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# Premarital sexual standards and virgin female adolescents' projections of engaging in sex as teenagers : a secondary data analysis

Shirley Nelson-Kilger  
*San Jose State University*

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Nelson-Kilger, Shirley, M.P.H.

San Jose State University, 1990

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PREMARITAL SEXUAL STANDARDS AND  
VIRGIN FEMALE ADOLESCENTS' PROJECTIONS  
OF ENGAGING IN SEX AS TEENAGERS:  
A SECONDARY DATA ANALYSIS

A Thesis

Presented to

The Faculty of the Department of Health Science  
San Jose State University

In Partial Fulfillment  
of the Requirements for the Degree  
Master of Public Health

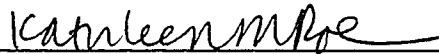
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Shirley Nelson-Kilger

August, 1990

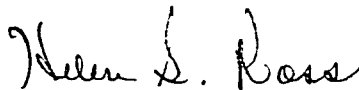


APPROVED FOR THE DEPARTMENT OF HEALTH SCIENCE



---

Kathleen Roe, Dr.P.H., M.P.H.  
Major Advisor



---

Helen Ross, Ed.D., M.P.H.  
Reader



---

Laura Gardner, M.D., M.P.H.  
Reader

APPROVED FOR THE UNIVERSITY



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Dean of Graduate Studies

## ABSTRACT

### PREMARITAL SEXUAL STANDARDS AND VIRGIN FEMALE ADOLESCENTS' PROJECTIONS OF ENGAGING IN SEX AS TEENAGERS: A SECONDARY DATA ANALYSIS

by Shirley Nelson-Kilger

A secondary data analysis was undertaken to examine the influence of premarital sexual standards on projections by virgin female adolescents regarding the likelihood that they would engage in sex as teenagers. The objective was to advance knowledge on the social psychological dynamics preceding the transition to nonvirginity in order to guide educational program development on teen sexuality. A questionnaire was administered to seventh and eighth grade students in nine public schools in four states during September of 1985. Three hundred and thirty-three female virgins who offered definitive projections were selected for multivariate analysis.

The results suggested that mothers' proscriptions may have a significantly strong influence with respect to their daughter's premarital sexual standards at this stage of adolescence. However, no evidence was found to indicate that the equating of "love" and "having sex" significantly influenced the projections. Implications for sexuality educational interventions were advanced. Recommendations were provided for further research.

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## CHAPTER 1

### INTRODUCTION

The purpose of this study is to explore the influence of premarital sexual standards on projections by virgin female adolescents regarding the likelihood that they will engage in sex during their teen years. More specifically, this study will examine projections by virgin female adolescents regarding their likelihood of engaging in sex during their teen years in relation to their perceptions of:

- 1) their mother's sexual proscriptions for them and,
- 2) "love" and "having sex" as being equated.

This secondary data analysis will focus on public school seventh and eighth grade female virgins sampled in 1985 from the geographical locations of Aurora, Colorado; Denver, Colorado; Campbell, California; Los Gatos, California; San Francisco, California; Detroit, Michigan; Grand Rapids, Minnesota; and Minneapolis, Minnesota.

#### Statement of the Problem

During the so-called sexual revolution of the late 1960's and 1970's, there was a marked increase in premarital sexual activity among female teens, suggesting the adoption of a more permissive premarital sexual standard. This increase in premarital sexual activity was most pronounced among older female teens. Throughout the 1980's, the rates

of premarital sexual activity among older female teens stabilized at a level consistent with a more permissive premarital sexual standard than was the case prior to the late 1960's (Hofferth, Kahn, & Baldwin, 1987). Conversely, the rates of premarital sexual activity among younger female teens have continued to increase over the last decade (Hofferth et al., 1987). More female teens are becoming sexually active at younger ages, particularly those who are less than 16-years-old (Hofferth et al., 1987). Hence, more permissive premarital sexual standards appear to have been adopted by young female teens, as well. Currently, it is impossible to forecast when the rates of premarital sexual activity for young female teens may stabilize (Hofferth et al., 1987).

During the 1980's, high rates of adolescent pregnancies served to highlight the phenomenon as a significant social problem in the United States. Over the course of the decade, the incidence has been estimated at approximately one million adolescent pregnancies per year (Hayes, 1987b). The negative psychological consequences of adolescent pregnancy, coupled with adverse economic consequences for teen mothers, and teen fathers, as well as substantial societal costs have been well documented (Hofferth, 1987).

The high risk for negative psychological consequences among teen mothers is clearly manifested in suicide rates.



Teen mothers have a suicide rate which is ten times greater than the general population (Cvetkovich, Grote, Bjorseth, & Sarkissian, 1975) and seven times greater than their teen peers (American Association of School Administrators & Association of Junior Leagues, Inc., 1988).

The economic consequences of adolescent childbearing have long-term ramifications. A national study found that an alarming proportion of mothers who first gave birth while in their teens had incomes below the poverty level by 150% throughout their twenties. Teens who first gave birth while under the age of 15 were the most negatively effected with 78% having incomes below the poverty level by 150%, in contrast to 51% of those who first gave birth while between the ages of 18-19 (Moore, Wenk, Hofferth, & Hayes, 1987). Economic consequences for teen fathers tend to be less harsh, particularly if the father declines to accept the responsibilities of parenthood. Teen fathers who accept the economic responsibilities of teen fatherhood are more likely to drop-out of school to seek employment and also to become unemployed (Hayes, 1987a).

