service agency in Tulsa, Oklahoma. In 17 years of existence, it has provided an academic program, health and counseling services, and educational enrichment opportunities to pregnant adolescents, their children, and their families. The program is free to any pregnant girl currently enrolled in Tulsa or Broken Arrow public schools (including district school transfers) who has a physician's written certification of pregnancy and the ability to participate in a six-hour daily program. The Broken Arrow satellite program was initiated in 1981.

Detailed intake information is required upon enrollment, as well as a two-year follow-up program in four areas: educational status and training, income, primary child care, and repeat pregnancy. The number of follow-up contacts with former students varies with the needs of the students, the size of the program's staff, the young mothers' accessibility, and the willingness of the family and/or father of the baby to permit such contacts. These contacts are established because of continuing education, vocational counseling, dissemination of birth control information, and family therapy.

The population selected for the study was from the Margaret Hudson Program, including both Tulsa and Broken Arrow programs. The student enrollment for the years 1978 through 1982 have been used. This was the latest enrollment for which there is completed information available.

### Sample

For this study, a sample of girls (former Margaret Hudson students) who maintained parental custody was selected, based on the complete records of the two-year follow-up program. Students were eliminated from follow-up if they quit the program before delivery, if the pregnancy had not been completed, if there was no delivery information, or if they were lost to follow-up because of moving or lack of staff time. These cases were not included in the study. Six comparative groups were established, based on the living arrangements of the student at the time of delivery: the girl was living with two parents, mother as head of household, spouse, other male, other relatives, or alone. These living conditions defined the six support systems considered to be influential to the parenting skills, educational level attained, and economic achievement.

## Research Questions

The following research questions were projected to guide the research effort:

Question One: Does the teenage mother's type of living arrangement at the time of delivery influence her ability to remain in school until high school graduation?

Question Two: Does the teenage mother's type of living arrangement at the time of delivery influence her ability to pursue vocational training or a higher education program?

Question Three: Does the teenage mother's type of living arrangement at the time of delivery influence her ability to become self-supporting?

Question Four: Does the teenage mother's type of living arrangement at the time of delivery influence her ability to seek and utilize welfare assistance?

Question Five: Does the teenage mother's type of living arrangement at the time of delivery influence her need for child care assistance in her absence?

## Assumptions

The following assumptions were accepted for the purposes of this study:

1. The pregnant teenager has made a decision about her family structure before or after delivery, based on the available options--remain single (live alone), remain single (living with family of origin), cohabiting (living with family of origin), cohabiting (established in own independent home), married (living with family of origin), or married (established in

own independent home). This choice is what she and/or her family feels would be the best decision for her and her baby.

2. Few teenagers marry to legitimize out-of-wedlock pregnancies. More often they choose to exercise their new option of legal abortion or to bear and keep their child outside of marriage (Alan Guttmacher Institute, 1981).

3. Pregnant students retain the legal right to an education.

#### Limitations

This study was limited to students who have been enrolled in the Margaret Hudson Program in Tulsa and Broken Arrow, Oklahoma. Source material was gained from the school health and intake records and also the required follow-up on the Margaret Hudson students.\* This study was limited to the last two years that data is complete--1980 through 1982. Data was grouped by the computer. The researcher had no access to the identity of the students.

#### Definitions

In this study, the following definitions of terms were used:

Cohabitation. Non-marital, heterosexual living arrangements wherein the participants generally acknowledge that they are not married (Macklin, 1971).

Health Risks. Babies born to teenage mothers are more likely to die the first year, have a low birth weight, and lower intellectual level.

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\*Since no records are maintained on the young mothers who have moved out and back into the same household during the intervening time, the results attained may not be a complete picture of the changes that took place.

Living Arrangements. Adolescent living with: (1) two parents, (2) mother as head of household, (3) spouse, (4) other male, (5) other relatives, or (6) alone.

Parental Custody. Legal custodial right of the offspring.

Postpartum. After the birth of the child.

Primary Child Care. Caretaker responsible for child.

Pregnant Adolescents. Female subjects between the ages of 13-20 inclusive years of age with child, regardless of marital status.

School-Age Mothers. Age 20 or younger.

Secondary Child Care. Person caring for the child in the absence of the primary caretaker.

## CHAPTER II

### REVIEW OF LITERATURE

There is an increase of social concern and awareness about teenage pregnancy and parenthood. Although there is a great deal of interest in this area, there has been little research about the problem and the consequences of teenage childbearing. The need for expanded research in the area of the effects of living arrangements in parenting, education, and economic achievement is the basis for this study. The review of literature includes: (1) reasons for the pregnancy, (2) impact of early childbearing on life goals, (3) consequences of teenage parenthood, and (4) effects of teenage motherhood on the offspring.

#### Teenage Sexual Activity

Many parents are embarrassed about discussing sex with their children, and do not understand why sex needs to be talked about. They often feel that their children could not be sexually active and are not ready for it (MacDonald, 1980). "I couldn't imagine myself talking directly with my own children about sexuality. It would be so embarrassing" (MacDonald, 1980, p. 10). Parents feel they managed without sex education and when the children are old enough, they will find out what they need to know. According to MacDonald (1980), the lack of communication between parents and children is a major problem today. "Pubertal development in girls begins now around eleven years and in boys around thirteen years of age" (Honig, 1978, p. 114).

Seven million men and five million teenage women are sexually active. The average age that teenagers begin sexual activity is about age 16. The number of teenagers who are sexually active increased by two-thirds over the 1970's, while the proportion of teenagers married continued to decline (Alan Guttmacher Institute, 1981, p. 6).

Several naive reasons and misdirected cries for help come from teenagers:

I'm lonely--I need you.

Maybe if I had a baby of my own, it would love me and be really mine.

Maybe if we had a baby, we would be close to each other again the way we used to be (MacDonald, 1980, p. 10).

My boyfriend will really love me and stay with me for sure now (Honig, 1978, p. 116).

Besides the lack of communication, the lack of continuous emotional support that adolescents need to feel is another problem. In the past, teenage fertility occurred primarily after marriage, whereas just the opposite is true today (MacDonald, 1980).

In recent years, the great majority of all first births to females under the age of 20 have been conceived outside of marriage, and more than a third of these mothers are single when their first child is born. In the past decade alone, the ratio of out-of-wedlock births to total births among teenagers has doubled, from 20.8 percent in 1965 to 42.9 percent in 1977. Well over half of all childbearers under the age of 18 have their child outside of marriage (Furstenberg, Lincoln, and Menkin, 1981, p. 23).

#### Impact of Early Childbearing

There are two coping strategies of adolescent mothers. The first strategy involves marrying the father of the child with whom there has been a long-standing relationship. The second strategy involves postponing marriage indefinitely and returning to school. Furstenberg (1980b) has written a paper in which he explored the impact of teenage pregnancy and childbearing on the families of the adolescent and examined the amount and type of support extended from the family of origin to the present teenager.



Furstenberg's study drew its conclusions from a longitudinal study of teenage childbearing in Baltimore and a series of intensive case studies of adolescents and their families carried out at the Philadelphia Child Guidance Clinic.

The family of origin is perhaps the most significant refuge for the adolescent childbearer. The most common choice of living arrangements was an unbroken residence with the family of origin. This occurred more frequently than marriage or an independent household. Families provided support to the adolescent mother, depending on her need for assistance and the family's capacity to respond. The adolescent's family shouldered more responsibility when she remained single than when she married. Young mothers who continued their education after becoming pregnant were more likely to rely on their parents than those who dropped out of school. Often, parents had an understanding with their daughter that they would supply childcare so long as she was in school. The parents who expressed a desire that the baby be placed for adoption were less likely to provide room, board, and childcare assistance.

Adolescents were much more likely to remain in couple-headed households than in female-headed households. Adolescents who remained with their parents were more likely to advance educationally and economically as compared with their peers who left home before or immediately after their child was born. The mothers who received substantial help in raising their children were slightly more likely to express positive views about their offspring and less likely to report the presence of behavior problems. An interesting note is that families are called upon both to render aid to the adolescent mother and to assume childrearing responsibilities. Most adolescent mothers do not stop being their parents' children, in the sense of

requiring care and support, when they themselves become parents (Furstenberg, 1980b).

### Consequences of Teenage Parenthood

The adolescent mothers consistently experienced great difficulty in realizing their life plans, when compared with their classmates who did not become pregnant premaritally in their early teens. Marital instability, school disruption, economic problems, and difficulty in family size regulation and childrearing were some of the complications brought on by their premature, unscheduled childbearing (Furstenberg, 1976).