The pervasive inability of teen parents to offer adequate financial support for their offspring has placed a great demand on public assistance programs. It has been estimated that in 1985 the costs for Medicaid, Aid to Families with Dependent Children, and food stamp programs to

support teenage childbearing totalled 16.65 billion (Burt, 1986).

Young female teens are at high risk for an unplanned premarital pregnancy since the typical lag in seeking contraception among one-half of young teens (i.e., those less than 15-years-old) is at least seven months subsequent to first intercourse (Moore et al., 1987). In contrast, the typical lag in seeking contraception for about one-half of female teens who initiate intercourse at older ages (i.e., 18- to 19-years-old) is, at most, only one month. In addition, young female teens also have a greater tendency to be sporadic and ineffective contraceptors (Kantner & Zelnik, 1972).

The higher risk for young teens to become premaritally pregnant, combined with the increased premarital sexual activity among younger female teens, has resulted in an increasing premarital pregnancy rate for younger female teens in the 1980's. In fact, over the last decade, the rates of premarital pregnancy for younger female teens have increased at a higher rate in comparison to the rates for older female teens (Hofferth et al., 1987).

In recent years, abstinence and the postponement of sexual activity have been promoted as a panacea for adolescent pregnancy by both federal government and other agencies. By and large, educational interventions promoting

abstinence and the postponement of sexual activity have not been grounded in empirical research on the social psychological dynamics of the female adolescent's transition from virginity to nonvirginity.

Indeed, a paucity of empirical research exists on the social psychological dynamics involved in the transition from virginity to nonvirginity. Consequently, educators are left in a quagmire of attempting to "do something" about the early initiation of sexual intercourse and its possible detrimental outcomes, while lacking knowledge of the underlying social psychological dynamics. In the absence of knowledge of these dynamics, teen sexuality interventions are apt to be less effective. This study will attempt to illuminate some of the unknown social psychological dynamics by examining projections by young virgin female adolescents on the likelihood of their transition to nonvirginity while in their teen years.

## CHAPTER 2

### REVIEW OF THE LITERATURE

#### Theoretical Perspective

Reiss (1960, 1967) has formulated a typology of premarital sexual standards. He specified the orthodox double standard as the belief that men are perceived as being free to engage in premarital sexual relations, but women should remain chaste until marriage or invite condemnation. In contrast, the transitional double standard is more permissive for females as it represents the belief that females may also engage in premarital sexual relations provided they are in love or engaged.

According to Reiss, the transitional double standard has grown in social acceptance over the orthodox double standard during the last century, particularly during the 1960's. As sex roles become less rigid or stereotyped, Reiss predicted that eventually the transitional double standard would be superseded with another standard termed permissiveness with affection. Under this standard, strong affection would be sufficient in order for both sexes to acceptably engage in sexual relations.

Simon and Gagnon (1986) have formulated a micro-level concept, sexual scripts, which parallels sexual standards.

They state:

In the most pragmatic sense, sexual scripts must solve two problems. The first of these is gaining permission from the self to engage in desired forms of sexual behavior. The second problem is that of access to the experiences that the desired behavior is expected to generate (p. 109).

The scope of this secondary data analysis is limited to the first of the aspects entailed in sexual scripting. That is, the "gaining of permission from the self" to engage in sexual intercourse as a teenager. Simon and Gagnon refer to the internal rehearsal or internal dialogue which an individual experiences prior to engaging in sexual relations as the process of intrapsychic scripting. In this study, the virgin female adolescents' projections are a form of intrapsychic scripting. The affirmation of the intention to engage in sex while a teenager is, in a sense, the granting of one's self with permission to engage in the act. Two factors are expected to influence these projections.

First, the premarital sexual standards under which they were socialized are expected to influence the virgin female adolescents' projections. In the traditional scenario, a female adolescent receives most of her sexual instructions from her mother (Matteson, 1975). Traditionally, mothers

have tended to favor abstinence until marriage. Reiss (1973) has observed that mothers' strict sexual proscriptions are most apparent as their daughters enter puberty. He posited that mothers feel an urgent sense of responsibility to protect their daughters from the potential negative consequences of sexual activity. Therefore, they often proscribe sexual intercourse for their daughters.

The virgin female adolescents' perceptions regarding their mother's proscriptions for their sexual behavior reflect the premarital sexual standards under which the virgin female adolescents were socialized. If a female adolescent was socialized in accordance with the orthodox double standard to abstain from sex, then she may be less likely to project that she will probably engage in sex during her teen years.

Second, the equating of "love" with "having sex" may increase the likelihood for a virgin female adolescent to project that she will probably engage in sex during her teen years. As Reiss (1960) states:

Our more tolerant attitude towards sexual intercourse between two people in love is a reflection of the associations we make between love and sexual behavior. Love justifies sexual intercourse to many people - to some only in marriage, to others at all times (p. 124).

The equating of "love" with "having sex" reflects the transitional double standard which allows females to engage in sexual relations provided they are in love. Thus, virgin female adolescents who equate "love" with "having sex" may be more likely to project that they will probably engage in sex during their teen years since they appear to accept a more permissive sexual standard.

#### Empirical Research

As Weddle, McKenry, and Leigh (1988) have observed, data on adolescent sexual behavior typically have been gathered from college populations and generalized to older adolescents and often to adolescents in general. Due to the sensitive nature of sexuality, younger adolescents have been understudied. This researcher questions the validity of generalizing data on older adolescents and college students to younger adolescents. Given this caveat, relevant studies on college populations will be reviewed due to the paucity of relevant research literature on younger adolescents.

Primarily, retrospective studies have been employed to predict the age of transition to nonvirginity for various demographic groups of virgin female adolescents. Demographic variables such as age and race, as well as social psychological variables associated with non-virgins have served as the basis for prediction. A paucity of

empirical research has taken a prospective approach to the female's transition from virginity to nonvirginity.

#### Mother/Daughter Communications

Only one study has analyzed communication between mothers and daughters prior to the initiation of sexual intercourse. The unit of analysis was the frequency of communication on sexual topics. The frequency of communication between mothers and daughters on sexual topics did not appear to influence subsequent sexual activity (Kahn, Smith, & Roberts, 1984). As a result of the methodological and ethical difficulties in assessing the content of mother/daughter communications regarding sexual topics, no empirical data currently exist.

Wyatt and Stewart-Newman (1982) found that the sexual standards parents held for their adolescents to be more restrictive than the parents' own premarital sexual behavior. For example, only 18% of the women accepted sexual intercourse among adolescents, but 61% of the women were nonvirgins prior to marriage. This finding buttresses Reiss' position that mothers feel a need to assume a protective role in sheltering their adolescents from sexual intercourse. Precisely how these restrictive sexual standards are communicated is largely unknown.

Fox (1980) has criticized survey research on mother/daughter communications regarding sexual topics on



the grounds that:

... much communication about sex and sexual values is unspoken, indirect, and nonverbal... The researcher who asks questions on the order of "who's talking to you now and about what" no doubt misses the richness of the transmission process that stretches throughout the preceding ten to fifteen years of the daughter's young lifetime (p. 22).

In this study, a good deal of the richness of the transmission or socialization process will be tapped as a teen will be required to respond in accordance with what she believes her mother "thinks" about her having sex during her teen years.

#### Perceptions of the Transition to Nonvirginity

Virgin female adolescents' perceptions of the transition to nonvirginity have not been examined in empirical studies. The one study which has specifically focused on perceptions regarding the transition to nonvirginity was conducted utilizing a sample of college students. Christopher and Cate (1985) examined male and female college students' perceptions of various influences on decision-making for first intercourse. Data was elicited via a 43-item structured inventory having a 7-point Likert format. (Eight of the items were developed from open-ended responses of 14 pre-test virgin

volunteers.) A factor analysis indicated that three factors were the most influential: 1) physical arousal, 2) the nature of the relationship, and 3) circumstances.

The quality of the relationship was deemed as more important to those who placed first intercourse in the context of a serious dating, engagement, or marriage setting. Physical arousal and circumstances were more important to those who placed first intercourse in the context of casual dating. Overall, females assigned more weight to relationship factors in the decision for first intercourse. These findings seem consistent with Ehrmann's (1959) pioneering study, which found that females emphasized romanticism first, then eroticism, precisely the opposite of males. It also squares with the notion of the transitional sexual standard. That is, females are more likely to engage in sexual relations if they feel they are involved in a "love" relationship.

#### Premarital Sexual Standards

Jessor and Jessor's (1975) longitudinal study surveyed the transition from virginity to nonvirginity from a developmental or individualistic perspective. They examined the personality systems of virgins versus nonvirgins in two cohorts from a small city in the Rocky Mountain region with high school youths (from 1969-1972) and college youths (from 1970-1973). Greater

permissiveness was indicated at the college level, as opposed to the high school level. However, among high school students support for existence of the transitional double standard was apparent as the modal "positive" response for having intercourse was: "It's a way of expressing love for someone one is close to" (p. 483).

Cross-sectional studies addressing premarital sexual standards have found support for the existence of both the orthodox double standard and the transitional double standard. For example, DeLamater and MacCorquodale (1979) found that respondents did not strongly adhere to the orthodox double standard in interviews conducted during 1973 with university and non-university students in a midwestern city. Respondents were presented with five types of relationships exhibiting a range of emotional intimacy and asked what behavior would be acceptable for males and likewise for females. Females exhibited somewhat less permissive standards than did males. However, the majority of both sexes exhibited premarital sexual standards which allowed for sexual intercourse under the conditions of love, or strong affection. Hence, the tendency was toward a transitional double standard and permissiveness with affection.

In the same time period, Sorensen's (1973) national study of 13- to 19-year-old teens evidenced strong support

for the transitional double standard. When presented with the following: "It's all right for young people to have sex before getting married, if they are in love with each other," 65% of the 13- to 15-year-old females and 70% of their male counterparts agreed with this questionnaire item. Among older teens the tendency toward the transitional double standard was more pronounced with 77% of the 16- to 19-year-old females and 88% of their male counterparts who agreed. Caution must be exercised with respect to these findings as Sorensen lost 53% of the original households he had selected with adolescents due to parental or student unwillingness to participate. That is, selection bias may have been operating such that the participants reflected only the most sexually liberal teens and their parents.