A Furstenberg (1980a) study of the impact of teenage pregnancy and childbearing on the family drew several conclusions. Women who remained with their parents were more likely to graduate from high school. More of the women were employed and a much smaller proportion were on welfare. A larger proportion of those who lived alone held skilled jobs. Women who moved out of the home at the time of their pregnancies or after delivery were more likely to have dropped out of school and failed to return to school. Of the dropouts, more were likely to be receiving welfare. Long-term family assistance for the never-married women helped to shape the economic career of the single mother.

Families who strongly support their daughters' education may be more likely to help out financially or to provide child care while the young mother remains in school. Also, women who wish to seek advanced education are more likely to seek aid from their parents. It appears that the relationship between family assistance and socioeconomic achievement is reciprocal. Women who receive family aid are more likely to advance economically, and those who wish to increase their education are more likely to turn to their families for help. Data strongly indicated that

family support of single mothers improved their chances of returning to school, entering the labor force, and finding employment (Furstenberg, 1980a). Economic resources of teenage parents have been found to be few (Honig, 1978), and economic resources correlate positively with marital stability (Furstenberg, 1976).

Adolescent parenting has demonstrated a negative impact on dimensions affecting "quality of life," such as educational and intellectual development, occupational role, financial well-being, relationships with spouse and relationships with children (Russ-Eft, Sprenger, and Beever, 1979).

Young mothers who remained single throughout the observation period were better off than those who had previously married. The unmarried mothers were more likely to have graduated from high school, more of them were employed, fewer were receiving public assistance, not as many had experienced additional unwanted pregnancies, and the never-married women appeared to be more confident and successful parents (Furstenberg, 1980a).

Of those unwed mothers who lived with parents or relatives, 87% remained in school following childbirth, compared to 76% of those who lived alone; 62% were graduated from high school, compared to 47% of those who lived alone; 60% obtained jobs, compared to 41% of those who lived alone; and only 43% received welfare assistance, compared to 65% of the young mothers who lived away from their parents (Alan Guttmacher Institute, 1981).

In 1980, Zongker found that single adolescents who chose to keep and rear their babies possessed extremely low self-concepts, suffered from serious emotional problems, had poor coping behaviors, and differed significantly from other teenagers who kept their babies but were married. Even though the married school-age mothers had nominally low self-concepts, the single subjects were notably lower in how they viewed their own behavior,

their physical selves, their worthiness as persons, and their relationships with others. The deeply felt needs associated with low self-esteem, intense longing to feel worthwhile, important, loved, and prized may have been given promise of fulfillment through being a mother, even though unwed.

Darabi (1982) found that younger mothers had equal or higher rates of school return soon after the first birth than did older women. As the woman grows older, pressures for leaving school increase. Marriage or living with their partner may inhibit returning to school by reducing parental, financial, and child care support or encouragement for schooling. Attending a maternity school may facilitate school return. The category was too small to calculate statistical significance; however, 80% of the maternity school students later returned to high school, compared with 50% of the regular high school students. School return among the younger single women is facilitated by financial and child care support from their parents. The final conclusion was that changes in the living situation rather than early childbearing lead adolescent mothers to truncate their educations before they are able to "catch up" with their childless peers.

Trussell (1975) found that the primary impact of teenage childbearing on human capital formation affects the high school education attainment and labor market experience. High school education is curtailed and the woman may enter the labor market earlier. A year of education is more important than a year of work experience, other things being equal. More education increases a woman's expected market wage, and gives opportunities for more stimulating work. The poor are more likely to become pregnant when young, thereby curtailing their education and perpetuating a cycle of poverty. The earlier the first pregnancy, the greater the total number of pregnancies in a woman's lifetime.

Card and Wise (1978) concluded that adolescent parents are much more likely than their classmates to hold low prestige jobs. Those who give birth as teenagers are more likely than their classmates by the age of 29 to have experienced unstable marriages and to have been married several times. Adolescent mothers have less prestigious jobs, lower incomes, and are less satisfied with their jobs than their classmates. When teenagers have children, it is generally easier for the young fathers to walk away altogether from the responsibilities of parenthood. In research conducted by Card and Wise (1978), only one-fifth of women who had a birth before the age of 18 received their diplomas at that age, compared to nearly three-fourths of those whose first child was born when they were 18 or 19 years of age. Almost all of the men and women who did not have children before the age of 20 received high school diplomas.

#### Effects of Teenage Motherhood on the Offspring

Childbearers rely heavily on their family of origin to provide support that was once available from marriage. The children of the never-married mothers fared at least as well as those whose parents had married but were no longer living together. The children of never-married parents were about as likely to see their fathers on a regular basis as were those parents who had been previously married. Family support seems to lend strength for the offspring as well as for the single parents. The pregnancy forestalled in some families the emptying of the nest. The arrival of the baby made them feel young again and rejuvenated their marriages by reinvolving their husbands in family obligations (Furstenberg, 1980a).

Teenage parents' lack of knowledge and experience and unrealistic expectations of child development were coupled with general disappointment in their lives and their poor economic situation. While discussing the

infants' behaviors, young parents often attribute intentions to babies far beyond the infants' developmental capabilities. Unrealistic ideas about developmental norms and the ages and stages of developmental norms and the ages and stages of development may lead to undue harshness and impatience with a baby (Honig, 1978).

Social agencies could assist in aiding families in adjusting and adapting to a new family structure. Public programs should build on the inherent strengths in families. Educational and occupational opportunities should be advanced. Assistance should be given to the young father and to married couples (Furstenberg and Crawford, 1978).

## CHAPTER III

### DESIGN OF THE STUDY

#### Type of Research

" . . . we use history to understand the past, and to try to understand the present in light of past events and developments" (Best, 1981, p. 131). The ex post facto type of research is to be implemented in conducting this study. Ex post facto, or explanatory, research "seeks to find answers to questions through the analysis of variable relationships . . . since it is often impractical to arrange occurrences, an analysis of past events may be the only feasible way to study causation" (Best, 1981, p. 114). By identifying types of living arrangements available to the adolescent mother and how they can affect her parenting, education, and economic achievement, researchers become aware of potential strengths and weaknesses in living arrangements for young mothers.

This study is designed to assess the type of living arrangements a teenage mother has and its association to the mother's ability to:

1. Remain in school until high school graduation
2. Complete vocational training or a higher education degree
3. Become self-supporting
4. Seek and utilize welfare assistance
5. Arrange for child care assistance during her absence

The living arrangements at delivery included living with: (1) two parents, (2) mother as head of household, (3) spouse, (4) other male, (5) other relatives, or (6) alone.

The testing of these hypotheses necessitates a population of teenage mothers who had detailed records of their pregnancy and postnatal records for several years. The ex post facto method was chosen for collecting the data to test the hypotheses. A list of variables was developed to guide the study and data tabulated concerning marital status, prior enrollment at a maternity school, household composition, sources of income, education, and child care. Using these nonmanipulated variables, relationships were generalized toward possible conclusions.

#### Selection of the Population

The respondents for this study were the students of the Margaret Hudson Program in Tulsa, Oklahoma, a comprehensive program of health, maintenance, education, counseling, and enrichment for school-age parents and families. Since the beginning in 1969, the program has grown and expanded services to help both the pregnant and the postpartum teenager. Annually, the Margaret Hudson Program serves about 30% of the total number of live births to school-age mothers (ages 20 or younger) in Tulsa County. The Broken Arrow satellite program was initiated in 1981. Together, the two programs have served over 2,700 students and their families. The program is free to any pregnant girl currently enrolled in the Tulsa and Broken Arrow public school systems (including district school transfers). Students must have a physician's written certification of pregnancy and the physical and intellectual ability to participate in a six-hour daily program. The student is officially termed "homebound" on public school records.

Criteria for selection of this population group were enrollment at the Margaret Hudson Program and availability of complete intake and follow-up records. Those girls who had placed their babies were eliminated from the



population. Complete records, including detailed intake records taken at the time of enrollment, are taken and maintained by a social worker and a nurse. They also collected and recorded delivery information, as well as completed two-year follow-up records. Follow-up included information in five areas: educational status, training, income, primary and secondary child care, and repeat pregnancy. Follow-up contacts varied with the need of the student, the size of the program's staff, the young mothers' accessibility, and the willingness of the families and/or fathers of the babies to allow such contacts.

One hundred sixty-two students (including 20 from Broken Arrow) were enrolled for the school year 1981-82. At the end of the two-year postpartum period, 121 (75%) were located. One hundred eighty students (including eight from Broken Arrow) were enrolled for the school year 1982-83. At the end of the two-year postpartum period, 148 (82%) were located. These two school years were chosen because they represented the most current clients for which complete statistics existed.

#### Selection of the Sample

In the Margaret Hudson Program, the executive director works under the supervision and direction of the Board of Directors and is responsible for the coordination of all administrative aspects of the program. Permission from the director was necessary to research the confidential records of the program. Cooperation from the data coordinator was necessary, as she compiles, organizes, and analyzes students' informational data and enters it into the computer. She is also responsible for the statistics from the program. Data is grouped by the computer. The researcher had no access to the identity of the students.

The total number of students enrolled for the selected period of time was 342. The total number of students available for analysis for this period of time with completed records was 269 (79%). Some students were unavailable, or were unwilling to cooperate in completing follow-up information. A total of 145 are included in this study.

It is important to note that the sample may contain bias. The information received is from students who were initially responsible enough to enroll in the program, to remain in the program, and to maintain current records by regular nurse and social worker interviews. Of those who did report, the sample includes only those girls who could be located two years after delivery of their babies. The total number of students who were available for this research were compared to the number having completed intact records.

#### Method and Procedure

The procedure utilized in conducting this research was to use primary sources of data. The sources are both written documentation and oral testimony that has been recorded (Appendixes A and B). This information was stored on computer tapes.

The variates included in this study were the six comparative groups to be established, based on the living conditions of the students at the time of delivery. The students were living with: (1) two parents, (2) mother as head of household, (3) spouse, (4) other male, (5) other relatives, or (6) alone.

Support received as a result of these living conditions was compared to the following criterion variables: (1) remain in school, (2) graduate from high school, (3) vocational training-higher education, (4) self-supporting, (5) welfare assistance, and (6) child care primary-secondary.

### Selection of Instrument

The instruments used for this study were the Intake Form and the Mother and Infant Status-Follow-up Interview (Appendixes A and B). These forms were developed and used by the Margaret Hudson Program. For the purposes of this study, they were used as found. The Self-Esteem section was not utilized because of incomplete information and lack of proper analytical tools.

### Analysis of Data

To examine the data, frequencies and percentages were utilized to determine importance. Chapter IV discusses this information and presents statistical information in tabular form to determine the importance of the relationship of living arrangements.

## CHAPTER IV

### RESULTS AND DISCUSSION

This chapter presents the findings of the study. The first part presents demographic and personal data about the respondents. The living arrangements at delivery included living with: (1) two parents, (2) mother as head of household, (3) spouse, (4) other male, (5) other relatives, or (6) alone. Following the demographic data is a discussion of the results of the findings from investigation of the research questions.

#### Research Questions

The following research questions were projected to guide the research effort:

Question One: Does the teenage mother's type of living arrangements at the time of delivery influence her ability to remain in school until high school graduation?

Question Two: Does the teenage mother's type of living arrangement at the time of delivery influence her ability to pursue vocational training or a higher education program?

Question Three: Does the teenage mother's type of living arrangement at the time of delivery influence her ability to become self-supporting?

Question Four: Does the teenage mother's type of living arrangement at the time of delivery influence her ability to seek and utilize welfare assistance?

Question Five: Does the teenage mother's type of living arrangement at the time of delivery influence her need for child care assistance in her absence?

#### Description of Respondents

A select population of 145 respondents, aged 13 through 20, who attended the Margaret Hudson Program between 1980-1982 were compared according to their location, living arrangements, ages, grades, education, race, marital status, income, and child care arrangements. These respondents were considered select because they retained custody of their offspring and completed the two-year follow-up of the Margaret Hudson Program. The respondents included 124 (85.5%) students from the central program in Tulsa and 21 (14.5%) from the Broken Arrow satellite program (Table I).

TABLE I  
DISTRIBUTION OF RESPONDENTS BY LOCATION  
AT DELIVERY

Location	1981-82		1982-83		Total Sample	
	N	%	N	%	N	%
Broken Arrow	10	15.39	11	13.75	21	14.48
Newton-Tulsa	55	84.62	69	86.25	124	85.52
Total	65	100.00	80	100.00	145	100.00

Table II displays the distribution of respondents by living arrangements at delivery: 74 respondents (51.39%) lived with two parents; 43 respondents (29.86%) lived with mother as head of household; 21 respondents (14.58%) lived with a spouse; one respondent (.69%) lived with a male other than her father or spouse; and three respondents (2.08%) lived alone. One respondent did not answer the question. During the second year (1982-83), more respondents were leaving the traditional lifestyles and were living with others (male, relatives, or alone). This was an increase from 1.56% of the population to 6.25% of the given population.

TABLE II  
DISTRIBUTION OF RESPONDENTS BY LIVING  
ARRANGEMENTS AT DELIVERY

Living Arrangements	1981-82		1982-83		Total Sample	
	N	%	N	%	N	%*
Two Parent	36	56.25	38	46.50	74	51.39
Mother-Head of House	17	26.56	26	32.50	43	29.86
Spouse	10	15.63	11	13.75	21	14.58
Other Male	--	--	1	1.25	1	.69
Other Relative	1	1.56	1	1.25	2	1.39
Alone	--	--	3	3.75	3	2.08
No Response	1	--	--	--	1	--
Total	65	100.00	80	100.00	145	100.00

\*Percentage of responses

In the total sample, the distribution of respondents by age at delivery included 2 (1.38%) at the age of 13; 6 (4.14%) at the age of 14; 26 (17.93%) at the age of 15; 43 (29.66%) at the age of 16; 51 (35.17%) at the age of 17; 11 (7.59%) at the age of 18; 5 (3.45%) at the age of 19; and 1 (.69%) at the age of 20 (Table III). It is interesting to note that there were a larger number of students in 1982-83, and in that school year there was a larger percentage of girls aged 13-16 in the program than in school year 1981-82.

TABLE III  
DISTRIBUTION OF RESPONDENTS BY  
AGE AT DELIVERY

Age	1981-82		1982-83		Total Sample	
	N	%	N	%	N	%*
13	--	--	2	2.50	2	1.38
14	3	4.62	3	3.75	6	4.14
15	10	15.39	16	20.00	26	17.93
16	16	24.62	27	33.75	43	29.66
17	26	40.00	25	31.25	51	35.17
18	7	10.77	4	5.00	11	7.59
19	3	4.62	2	2.50	5	3.45
20	--	--	1	1.25	1	.69
Total	65	100.00	80	100.00	145	100.00

\*Percentage of responses

In the total sample, the distribution of respondents by grade at delivery included 3 (2.07%) in the seventh grade; 8 (5.52%) in the eighth grade; 10 (6.90%) in the ninth grade; 36 (24.83%) in the tenth grade; and 47 (32.41%) in the eleventh grade; 41 (28.28%) in the twelfth grade (Table IV). It is also interesting to note a shift in percentages of tenth and eleventh graders from 1981-82 to 1982-83. In the 1981-82 school year, the greater percentage was with eleventh and twelfth grades; in 1982-83, the greater percentage was with tenth and eleventh graders. Table IV also shows 88 respondents (60.69%) in grades eleven and twelve. This means that, of this group, almost all completed high school on time.

TABLE IV  
DISTRIBUTION OF RESPONDENTS BY GRADE  
AT DELIVERY

Grade	1981-82		1982-83		Total Sample	
	N	%	N	%	N	%*
7	2	3.08	1	1.25	3	2.07
8	2	3.08	6	7.50	8	5.52
9	5	7.69	5	6.25	10	6.90
10	14	21.54	22	27.50	36	24.83
11	17	26.15	30	37.50	47	32.41
12	25	38.46	16	20.00	41	28.28
Total	65	100.00	80	100.00	145	100.00

\*Percentage of responses



In the total sample, the distribution of respondents by highest education attained at two years' postpartum included 85 (59.86%) that had completed their high school education and were continuing their education (Table V). Of those who graduated, 10 (7.04%) continued their education at Tulsa Junior College, and 3 students (2.11%) continued at a four-year college. Twenty-five (17.61%) respondents were still in school. The respondents who had dropped out of school (did not complete high school) numbered 32 (22.54%). No response was received from three students. In the 1982-83 school year, a higher percentage of students dropped out of the program. Also, there was a larger percentage of ninth and tenth graders in 1982 and 1983. It is possible the younger students may have become more easily discouraged and failed to continue their education.

In the total sample, the distribution of respondents by race was: 77 (53.10%) black; 61 (42.07%) white; and 7 (4.83%) Indian (Table VI). The distribution of respondents by marital status at delivery was: 27 (18.62%) married; 118 (81.38%) single (Table VII).