In contrast, in a subsequent cross-sectional study on 15- to 18-year-old high school student volunteers in five states, Hass (1979) found support for the persistence of the orthodox double standard. When asked, "Do you think a girl should be a virgin when she gets married?", 30% of the males agreed and 47% of the females agreed with this questionnaire item. When asked, "Do you think a boy should be a virgin when he gets married?", 17% of the males agreed and 32% of the females agreed. While the study is limited by having a volunteer sample, it suggests that data on

premarital sexual standards from college level students should not be generalized to high school students.

Another cross-sectional survey in four Baltimore inner-city high schools (grades seven through twelve), during the early 1980's also found support for the persistence of the orthodox double standard (Zabin, Hirsch, Smith, & Hardy, 1984). Among female virgins nearly half (47%) of the Whites and 37% of the Blacks believed that sexual intercourse should not be initiated prior to marriage. The researchers did not break down this analysis by age groups. Consequently, trends for younger versus older teens cannot be ascertained. Further, since the study is limited to four inner-city schools in one city (Baltimore), generalization is tenuous.

With respect to the behavioral consequences of premarital sexual standards, Zelnik and Shah's (1983) cross-sectional survey conducted in 1979 indicated adherence to the transitional double standard. Analysis of a national probability sample of females from ages 15 to 19, and males from ages 17 to 21, found the majority of females were going steady or engaged at the time of first intercourse. In addition, males were over twice as likely to have had first intercourse with a partner they had just recently met than were females.

Two studies have utilized panel data obtained from

convenience samples of Midwest university students. Surveys were administered to freshman during 1967 and 1970. Follow-up surveys were administered to these same freshman during their senior year as university students (i.e., 1971, and 1974, respectively). The authors offer the caveat that they did not attempt to generalize the findings due to risks of sampling error. In the first study by Walsh, Ferrell, and Tolone (1976) it was suggested that "societal change" may have accounted for the behavioral similarity in increased permissiveness between 1971 seniors from the 1967/1971 panel and freshman in the 1970/1974 panel. In the second study by Ferrell, Tolone, and Walsh (1977) the orthodox double standard was apparent in the sample of the 1967/1971 panel with males endorsing it to a greater degree than females.

Lastly, in a recent experiment conducted by Sprecher (1989), university students were administered sexual permissiveness scales. Subjects were asked to respond with respect to one of the hypothetical targeted combinations of sex, age, and also personal relevance dimensions (i.e., generic male/female versus self/family/friends). The double standard was not evident, but significantly less permissiveness was found among the respondents in regard to sexual activity in fourteen-year-old targets than for sixteen-year-old, eighteen-year-old, and twenty-year-old

targets. Overall, the study supported the existence of a transitional double standard as females and males were most permissive if sex occurred within the context of love and/or engagement.

In sum, only one study has focused on perceptions regarding the transition from virginity to nonvirginity. The data were elicited from university students in the early 1980's and suggested an adherence to the transitional double standard. A longitudinal study with a sample of college students between 1970-1973 and a 1989 university experiment both found adherence to the transitional double standard. However, the university students were less permissive in regard to hypothetical fourteen-year-old targets. Conflicting results have been obtained in cross-sectional research. Studies with college level samples support the existence of the transitional double standard. However, high school level samples provide limited support to both the orthodox double standard and the transitional double standard which may be due to these studies employing either a volunteer sample, a probability sample with potential selection bias, or a restricted sampling frame.

To what extent young virgin female adolescents hold permissive premarital sexual standards for themselves has not been adequately examined. In this study females were asked to respond directly to the statement, "I will

probably have sex while I am a teenager." Employing this projective questionnaire item eliminates the retrospective bias present in studies which question the respondents after they have made the transition to nonvirginity on "why" they had engaged in sex. To date, no studies have addressed virgins' perceptions regarding the likelihood of engaging in sex during their teen years in such a forthright manner.

#### Research Questions/Objective

The research questions to be addressed by this secondary data analysis of a 1985 cross section of virgin female adolescents are:

- 1) Are virgin female adolescents who perceive their mother as disapproving of their engaging in sex as a teenager less likely to project that they will probably have sex during their teen years?
- 2) Are virgin female adolescents who perceive "love" and "having sex" as being equated more likely to project that they will probably have sex during their teen years?

The objective of the research is to advance knowledge on the social psychological dynamics preceding the transition to nonvirginity in order to guide educational program development on teen sexuality.



## CHAPTER 3

### METHODS AND TECHNIQUES

The research questions addressed by this secondary data analysis of a 1985 cross-section of virgin female adolescents were: 1) Are virgin female adolescents who perceive their mother as disapproving of their engaging in sex as a teenager less likely to project that they will probably have sex during their teen years? 2) Are virgin female adolescents who perceive "love" and "having sex" as being equated more likely to project that they will probably have sex during their teen years?