Table VIII displays the distribution by income source at delivery; 138 responses were obtained. One (.73%) respondent was self-supporting; 17 (12.32%) were supported by their husbands; 2 (1.45%) were supported by their babies' fathers; 80 (57.97%) were supported by their parents; 3 (2.17%) were supported by other relatives; 11 (7.97%) received Social Security; 21 (15.22%) received Public Assistance; and 3 (2.17%) received other assistance. It should be noted that over 50% were financially supported by their parents.

In the total sample, the distribution of respondents by source of income at two years' postpartum included 136 responses (Table IX). Of the 145 respondents, 9 did not respond. Of the 136 respondents, 39 (28.68%) were supported by husbands; 39 (28.68%) were supported by public

assistance; 30 (22.06%) were supported by parents; 20 (14.70%) were self-supporting; 2 (1.47%) were supported by other relatives; 2 (1.47%) were supported by Social Security or unemployment; 1 (.74%) was supported by the baby's father. It is interesting to note the shift at two years' postpartum from major parental support to husband support and public assistance. Also, the number of persons supported by the husband is equal to the total on public assistance. This may illustrate the need of the respondents to become more independent of their parental support.

TABLE V  
DISTRIBUTION OF RESPONDENTS BY EDUCATION  
ATTAINED AFTER TWO YEARS' POSTPARTUM

Education	1981-82		1982-83		Total Sample	
	N	%	N	%	N	%*
Completed High School	36	57.14	36	45.57	72	50.70
Still in School	13	20.64	12	15.19	25	27.61
Dropped Out of School	11	17.46	21	26.58	32	22.54
Tulsa Junior College	3	4.76	7	8.86	10	7.04
Four-Year College	--	--	3	3.80	3	2.11
No Response	2	--	1	--	3	--
Total	65	100.00	80	100.00	145	100.00

\*Percentage of responses

TABLE VI  
DISTRIBUTION OF RESPONDENTS BY RACE

Race	1981-82		1982-83		Total Sample	
	N	%	N	%	N	%*
Black	32	49.23	45	56.25	77	53.10
Indian	3	4.62	4	5.00	7	4.83
White	30	46.15	31	38.75	61	42.07
Total	65	100.00	80	100.00	145	100.00

\*Percentage of responses

TABLE VII  
DISTRIBUTION OF RESPONDENTS BY MARITAL  
STATUS AT DELIVERY

Marital Status	1981-82		1982-83		Total Sample	
	N	%	N	%	N	%*
Married	15	23.08	12	15.00	27	28.62
Single	50	76.92	68	85.00	118	81.38
Total	65	100.00	80	100.00	145	100.00

\*Percentage of responses

TABLE VIII  
 DISTRIBUTION OF RESPONDENTS BY  
 INCOME SOURCE AT DELIVERY

Income Source	1981-82		1982-83		Total Sample	
	N	%	N	%	N	%*
Self-Supporting	1	1.56	--	--	1	.73
Husband	10	15.63	7	9.46	17	12.32
Baby's Father	--	--	2	2.70	2	1.45
Parents	41	64.06	39	52.70	80	57.97
Other Relatives	1	1.56	2	2.70	3	2.17
Social Security	4	6.25	7	9.46	11	7.97
Public Assistance	7	10.94	14	18.92	21	15.22
Other	--	--	3	4.05	3	2.17
No Response	1	--	6	--	7	--
Total	65	100.00	80	100.00	145	100.00

\*Percentage of responses

In the total sample, the distribution of respondents who attained employment after two years' postpartum was 144 (Table X). Of the respondents, 10 (6.94%) were looking for work; 79 (54.86%) were not employed and not seeking employment; 7 (4.86%) worked part-time (less than 20 hours per week); and 48 (33.33%) worked 20 hours or more per week. It is interesting to note that 85 (59.86%) of the respondents completed high school at two years' postpartum, 55 (38.19%) were working, and 10 (6.94%) were looking for work at two years' postpartum.

TABLE IX  
DISTRIBUTION OF RESPONDENTS BY SOURCE  
OF INCOME AT TWO YEARS' POSTPARTUM

Income	1981-82		1982-83		Total Sample	
	N	%	N	%	N	%*
Self-Supporting	13	22.41	7	2.56	20	14.70
Husband	16	27.59	23	29.49	39	28.68
Baby's Father	1	1.72	--	--	1	.74
Parents	17	29.31	13	16.67	30	22.06
Other Relatives	--	--	2	2.56	2	1.47
Unemployment- Social Security	--	--	2	2.56	2	1.47
Public Assistance	10	17.24	29	37.18	39	28.68
Other	1	1.72	2	2.56	3	2.26
No Response	7	--	2	--	9	--
Total	65	100.00	80	100.00	145	100.00

\*Percentage of responses

Of the 145 respondents, 129 (88.97%) had not been pregnant previously; 6 (4.14%) had abortions and 2 (1.38%) had miscarriages (Table XI). One respondent (.69%) had a baby in 1978; three respondents (2.07%) had babies in 1979; two respondents (1.38%) had babies in 1980; and two respondents (1.38%) had babies in 1981.

Of the 133 respondents who answered questions dealing with welfare assistance after two years' postpartum, 96 (72.18%) had not sought welfare

assistance (Table XII). Thirty-seven (27.82%) had sought and received welfare assistance.

TABLE X  
DISTRIBUTION OF RESPONDENTS ATTAINING EMPLOY-  
MENT AFTER TWO YEARS' POSTPARTUM

Employment	1981-82		1982-83		Total Sample	
	N	%	N	%	N	%*
Looking for Work	5	7.69	5	6.33	10	6.94
Not Employed	33	50.77	46	58.23	79	54.86
Part-Time (Less Than 20 Hours	--	--	7	8.86	7	4.86
Work 20 Hours or More	27	41.54	21	26.58	48	33.33
No Response	--	--	1	--	1	--
Totals	65	100.00	80	100.00	145	100.00

\*Percentage of responses

Primary child care indicates the caretaker responsible for the financial, emotional, and physical support of the child. Table XIII displays the 143 respondents designating the primary caretaker--137 respondents (95.80%) designated the natural mother as the primary caretaker. The baby's grandparents provided primary child care for six (4.20%) respondents. Secondary child care is the person caring for the child in the absence of the primary caretaker.

TABLE XI  
 DISTRIBUTION OF RESPONDENTS WHO HAD PRIOR  
 MARGARET HUDSON PROGRAM ENROLLMENT

Enrollment	1981-82		1982-83		Total Sample	
	N	%	N	%	N	%*
Not Enrolled Previously	57	87.69	72	90.00	129	88.97
Enrolled-Abortion	4	6.15	2	2.50	6	4.14
Enrolled-Miscarriage	--	--	2	2.50	2	1.38
Enrolled in 1978	1	1.54	--	--	1	.69
Enrolled in 1979	2	3.08	1	1.25	3	2.07
Enrolled in 1980	1	1.54	1	1.25	2	1.38
Enrolled in 1981	--	--	2	2.50	2	1.38
Total	65	100.00	80	100.00	145	100.00

\*Percentage of responses

Table XIV displays the distribution of respondents by secondary child care, which included 124 respondents. Of the respondents, 79 (63.71%) relied on grandparents for secondary child care; 2 (1.61%) relied on the baby's father; 9 (7.26%) relied on other relatives; 30 (24.19%) relied on nursery/day care; and 4 (3.23%) relied on other sources.

The characteristics of the respondents (aged 13 through 20) who attended the Margaret Hudson Program between 1981-83 have been presented.

TABLE XII  
 DISTRIBUTION OF RESPONDENTS RECEIVING WELFARE  
 ASSISTANCE AT TWO YEARS' POSTPARTUM

Welfare Assistance	1981-82		1982-83		Total Sample	
	N	%	N	%	N	%*
No	46	82.14	50	64.94	96	72.18
Yes	10	17.86	27	35.07	37	27.82
No Response	9	--	3	--	12	--
Total	65	100.00	80	100.00	145	100.00

\*Percentage of responses

TABLE XIII  
 DISTRIBUTION OF RESPONDENTS' PRIMARY  
 CHILD CARE ARRANGEMENTS

Child Care	1981-82		1982-83		Total Sample	
	N	%	N	%	N	%*
Natural Mother	61	95.31	76	96.20	137	95.98
Baby's Grand-Parents	3	4.69	3	3.80	6	4.20
No Response	1	--	1	--	2	--
Total	65	100.00	80	100.00	145	100.00

\*Percentage of responses



Utilizing these characteristics, the research questions were implemented to distinguish a difference or a relationship in the variables. Repeat variables were the basis of the analysis of the data.