Relevant contingencies that have been found to be important in previous studies were controlled in testing the research questions. For example, age was controlled as it has been found to have a positive relationship with the likelihood of engaging in teen sex (Hayes, 1987a). Thus, eighth grade virgins may be more likely to project that they will engage in teen sex than seventh grade virgins due to their age. Additionally, educational aspirations were controlled as some research has suggested that females who foresee continuing their education beyond high school, are less likely to engage in intercourse (Furstenberg 1976; Hogan & Kitagawa, 1985). Lastly, ethnicity was controlled as studies have found that Blacks tend to have more

permissive premarital sexual standards than Whites (Reiss, 1967; Staples 1978; Inazu & Fox, 1980). Consequently, they may be more likely to project that they will probably have sex during their teen years.

#### Procedures

Due to the fact that a blind data set was employed in this secondary data analysis, San Jose State University's Human Subjects Committee waived a review of the study. The blind data set (Sociometrics Corp., 1988), from which this secondary data analysis was conducted, was previously analyzed in a technical report by the principal investigator (Donahue, 1987). Data were originally collected in order to evaluate the effectiveness of an educational intervention on teen sexuality entitled: Values and Choices, Search Institute's Adolescent Pregnancy Prevention Demonstration Project (Reagan & Card, 1988).

The original data set was composed of pre-test, post-test and delayed-post-test survey components. This secondary data analysis utilized the pre-test component as a cross-sectional survey. The pre-test questionnaire consisted of 100 items which included the following topics: sexual restraint, coercion, knowledge, communication with parents, as well as attitudes and intentions toward engaging in teen sex (see Appendix).

The pre-test component of the survey was administered

in September of 1985 to seventh and eighth grade males and females in nine public schools covering four states (N = 1,713). The schools were located in the following cities: 1) Campbell, CA; 2) San Francisco, CA; 3) Los Gatos, CA; 4) Denver, CO; 5) Aurora, CO; 6) Detroit, MI; 7) Minneapolis, MN (2 schools); 8) Grand Rapids, MN. The schools were selected to be representative of the 1985 U.S. population of seventh and eighth grade public school students. In addition, pre-existing professional relationships that the investigating institute had established with certain schools were also factors considered in the selection process.

Within the schools, all seventh and eighth grade males and females were sampled, with the sole criterion for exclusion being a lack of informed consent on the part of the parents. Only a few parents declined participation (M.J. Donahue, personal communication, July 5, 1989). Informed consent was obtained for both treatment and control groups. Confidentiality was assured by using code identifiers, rather than names and by providing envelopes in which to seal responses (Reagan & Card, 1988).

Immediately prior to the educational intervention, treatment and control groups (which were randomly assigned on the basis of classes) were concomitantly administered the pre-test questionnaire. Consequently, in this study,

subjects in both treatment and control groups were analyzed as if they were participating in a cross-sectional survey. Since this study focused on female virgins, only female seventh and eighth grade virgins were selected for analysis.

### Data Analysis

#### Data Preparation

The original data set for this study was obtained from Sociometrics Corporation on two 1.2MB floppy disks. A pretest raw data file as well as a pretest SPSS/PC program file were copied from the floppy disks to a 80386 microcomputer for analysis using the SPSS/PC+ statistical package.

There were a total of 1,713 male and female seventh and eighth graders in the original pretest data set. Initial examination of the gender and virginity status variables revealed that 648 of the 1,713 respondents were female virgins at the time of the pretest. Of these 648 female virgins, respondents who selected the compound Likert category of "neither or don't know" in response to questions measuring the dependent variable (184 responses) and/or independent variables (a total of 179 responses) were excluded from the analysis. A final list-wise deletion of those cases containing missing data on one or more of the study variables yielded a total of 315 respondents who were not retained for analysis. This left a representative

sample of 333 female virgins who were able to offer definitive projections for the final analysis.

The study variables were recoded into dummy variables in order to employ the data analysis technique of dummy variable multiple regression. (For specific recoding procedures implemented with the study variables, see the "Definitions/Measurement of Variables" section.)

#### Data Analysis Technique

Dummy variable multiple regression was performed to analyze the relationships between the dependent variable-- the projections regarding the likelihood of engaging in sex as a teenager -- and the independent variables of:

- 1) perceptions of their mother's sexual proscriptions for them, and
- 2) perceptions of "love" and "having sex" as being equated.

Accordingly, the control variables of age, ethnicity, and educational aspirations were controlled statistically. The dichotomous dummy independent variables, as well as the dichotomous dummy control variables, were entered simultaneously into a step-wise regression procedure. The set of two dummy control variables for educational aspirations was entered as the last step of the step-wise regression procedure to facilitate the use of an increment-in- $R^2$  test on the educational aspiration dummy variables as a group.

## Definitions/Measurement of Variables

### Study Variables

#### Dependent Variable:

Projection of Engaging in Teen Sex: the perception on the part of the respondent that she will probably have sex while in her teen years, as measured by her response to the statement: "I will probably have sex while I am a teenager." The original instrument's 5-point Likert scale categories were transformed into a dichotomous dummy variable. The categories of "strongly agree" and "agree" were collapsed into the category of "agree" and coded "1." The categories of "strongly disagree" and "disagree" were collapsed into the category of "disagree" and coded "0." The original instrument contained the compound category of "neither or don't know" which was conceptually unclassifiable. Hence, it was excluded from the analysis (see Appendix - original instrument, p. 4, question 7).