TABLE XIV  
DISTRIBUTION OF RESPONDENTS' SECONDARY  
CHILD CARE ARRANGEMENTS

Child Care	1981-82		1982-83		Total Sample	
	N	%	N	%	N	%*
Other	1	1.89	3	4.23	4	3.23
Grandparents	32	60.38	47	66.20	79	63.71
Baby's Father	--	--	2	2.82	2	1.61
Other Relatives	5	9.43	4	5.63	9	7.26
Nursery/Day Care	15	28.30	15	21.13	30	24.19
No Response	12	--	9	--	21	--
Total	65	100.00	80	100.00	145	100.00

\*Percentage of responses

#### Question One

Question One was stated as follows: Does the teenage mother's type of living arrangement at the time of delivery influence her ability to remain in school until high school graduation?

It appears that the respondents living with parents or parent tended to be less likely to drop out of high school. Table XV displays the total of 145 respondents, of which 116 (81.68%) lived with parents (two-parent and mother as head of home) at the time of delivery. Of the 116 respondents living with parents at delivery, 72 (50.70%) graduated from high school and 20 (14.09%) dropped out of school. The remainder were still in school. Of the 21 (14.79%) respondents who lived with their spouses, 11 (7.75%) completed high school and 9 (6.34%) dropped out of school.

Factors contributing to the success of those who completed high school might be increased financial and emotional support and encouragement to finish their high school education. Those respondents in other living arrangements may have to carry more responsibilities alone.

#### Question Two

Question Two was stated as follows: Does the teenage mother's type of living arrangement at the time of delivery influence her ability to pursue vocational training or a higher education program?

Table XVI displays the total of 85 (59.86%) of the respondents of the total population that completed their high school education. Thirteen respondents (9.15%) of the total population and 15.30% of the high school graduate population continued their education beyond high school. Of the 13 respondents who continued their education, 12 (92.30%) lived with a parent or parents. Tulsa Junior College (TJC), a local two-year liberal arts college, was attended by 10 respondents. A four-year college was attended by three respondents. Nine of the ten respondents who attended TJC lived with parents at the time of delivery. Of the three who attended a four-year college, all were living with parents at the time of delivery.

TABLE XV  
 FREQUENCY AND PERCENTAGE OF HIGH SCHOOL  
 COMPLETION RELATED TO REPORTED  
 LIVING ARRANGEMENTS OF  
 RESPONDENTS

Living Arrangements	Completed High School	Still in School	Dropped High School	Totals N	%*
Two-Parent	50 35.21%	12 8.45%	11 7.75%	73	51.40
Mother-Head of House	22 15.49%	12 8.45%	9 6.34%	43	30.28
Spouse	11 7.75%	1 .70%	9 6.34%	21	14.79
Other Male	--	--	1 .70%	1	.70
Other Relative	1 .70%	--	1 .70%	2	1.41
Alone	1 .70%	--	1 .70%	2	1.41
No Response	--	--	--	3	
Total	85 59.86%	25 17.61%	32 22.54%	145** 100%	100.00

\*Percentage of responses

\*\*Column and row totals do not correspond because of no response

TABLE XVI  
 FREQUENCY AND PERCENTAGE OF REPORTED LIVING  
 ARRANGEMENTS AT DELIVERY RELATED  
 TO HIGHEST LEVEL OF EDUCATION

Living Arrangements	Completed High School	Junior College	Four-Year College	Totals N	Totals %*
Two-Parent	43 50.59%	5 5.88%	2 2.35%	50	58.82
Mother-Head of House	17 20.00%	4 4.71%	1 1.18%	22	25.88
Spouse	10 11.76%	1 1.18%	--	11	12.94
Other Male	--	--	--	--	--
Other Relative	1 1.18%	--	--	1	1.17
Alone	1 1.18%	--	--	1	1.17
Total	72 85.00%	10 11.77%	3 3.53%	85 100%	100.00

\*Percentage of responses

From personal observation, factors contributing to the teenage mother's ability to pursue an education beyond high school might be higher self-esteem and personal goals. The benefit of increased financial and emotional support and encouragement from parents may be an additional influence.

### Question Three

Question Three was stated as follows: Does the teenage mother's type

of living arrangement at the time of delivery influence her ability to become self-supporting?

In this study of 145 respondents, 108 (80%) lived with parents at the time of delivery (Table XVII). At two years' postpartum, 20 respondents (14.81%) were self-supporting--17 of these respondents lived with parents; 30 respondents (22.22%) relied on their parents for support; 38 respondents (28.15%) relied on public assistance for support; and 40 respondents (29.63%) were supported by a husband or the baby's father. A smaller number of respondents relied on Social Security 2 (1.48%); relatives 2 (1.48%); and other sources 3 (2.22%).

It should be noted that a portion of the students may interpret their source or sources of income unrealistically. Although they may work outside the home and may possibly furnish food and clothing for themselves and their babies, they may be living with their families who provide shelter, staples, and emergency needs. Also, some of the girls were too young for self-support, even two years after the birth of their children.

#### Question Four

Question Four was stated as follows: Does the teenage mother's type of living arrangement at the time of delivery influence her ability to seek and utilize welfare assistance?

Of the 145 respondents to this question, 96 (72.73%) did not use welfare at two years' postpartum (Table XVIII). At two years' postpartum, 36 (27.27%) of the respondents did use welfare. Of the 96 respondents who did not seek welfare, 73 (55.27%) lived with parents and 20 (15.15%) lived with their spouses. Of the 36 respondents who did use welfare, 33 (25.00%) lived with parents.

TABLE XVII  
 FREQUENCY AND PERCENTAGE OF REPORTED LIVING  
 ARRANGEMENTS AT DELIVERY COMPARED TO  
 SOURCE OF INCOME AT TWO YEARS'  
 POSTPARTUM

Living Arrangements	Self-Supporting	Husband	Baby's Father	Parent	Other Relative	Social Security	Public Assist.	Other	Total N	%*
Two-Parent	13 9.63%	19 14.07%	1 .74%	20 14.81%	1 .74%	1 .74%	14 10.37%	2 1.48%	71	52.59
Mother-Head of House	4 2.96%	4 2.96%	--	8 5.93%	1 .74%	--	19 14.07%	1 .74%	37	27.41
Spouse	2 1.48%	15 11.11%	--	2 1.48%	--	--	2 1.48%	--	21	15.56
Other Male	--	--	--	--	--	1 .74%	--	--	1	.74
Other Relative	1 .74%	1 .74%	--	--	--	--	--	--	2	1.48
Alone	--	--	--	--	--	--	3 2.22%	--	3	2.22
No Response	--	--	--	--	--	--	--	--	10	
Total	20 14.81%	39 28.89%	1 .74%	30 22.22%	2 1.48%	2 1.48%	38 28.15%	3 2.22%	145**	100.00

\*Percentage of responses

\*\*Column and row totals do not correspond because of no response

TABLE XVIII  
 FREQUENCY AND PERCENTAGE OF REPORTED LIVING  
 ARRANGEMENTS AT DELIVERY AND WELFARE USE  
 AT TWO YEARS' POSTPARTUM

Living Arrangements	Welfare Use		Totals	
	No	Yes	N	%*
Two-Parent	54 40.91%	15 11.36%	69	52.28
Mother-Head of House	19 14.36%	18 13.64%	37	28.03
Spouse	20 15.15%	1 .76%	21	15.91
Other Male	1 .76%	--	1	.76
Other Relative	2 1.52%	--	2	1.52
Alone	--	2 1.52%	2	1.52
No Response	--	--	13	
Total	96 72.73%	36 27.27%	145**	100.00

\*Percentage of responses

\*\*Column and row totals do not correspond because of no response

From observations of social workers, a portion of the students do not respond honestly to the interview question pertaining to whether others lived in their homes with them. The exact question was: "Number in household?" The reason for a dishonest response is that if there is someone in the home working, it might lower their Aid for Dependent Children payments, or they could potentially be cut off altogether. Also, if it is the father of the baby, he could be approached for child support if the state knew where to locate him.

#### Question Five

Question Five was stated as follows: Does the teenage mother's type of living arrangement at the time of delivery influence her need for child care assistance in her absence?

Of the 145 respondents, 116 (81.68%) lived with their parents at the time of delivery (Table XIX). At two years' postpartum, 136 respondents (95.77%) considered themselves to be the primary caretaker of their babies. Some of these respondents worked full-time, attended school and/or participated in an active social life. After financial evaluation of the respondents' resources by a social counselor, the respondents were not necessarily considering complete financial responsibility, nurturing time, or actual time spent with the child when using the term "primary caretaker."

The 123 respondents included 100 (81.30%) who lived with parents at the time of delivery (Table XX). At two years' postpartum, 79 respondents' (64.23%) grandparents were responsible for child care in the absence of the child's parents. Contributing factors to these conditions may be the convenience and proximity of the baby's grandparents and little or no financial cost of using their services. At two years' postpartum, 30



TABLE XIX  
 FREQUENCY AND PERCENTAGE OF REPORTED LIVING  
 ARRANGEMENTS AT DELIVERY COMPARED TO  
 PRIMARY CHILD CARE AT TWO YEARS'  
 POSTPARTUM

Living Arrangements	Natural Parent	Baby's Father	N	Total %*
Two-Parent	72 50.70%	1 .70%	73	51.40
Mother-Head of House	41 28.87%	2 1.41%	43	30.28
Spouse	18 12.68%	3 2.11%	21	14.79
Other Male	1 .70%	--	1	.70
Other Relative	2 1.41%	--	2	1.41
Alone	2 1.41%	--	2	1.41
No Response	--	--	3	
Total	136 95.77%	6 4.23%	145**	100.00

\*Percentage of responses

\*\*Column and row totals do not correspond because of no response

TABLE XX  
 FREQUENCY AND PERCENTAGE OF REPORTED LIVING  
 ARRANGEMENTS AT DELIVERY COMPARED TO  
 SECONDARY CHILD CARE AT TWO YEARS'  
 POSTPARTUM

Living Arrangements	Other	Grand- parents	Baby's Father	Other Relative	Nursery Day Care	N	Total %*
Two-Parent	3 2.44%	37 30.08%	1 .81%	3 2.44%	16 13.01%	60	48.78
Mother-Head of House	1 .81%	29 23.58%	--	2 1.63%	8 6.50%	40	35.52
Spouse	--	11 8.94%	--	2 1.63%	4 3.25%	17	13.82
Other Male	--	--	1 .81%	--	--	1	.81
Other Rela- ative	--	1 .81%	--	1 .81%	--	2	1.63
Alone	--	1 .81%	--	--	1 .81%	2	1.63
No Response	--	--	--	--	--	22	
Total	4 3.25%	79 64.23%	2 1.63%	8 6.50%	30 24.39%	145**	100.00

\*Percentage of responses

\*\*Column and row totals do not correspond because of no response

(24.39%) utilized day care facilities. Day care assistance may come through government assistance, job-related assistance, or Social Security.

### Summary

This chapter presented the results and discussion of the findings of this study. The first section of the chapter described the respondents of the study. It appears that the living arrangements at the time of delivery may affect the teenage mother's ability to complete high school, to pursue vocational training or a higher education, the need for welfare assistance, and the need for child care assistance in her absence.

Of the 116 respondents living with parents at time of delivery, 72 (50.70%) graduated from high school and 25 (17.61%) were still in school. From the total of 85 (59.85%) respondents that completed their high school education, 13 continued their education beyond high school. Twelve of the 13 respondents (92.30%) lived with their parents. Although there appeared to be a discrepancy about the use of welfare by the respondent, of the 96 respondents that did not seek welfare, 73 (55.27%) lived with parents and 20 (15.15%) lived with a spouse. At two years' postpartum, 136 respondents (95.77%) considered themselves the primary caretakers of their babies.

The research question concerning self-support indicated that 20 respondents were self-supporting at two years' postpartum. Of these, 17 (12.52%) lived with parents at the time of delivery. Since this study included students ranging in age from 13-20, the two-year postpartum follow-up may not have given the majority of the respondents the time and opportunity for training and becoming self-supporting.

## CHAPTER V

### SUMMARY AND RECOMMENDATIONS

#### Summary

A summary of the study is presented in this section. Information is reported about the problems studied, the objectives, and the research questions.

#### Statement of the Problem

The problem of this study was to assess the types of living arrangement, limited to selected choices, that are the most beneficial to the adolescent mother in achieving educational goals, financial independence, and parenting goals.

#### Objectives

The objectives used to guide this study were to:

1. Assess the type of living arrangement a teenage mother has and its association to the mother's ability to:
  - a. Remain in school until high school graduation
  - b. Complete vocational training or a higher education degree
  - c. Become self-supporting
  - d. Seek and utilize welfare assistance
  - e. Secure child care assistance during her absence

2. Assess the type of living arrangements a teenage mother has at delivery and its association with the mother's race, age at delivery, and previous Margaret Hudson Program enrollment.

It was anticipated that accomplishment of these objectives would contribute to the knowledge of the physical, economic, and social consequences of the teenaged mother. Furthermore, the study provided information indicating that parental support may ease some adverse consequences of teenage childbearing.

### Research Questions

The following research questions were projected to guide the research effort:

Question One: Does the teenage mother's type of living arrangement at the time of delivery influence her ability to remain in school until high school graduation?

Question Two: Does the teenage mother's type of living arrangement at the time of delivery influence her ability to pursue vocational training or a higher education program?

Question Three: Does the teenage mother's type of living arrangement at the time of delivery influence her ability to become self-supporting?

Question Four: Does the teenage mother's type of living arrangement at the time of delivery influence her ability to seek and utilize welfare assistance?

Question Five: Does the teenage mother's type of living arrangement at the time of delivery influence her need for child care assistance in her absence?

### Survey Population

The population of subjects for this study were students of the Margaret Hudson Program, a program for pregnant adolescents in Tulsa, Oklahoma. The program is free to any pregnant girl currently enrolled in a Tulsa or Broken Arrow public school (including district school transfers) who has a written certification of pregnancy and the ability to participate in a six-hour daily program. This is a comprehensive program of health, education, counseling, and enrichment for the school-aged mother and her family. The student enrollment for the years 1980-81 through 1981-82 were used. This data represented the latest enrollment for which there was completed information available. For this study, a population for 1980-83 (former Margaret Hudson students) who maintained parental custody was selected, based on complete records of the two-year follow-up program. Students were eliminated from follow-up if they quit the program before delivery, if the pregnancy had not been completed, if no delivery information was available, or if they were lost to follow-up because of moving or lack of staff time. This represents what may be considered a very responsible or select sample.

From the population, 145 respondents (aged 13 through 20) who attended the Margaret Hudson Program between 1981-1983 were compared according to their location, living arrangements, ages, grade, education, race, marital status, income, and child care arrangements. These respondents retained custody of their offspring and completed the two-year follow-up of the Margaret Hudson Program. The respondents included 124 (85.5%) from Tulsa and 21 (14.5%) from Broken Arrow.

### Method and Procedure

Primary sources of data, gathered from oral and written testimony, were the resources utilized for this research. Each respondent complete an intake form at the time of enrollment which contained medical and family background.

Delivery, postnatal, and two-year follow-up records are maintained each respondent when possible. These records are kept by a social worker and nurse. Follow-up includes information on educational status, training income, child care, and repeat pregnancy. Copies of the forms utilized obtaining data are presented in Appendixes A and B. This information was recovered from computer storage tapes.

The variates included in this study are six comparative groups based on living conditions at the time of delivery. The student was living with two parents, mother as head of house, spouse, other male, other relative, or alone. These variates were compared to the following criterion variables: ability to remain in and graduate from high school, ability to complete vocational training or a higher education degree, ability to become self-supporting, ability to seek and utilize welfare assistance, and ability to secure child care assistance during the mother's absence.

### Findings

It appeared that the respondents living with parents tended to be less likely to drop out of school. Of the 116 respondents living with parents at delivery, 50.70% graduated from high school and 17.61% were still in school. More students living in two-parent homes graduated from high school or were in the process of completing high school. Increased financial and emotional support, less responsibility, and encouragement to

finish high school may have been factors that contributed to the completion of high school.

The young women in this study appeared to be making progress in becoming self-supporting. Considering the 145 respondents, 80% lived with parents at the time of delivery. At two years' postpartum, 20 respondents (14.81%) were self-supporting, and 40 respondents (29.63%) were supported by a spouse or the babies' father. A portion of the students may have interpreted their source or sources of income unrealistically. Although they work outside the home, their income is not enough to be self-supporting.

Of the 145 respondents, 96 (72.73%) were not utilizing welfare at two years' postpartum. Of these respondents, 73 (55.27%) lived with parents and 20 (15.15%) lived with a spouse.

The majority of the young women were involved in the care of their children. At two years' postpartum, 136 respondents (95.77%) considered themselves to be the primary caretaker of their children. Some of these respondents worked full-time, went to school, and/or participated in an active social life. They were not necessarily considering complete financial responsibility, nurturing time, or actual time spent with the child. In the absence of the child's parents, 64.23% of the grandparents were responsible for child care. Factors supporting this arrangement may be convenience and proximity to the baby's grandparents and little or no financial cost of using their services; 24.39% of the respondents utilized day care facilities which may be with government or job-related assistance.