#### Independent Variables:

Perception of Mother's Proscriptions Regarding the Acceptability of Teen Sex for Daughter: the perception on the part of the respondent of her mother's approval or disapproval with regard to the respondent's engaging in teen sex, as measured by her response to the statement: "My mother thinks I should not have sex while I'm a teenager." The original 5-point Likert scale categories were

transformed into a dichotomous dummy variable. The categories of "strongly agree" and "agree" were collapsed into the category of "agree" and coded "1." The categories of "strongly disagree" and "disagree" were collapsed into the category of "disagree" and coded "0." The original instrument contained the compound category of "neither or don't know" which was conceptually unclassifiable. Hence, it was excluded from the analysis (see Appendix - original instrument, p. 5, question 35).

Perception of "Love" and "Having Sex" as Being Equated:

the perception on the part of the respondent that the meaning of "love" and "having sex" are equated, as measured by her response to the statement: " 'Love' and 'having sex' mean the same thing." ("Having sex" was operationalized in the original instrument for the respondent as follows: "the act of having sexual intercourse, that is, a male's penis going into a female's vagina.") The original instrument's 5-point Likert scale was transformed into a dichotomous dummy variable. The categories of "strongly agree" and "agree" were collapsed into the category of "agree" and coded "1." The categories of "strongly disagree" and "disagree" were collapsed into the category of "disagree" and coded "0." The original instrument contained the compound category of "neither or don't know" which was conceptually unclassifiable. Hence, it was excluded from

the analysis (see Appendix - original instrument, p. 5, question 19).

Control Variables:

Age: the number of discrete, chronological years since the date of birth of the respondent, as measured by the original instrument. Age was dichotomized into a dummy variable with 12-years-old and younger, coded "0," and 13-years-old and older, coded "1" (see Appendix - original instrument, p. 2, question 2).

Ethnicity: the racial and/or national origin of the respondent as measured by the original instrument. Ethnicity was dichotomized into a dummy variable with Non-Blacks, coded "0," and Blacks, coded "1." Non-Blacks consisted of the following categories from the original instrument: American Indian, Asian/Oriental, Hispanic, White, and Other (see Appendix - original instrument, p. 3, question 16).

Educational Aspirations: the level of education which the respondent aspires to achieve as measured by the original instrument. Educational aspirations were transformed into the following dummy variables: No further than High School (0,1); Trade or Vocational School (0,1); College and Post Baccalaureate (0,1). The High School category served as a reference group for analysis (see Appendix - original instrument, p. 3, question 14).



### Other Definitions

Sex Role: "The socially learned patterns of behavior (including overt behavior, emotional reactions, cognitive functioning, covert attitudes, physical appearance and demeanor, and general psychological and social adjustments) that differentiate women from men in a given society" (Nielsen, 1978:170).

Socialization: "The process by which individuals acquire the knowledge, skills, and dispositions that enable them to participate as more or less effective members of groups and society" (Brim, 1966:3).

Sexual Scripting: "Our use of the term script with reference to the sexual has two major dimensions. One deals with the external, the interpersonal--the script as the organization of mutually shared conventions that allows two or more actors to participate in a complex act involving mutual dependence. The second deals with the internal, the intrapsychic, the motivational elements that produce arousal or at least a commitment to the activity" (Simon & Gagnon, 1973:20).

### Assumptions

In undertaking this secondary data analysis, the following assumptions were made by the researcher:

- 1) It was assumed that the projection of the likelihood of engaging in sex while a teenager formed a part of the

female's belief system regarding her sexuality and in turn, that this belief system was associated with future behavior. To what extent it was associated with future behavior could not be determined by utilizing the data set from this study. However, consistent with the notion of sexual scripting (Simon & Gagnon, 1986), it was assumed that affirmative projections to engage in teen sex may have been realized contingent upon: a) opportunities to engage in sexual intercourse, b) a female teen's willingness to engage in sexual intercourse with a given partner.

2) It was assumed that the respondents offered sufficiently veridical responses to the questionnaire items.

3) It was assumed that the questionnaire items employed adequately measured the concepts being tested.

4) It was assumed that the selection of schools by the original investigators was adequate in terms of external validity. That is, generalizations to the 1985 U.S. population of female seventh and eighth grade virgins were warranted.

5) It is assumed that there were no statistically significant differences between those respondents who were excluded from the analysis due to a compound category in the original instrument's Likert scale and those who were retained for analysis.

6) For the purposes of analysis, the robustness of the

assumption for interval level variables in multiple regression allowed for the treatment of the ordinal, Likert dependent and independent variables as interval level variables.

## CHAPTER 4

## RESULTS

Distribution of Data

The patterns which emerged from an examination of the distribution of data are summarized as they augment the regression analysis. Focusing on the dependent variable, it is clear that among female virgins who were able to offer a projection regarding the likelihood of engaging in sex as a teenager, slightly more than three-quarters (77.5%) agreed that they would probably have sex during their teen years (Table 1). In other words, if a female virgin was able to offer a projection regarding the initiation of sexual intercourse as a teenager, the odds were approximately 3:1 for her to offer an affirmative projection.

The distribution of data with respect to the independent variables revealed rather striking patterns. Among female virgins who were able to offer definitive beliefs regarding the equating of "love" and "having sex," 91.3% believed that they mean the same thing. A mere 8.7% did not believe that "love" and "having sex" were equated (Table 2). Consequently, if a female virgin was able to offer definitive beliefs on the equating of "love" and "having sex," the odds were approximately 9:1 for her to believe that "love" and "having sex" mean the same thing.

Table 1

Frequencies of Projections by Female Virgins that They Will  
Probably Have Teen Sex

Category	Frequency	Percentage
Disagree	75	22.5
Agree	258	77.5
Total	333	100.0

Table 2

Frequencies of Perceptions by Female Virgins that "Love" and  
"Having Sex" Mean the Same Thing

Category	Frequency	Percentage
Disagree	29	8.7
Agree	304	91.3
Total	333	100.0

In contrast, the distribution of data on the independent variable regarding mother's proscriptions indicated that only a small percentage of the female virgins believed that their mothers disapproved of them engaging in sexual intercourse as teens. Among female virgins who were able to offer definitive beliefs regarding their mother's proscriptions, 88.6% did not believe that their mothers disapproved of them engaging in sexual intercourse as teenagers. Only 11.4% of the female virgins believed that their mothers disapproved of teen sex for them (Table 3). Consequently, if a female virgin was able to offer definitive beliefs on whether or not her mother disapproved of sexual intercourse for her as a teen, the odds were almost 9:1 for her not to believe that her mother disapproved of teen sex for her.

Focusing on the control variables, the age categories of 12-years-old and younger, and 13-years-old and older, were about equally split with 55.6% and 44.4%, respectively (Table 4). The distribution of the ethnicity variable (Table 5) was representative of the population of young virgin female adolescents in the U.S. as 73% of this study's virgins were non-black and 27% were black (Card, Reagan, & Ritter, 1988). Interestingly, a very large proportion (85.9%) of the female virgins aspired to achieving at least a baccalaureate college education (Table 6).

Table 3

Frequencies of Perceptions by Female Virgins that Their  
Mother Disapproves of Teen Sex for Them

Category	Frequency	Percentage
Disagree	295	88.6
Agree	38	11.4
Total	333	100.0



Table 4

Frequencies of Age Categories for Female Virgins

Category	Frequency	Percentage
12 years-old & younger	185	55.6
13 years-old & older	148	44.4
Total	333	100.0

Table 5

Frequencies of Ethnicity Categories for Female Virgins

Category	Frequency	Percentage
Non-Black	243	73.0
Black	90	27.0
Total	333	100.0

Table 6

Frequencies of Educational Aspirations Categories for Female Virgins

Category	Frequency	Percentage
High School	26	7.8
Trade School	21	6.3
College & Beyond	286	85.9
Total	333	100.0

Those aspiring to no further than a high school education, or trade school education were about equally split with 7.8% and 6.3%, respectively.

Lastly, the zero-order correlations for the study variables are summarized in Table 7. Due to the fact that none of the variables were highly intercorrelated, no evidence was found for multicollinearity. Thus, the regression analysis may be taken as readily interpretable.

#### Dummy Variable Multiple Regression Analysis

The results of the dummy variable multiple regression analysis are presented in Table 8. The combined effect of all of the variables in the equation explained 9.4% of the variance of the dependent variable. Two significant relationships surfaced in the analysis involving an independent variable and a control variable.

Curiously, the control variable of age was significant at an alpha level of  $p < .01$ , but in the opposite direction of what was expected. That is, younger adolescents (i.e., 12-years-old and younger) were moderately more likely than those who were 13-years-old and older, to project that they would probably engage in sex during their teen years.

The independent variable of mother's proscriptions regarding the acceptability of teen sex was clearly the strongest predictive variable in the equation. The belief that one's mother disapproved of them engaging in sex as a

Table 7  
Zero-Order Correlations for the Study Variables

	Probably Have Teen Sex	Love Equals Sex	Mother Against Teen Sex	Age	Ethnic	Trade School	College & Beyond
Probably Have Teen Sex	---						
Love Equals Sex	-.014	---					
Mother Against Teen Sex	-.281	.010	---				
Age	-.140	-.045	-.036	---			
Ethnic	-.028	-.028	.101	-.027	---		
Trade school	-.038	.036	-.015	.141	.009	---	
College & Beyond	-.033	-.003	.010	-.158	.091	-.640	---

Table 8

Regression Analysis on the Projections by Female Virgins  
that They Will Probably Have Teen Sex

Variable	b	beta	Inc. R <sup>2</sup>
Love Means Having Sex	-.021	-.014	
Mother Against Teen Sex	-.378*	-.288	
Age	-.131*	-.156	
Ethnicity	.007	.008	
Educational Aspirations (Trade School)	-.160	-.093	.008
Educational Aspirations (College & Beyond)	-.138	-.115	
Constant	1.022		
R <sup>2</sup>	.094		
N	= 333		
* p	< .01		

teenager strongly decreased the likelihood that a female virgin would offer an affirmative projection. This relationship was significant at an alpha level of  $p < .01$ . Thus, strong support was manifested for the influence of mothers' proscriptions as reflecting an orthodox double standard on the virgin female adolescents' projections. Conversely, no evidence was found to indicate that the independent variable regarding the equating of "love" and "having sex" by the virgin female adolescents significantly influenced the projections.

On balance, what answers to the research questions are provided by the examination of the distribution of data and the dummy variable multiple regression analysis? These issues are fully explored in the ensuing discussion.