### Conclusions

Support and encouragement of the family and social agencies to the adolescent childbearers-respondents instead of drastic lifestyle changes



can foster continued growth and encouragement to assist the respondents to set and attain educational and economic goals. In the Furstenberg (1980a) study, it was stated that families who strongly support their daughters' education may be more likely to help out financially or to provide child care while the young mother remains in school. According to Darabi (1982), attending a maternity school may facilitate school return. Those respondents who had set goals for themselves and had the support of their families were more likely to pursue a higher education. Furstenberg (1980a) found an apparent relationship between family assistance and socioeconomic achievement.

This study was limited to a two-year postpartum study and included respondents in the age range of 13-20 at onset. At two years' postpartum, 85 (59.86%) of the respondents had completed high school; 25 (17.61%) of the respondents were still in school and had not had the opportunity to graduate or to become self-supporting at the end of the two-year study. The respondents still in school lived with parents or a spouse. The living arrangements tended to support and encourage the respondents while they completed their education.

The New Future School (NFS) in Albuquerque, New Mexico, is a comprehensive program serving adolescent parents since January, 1970 (New Futures School, 1981). In a major follow-up in 1981, which covered the years between 1974 and 1980, it was found that 92% of the NFS students had a high school diploma or were still in school. In the Margaret Hudson study of the two-year program, 110 (77.47%) of the students had completed high school or were still in school. In the NFS, 51% held part-time or full-time jobs. In the Margaret Hudson Program study, 38% held part-time or full-time jobs.

Of the 145 respondents, 32 (22.54%) dropped out of high school. According to Furstenberg (1980a), women who moved out of the home at the time of pregnancy or after delivery were more likely to have dropped out of school or failed to return to school. The Alan Guttmacher Institute (1981) stated that unwed teenage mothers are more likely to complete their education, get decent jobs, and avoid dependence on welfare if they live with their parents. The 96 respondents not utilizing welfare at the time of the two-year postpartum study represented 72.73% of the population. Of the 72.73%, 73 (55.27%) were living with parents, and 20 (15.15%) of the respondents were living with a spouse. Having the support of family or a spouse appears to buffer the need for assistance.

The Youth Health Services (YHS) is a comprehensive adolescent pregnancy program operating in a poor, rural, white population in West Virginia (Trent, Pollard, and Pratt, 1985). This five-county area is a sparsely populated, mountainous section of central West Virginia. The social characteristics are strong family orientations which lead to marriage for most adolescent women who become pregnant. There is a lack of emphasis on achievement in public education.

An evaluation of the program of the years of 1981 and 1982 showed these results. The year of 1982 also represented a major economic recession for the state of West Virginia. In 1981, 40% of the clients in the 10-17 age group were using Aid for Dependent Children (AFDC); 28% in the 18-19 age group and 12% in the 20-21 age group. In 1982, 55% of the clients in the 10-17 age group were using AFDC; 40% in the 18-19 age group and 20% in the 20-21 age group. In the Margaret Hudson Program study, only 27.27% of the clients used welfare during the same time period.

At two years' postpartum, 95.77% of the respondents considered themselves to be the primary caretaker of their children. However, these girls

may go to school full-time, work a full- or part-time job, and lead an active social life. These respondents, coming from a two-parent working family or a single-parent working family, may have themselves missed quality and quantity time spent with a parent as children. Since parenting is often modeled and not directly taught, the respondents may not be aware of the total implications of being a children's caretaker.

### Discussion

The results of this study are different from those of most studies of teenage mothers. This population was much more successful than most current research literature would indicate. According to Card and Wise (1978), only one-fifth of women who had a birth before age 18 received their diplomas at the age of 18. The population for this study was from the Margaret Hudson Program. This study indicated that 59.86% received their diplomas, while 17.61% were still in school. The sampling was selected from the respondents who maintained parental custody and who had completed a two-year follow-up program. Students were eliminated from follow-up if they quit the program before delivery, if the pregnancy had not been completed, or if there was no delivery information. Therefore, this sample represented a very select population. Those girls who enrolled at the Margaret Hudson Program may have been more interested in attending school and getting assistance with the pregnancy and in parenting than were those who dropped out of school or those who stayed in their home school.

Darabi (1982) found that attending a maternity school may facilitate school return. In a study done at that time, 80% of the maternity school students later returned to high school, compared to 58% of the regular high school students. However, the category was too small to calculate a statistical significance. This may be attributed to a smooth continuation of

academic work, education in child care facilities available, realization of the importance of finishing her education and future responsibilities, and development of self-esteem and satisfaction in self-accomplishment.

The expansion of the program into a longer period of time from the present 6 week to 9 week period after delivery to a two-year program would broaden the opportunities available to the respondents. This type of program would encourage completion of high school and could include day care, job training, and family life skills. A day care program developed and utilized for these students could be utilized by those students who decided to return to their home school. At the very least, counseling and preparation toward G.E.D. examinations would be beneficial. Welfare programs should consider establishing funds for adolescents with children who continue to live with parents, as well as for those who wish to establish a separate residence. This could assist the adolescent and the families to reach educational goals and independence.

#### Recommendations

The recommendations of this study are presented in two parts. The first part discusses recommendations for development of programs. The second part presents recommendations for further study.

#### Program Development

The expansion of the present program base to include family unit support could aid in changing family patterns and styles that are counter-productive to the family. This could include classes for the grandparents--parents of the pregnant teenager and family members. A continuing program could assist in aiding families in adjusting and adapting to the

new family structure (for example, a new baby in the family or a young marriage).

The teenage father is often the forgotten member of the scenario. A young father's support group could address the need for personal and family counseling, budgeting for increased demands, and assistance in planning for the future. The young father could benefit from the support of his peers. Furstenberg and Crawford (1978) recommended building on inherent family strengths, and assisting young fathers if they show interest in supporting the young women and their children. A recent study partially funded by the Ford Foundation revealed that many young fathers are not only willing but eager to help their partners and offspring (Stengel, 1985). Many teenaged fathers are anxious and willing to participate in the parenting of their children, but they need help in assuming a responsible father role.

It may be speculated from experience that those who stayed in contact with the program during the two-year follow-up may have been more responsible than the general population, or may have had more need for the support the program had to offer. These are possible limitations of this study.

Teenage pregnancy can represent a major change in the teenager's life goals and potential. Those with middle to upper class values would be more affected and not reach their goal potential. For the other socioeconomic classes, a teenage pregnancy would be maintaining the norm.

#### Research Development

This study was concerned with the living arrangements of respondents at delivery, compared to parenting, education, and economic achievement. Furstenberg and Crawford (1978) stated that carefully designed studies of the consequences of teenage childbearing are extremely rare. It is

suggested that further studies of other similar groups be conducted to verify the conclusions in this research. A uniform reporting system for data collected in special programs is currently not available and this system could result in a broader view of comparison for future studies.

Since this study was limited to a two-year study, a longer period of time would increase the population for a statistical study that could be analyzed. As another alternative, the geographical base could be expanded to increase the population. Other specialized programs in this area could be used to compare success rates, patterns of performance, and trends. A study into the background and events in the respondents' lives--family and peers, church and school--could reveal trends in patterns of life events that later influence decision making.

Finally, a study to identify the qualities and benefits of the chosen living arrangements of the respondents that aided them in setting and reaching their goals could yield an interesting insight into future family plans. This could be compared to other current literature where living arrangements appear to be very significant.

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## APPENDIXES

APPENDIX A

INTAKE FORM

INTAKE FORM

Name \_\_\_\_\_ Initiator \_\_\_\_\_  
 Date of Interview \_\_\_\_\_  
 Date of Entry \_\_\_\_\_  
 Enrolling for: Sem 1 \_\_\_\_\_ Sem 2 \_\_\_\_\_

I. Identifying Information

Name \_\_\_\_\_ Birthdate \_\_\_\_\_  
 Address \_\_\_\_\_  
 Phone No. \_\_\_\_\_ Social Security No. \_\_\_\_\_ Age \_\_\_\_\_

Race: 1. American Indian/Alaskan Native 2. Asian/Pacific Islander 3. White/Caucasian 4. Black 5. Hispanic

Marital Status: 1. Single/ Never Married 2. Married 3. Separated 4. Divorced/ Annulled 5. Widowed 6. Living together

Pregnancy Status: Ever pregnant before this time? yes \_\_\_ no \_\_\_  
 How many times? \_\_\_\_\_ How many children presently live with you? \_\_\_\_\_

Ever enrolled at MHP before? \_\_\_\_\_ Last name then \_\_\_\_\_ YEAR \_\_\_\_\_

Who lives in your household?  
 -----  
 (star (\*) head of household; continue on back if more space needed)

	Name	Sex	Age	Relationship to Client	In School?	Employed/Unemployed/Retired	Highest grade of school completed
1.							
2.							
3.							
4.							
5.							
6.							
7.							

II. Economic Information

Does household receive? (Circle all that apply)  
 1. AFDC - to client 2. AFDC - to parents 3. AFDC - baby only  
 4. Social Security 5. Unemployment or Worker's Comp  
 6. WIC, Food Stamps 7. Any other welfare or public assistance (e.g., SSI)

Client receiving Medicaid? 1. Yes (Number: \_\_\_\_\_) 2. No, but eligible 3. No, and not eligible  
 4. Don't know if eligible. Baby receiving Medicaid? 1. Yes (number: \_\_\_\_\_) 2. No

Client's Primary Income Source (at least 50%):  
 1. Self 2. Husband 3. Baby's father 4. Parent(s) 5. Other relative(s) 6. Social Security, Unemployment, Worker's Comp  
 7. Public Assistance (AFDC, SSI, etc) 8. Other (What? \_\_\_\_\_)

III. Education and Job Training Information

School Status: In school (What grade? \_\_\_\_\_)  
 Name of School Attending \_\_\_\_\_  
 Curriculum: 1. General academic 2. College preparatory 3. Vocational education 4. Work-study 5. G.E.D. 6. Exceptional education 7. Other (What? \_\_\_\_\_)

- 2 -

Not in School: Highest grade completed? \_\_\_\_\_ School last attended \_\_\_\_\_

Last date you attended school \_\_\_\_\_  
year month

Reason(s) for Dropping Out or not Attending: 1. Client's illness 2. Pregnancy 3. Child care problems 4. Marriage 5. Illness in family 6. Transiency (frequent moves) 7. Breakup of parents 8. Family conflicts 9. Babysitting duties 10. Financial (can't afford clothes, lunch, transportation, etc.) 11. Couldn't do the school work 12. Suspension (conflict with teacher's, other students, etc.) 13. No interest in school 14. Other (What? \_\_\_\_\_)

Interest in Returning: 1. None 2. Some 3. Definitely plans to return to school

Work Status: 1. Currently working (hrs./wk. \_\_\_\_\_; Hourly wage \_\_\_\_\_; Type of work \_\_\_\_\_)

2. No, looking (For what type of work? \_\_\_\_\_)

3. No, not looking (Why not? \_\_\_\_\_)

Job Training: 1. In a program now (What? When finished? \_\_\_\_\_)

2. Completed a program (What? Date completed? \_\_\_\_\_)

3. Dropped out of a program (What? Why? \_\_\_\_\_)

IV. Pregnancy History Hospital \_\_\_\_\_ Doctor \_\_\_\_\_

If client is pregnant: Date pregnancy confirmed: \_\_\_\_\_ Expected delivery date: \_\_\_\_\_ Client's pre-pregnancy weight: \_\_\_\_\_

Plans for Baby: 1. Adoption 2. Abortion 3. Keep and care for myself 4. Keep, my mother/relative will care for 5. Baby's father will care for 6. Foster Care 7. Other \_\_\_\_\_

Trimester at enrollment \_\_\_\_\_ Trimester beginning prenatal care \_\_\_\_\_

Pregnancy History (optional for non-pregnant non-mothers):	#1		#2		#3	
Age at conception?						
Fetal death? (Specify whether less than 20 wks., more than 20 wks.)	0-19	20+	0-19	20+	0-19	20+
Type of delivery (A = normal vaginal, B = forceps, C = C-section) CIRCLE ONE	A	B	C	A	B	C
Timing of delivery (full-term, number of weeks gestation, if less than full-term)	Full-term or _____ weeks		Full-term or _____ weeks		Full-term or _____ weeks	
Baby's birthweight in lbs./oz.	____ lbs. ____ ozs.		____ lbs. ____ ozs.		____ lbs. ____ ozs.	
Hours in labor	hrs. _____		hrs. _____		hrs. _____	
Complications or difficulties with pregnancy for mother? CIRCLE ONE	Yes	No	Yes	No	Yes	No
Birth or subsequent developmental complications for baby? CIRCLE ONE	Yes	No	Yes	No	Yes	No
Trimester of 1st prenatal visit (first, second, third) CIRCLE ONE	1	2	3	1	2	3
Delivery date						
Baby's name						

Whom who should we contact in an emergency? (name, address, phone, relationship to client) \_\_\_\_\_  
Ab Mis Ab Mis Ab Mis

Reason for coming to our program? \_\_\_\_\_

How did you hear about our program? \_\_\_\_\_

- 3 -

How many babies has student's mother had? (live births) \_\_\_\_\_

How old was student's mother when first baby was born? \_\_\_\_\_

Student's number in the birth order of her mother's children \_\_\_\_\_

Student enrolled for: Newton Street \_\_\_\_ Broken Arrow \_\_\_\_

Ed \_\_\_\_ Soc Ser \_\_\_\_ Fam Planner \_\_\_\_ Nurse \_\_\_\_ Data Coordinator \_\_\_\_

Assigned Caseworker \_\_\_\_\_

V. Self-Esteem, Aspirations, Attitudes

Please use the special questionnaires designed to measure these things, and record client responses here.

Self-esteem score (range = 10-40): [ ][ ]

Educational aspirations: [ ][ ]  
 (enter the number of the  
 choice circled by the  
 client)

Attitudes (range = 15-60): [ ][ ]

VII. Exit Information (Complete at case closure/inactivation)

Status when 1. Pregnant 3. Entry mother 5. Male  
 presumed inactive: 2. Delivered 4. Other female teen

Date presumed inactive [ ][ ] [ ][ ] [ ][ ] Time in program:  
 (Month of entry to month last contacted) [ ][ ]  
 Month Day Year No. of Months

Number of Core Services  
 received while in program: [ ][ ]

Reason for inactive status: 1. Self-sufficient (employed, completed education and/or married) 4. Requested end of services  
 2. Completed services offered by program, but not self-sufficient 5. No longer eligible  
 3. Moved 6. Other (What? \_\_\_\_\_)  
 7. Cannot be located/unknown

APPENDIX B  
MOTHER AND INFANT STATUS

## MOTHER &amp; INFANT STATUS

## Follow-up Interview

Date of Interview \_\_\_\_\_ Interviewer \_\_\_\_\_

Name of Client \_\_\_\_\_ Marital Status \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

Date of Delivery \_\_\_\_\_ Interview at \_\_\_\_\_ months post-partum

Infant Status: Client kept \_\_\_\_\_ Adopted \_\_\_\_\_ Infant Death \_\_\_\_\_ (age)

1. Who lives in your household? (List head of household first)

	<u>Name</u>	<u>Relationship to Client</u>
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____

2. Are you still in school? Yes \_\_\_\_\_ Where? \_\_\_\_\_ Grade \_\_\_\_\_

No \_\_\_\_\_ Graduated? \_\_\_\_\_ Highest grade completed \_\_\_\_\_

3. Are you in a vocational/job training program? Yes \_\_\_\_\_ No \_\_\_\_\_ Completed? \_\_\_\_\_

What program? \_\_\_\_\_ Eligible for program? \_\_\_\_\_

4. Are you working? Yes \_\_\_\_\_ No \_\_\_\_\_ Where? \_\_\_\_\_

Number of hours per week \_\_\_\_\_ Looking for work? Yes \_\_\_\_\_ No \_\_\_\_\_

5. What is the primary source of income for your family? \_\_\_\_\_

Who provides it? \_\_\_\_\_

6. Has your baby been to the emergency room during the year? Yes \_\_\_\_\_ No \_\_\_\_\_

(Number of times)

7. Has your baby been hospitalized during the year? Yes \_\_\_\_\_ No \_\_\_\_\_

8. Where are you taking your baby to the doctor? \_\_\_\_\_

9. Are the immunizations for the baby up-to-date? Yes \_\_\_\_\_ No \_\_\_\_\_





VITA

Jo Ann Dill Bierig

Candidate for the Degree of  
Master of Science

**Thesis:** RELATIONSHIP OF LIVING ARRANGEMENTS OF TEENAGE MOTHERS AND THEIR PARENTING, EDUCATION, AND ECONOMIC ACHIEVEMENT

**Major Field:** Home Economics Education

**Biographical:**

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**Professional Organizations:** American Home Economics Association, Oklahoma Home Economics Association, Omicron Nu, National Education Association, Oklahoma Education Association, Broken Arrow Education Association, Coalition for Adolescent Pregnancy and Parenthood of Oklahoma.