## CHAPTER 5

## DISCUSSION

Prior to turning attention to discussing the findings, a review of the limitations of this study is in order. As is the case with all cross-sectional surveys, certain inherent limitations exist in this study's design. First, the analysis is limited in that it is static in nature. Originally, data were collected for the purpose of evaluating an educational intervention having an attenuated time frame of September 1985 (at pretest) to March 1986 (at delayed post-test). A longitudinal analysis of the control group virgins from September 1985 to March of 1986 was considered as a potential study design for this secondary data analysis. However, the small number completing the transition to nonvirginity status during this period would not have allowed for generalization.

Ideally, the original researchers could have collected data on the virgins to the end of their teen years in a longitudinal design. Yet, given the large number of subjects in the original study, the required resources could have seriously limited the feasibility of the undertaking.

The second limitation involves the dilemma of self-reporting of sensitive topics by respondents in survey/questionnaire research. Were the responses they gave



veridical? Newcomer and Udry (1988) found in a study on honesty in virginity status reporting that only 7% of the females admitted at Time 2 (after a two year lapse) to not having been truthful regarding their nonvirginity status at Time 1. Given that Newcomer and Udry's sample was comparable to this study's sample, the anticipated low percentage of non-veridical responses should not significantly effect the results of the analysis.

The third limitation is that the original investigators' sampling technique employed an element of convenience sampling, as they acknowledge pre-existing professional relationships with some of the schools. However, the effort was made by the original investigators to that ensure all of the schools were representative of U.S. public school seventh and eighth grade students (i.e., various dimensions were given consideration such as socioeconomic class, ethnicity/race, and urban, suburban, and rural dimensions). Evidence of this effort was subsequently reviewed at two levels. First, a national advisory panel of experts reviewed the original investigation on factors encompassing scope, technical quality, program relevance, and overall balance as a condition of initial acceptance for inclusion in the Data Archive on Adolescent Pregnancy and Pregnancy Prevention (sponsored by the Office of Population Affairs). Second,

Sociometrics Corporation, the entity responsible for the operation of the Data Archive on Adolescent Pregnancy and Pregnancy Prevention, reviewed all associated documentation from the original investigation (Sociometrics Corp., 1986). Therefore, potential threats to external validity had been given due consideration prior to inclusion of the data set in the Data Archive on Adolescent Pregnancy and Pregnancy Prevention.

The fourth limitation is that the original investigators' Likert scale (which measured the dependent and independent variables in this secondary data analysis) contained the compound category of "neither or don't know." That is, a respondent may have been offering a neutral response, or on the other hand, may have been indicating that she did not know how to respond at all. Perhaps the virgin females who chose the compound Likert category response of "neither or don't know" had not sufficiently come to terms with their emerging sexuality in order to be able to offer definitive responses.

Moreover, since the original investigators' Likert scale contained this compound category, it was impossible to separate out the effects of these two qualitatively different responses. If the two responses had been measured by distinct Likert categories, the analysis could have benefited from the inclusion of these virgin females. Since

the original investigators' Likert scale precluded this possibility, the decision was made to exclude the compound Likert cases from the analysis in the interests of conceptual clarity and theoretical interpretation of the results.

In sum, the study is limited to a static point in time, surveyed sensitive topics, and entailed an element of convenience sampling on the part of the original investigators. However, these limitations should not serve to discredit the findings. Further, although the study would have been more thorough if the original investigators' Likert scale had not contained a compound category, the conclusions asserted do not exceed the bounds of what may be ascertained from the data.

What influence did premarital sexual standards have on the projections offered by the virgin female adolescents? Most importantly, the perceptions of their mothers' proscriptions as reflecting an orthodox double standard of premarital sexuality (i.e., abstinence from sex was perceived as the acceptable premarital sexual standard from the mothers) acted to strongly decrease the likelihood of affirmative projections. Given the strong support for this relationship, the salience of mothers' influence is clear at the level of intrapsychic scripting. Thus, virgin females who are socialized in accordance with the orthodox double

standard are significantly less likely to project that they will probably engage in sex during their teen years.

Oddly, only 11.4% of the virgin females who were able to offer a definitive view regarding their mothers' proscriptions perceived their mothers as disapproving of teen sex for them. It appears that mothers may have been less overtly proscribing teen sex. Additionally, or alternatively, transmission of premarital sexual standards between mothers and daughters may have been inadequate.

Consistent with the transitional double standard, female virgins who equated "love" and "having sex" were expected to be more likely to offer affirmative projections since they appear to accept a more permissive premarital standard. However, no evidence was found that the equating of "love" and "having sex" had a significant influence on the likelihood for a virgin female adolescent to project that she would probably have sex during her teen years. Thus, at the level of intrapsychic scripting, the equating of "love" and "having sex" does not appear to be salient in predicting affirmative projections.

In addition, there was no evidence that the control variables of ethnicity or educational aspirations had a significant influence on the likelihood of affirmative projections. Yet, the control variable of age was significant at an alpha level of  $p < .01$ , but in the

opposite direction of what was expected. Why were younger adolescents (i.e., 12-years-old and younger) moderately more likely than those who were 13-years-old and older, to offer affirmative projections? One explanation may be that selection bias was operating. In other words, as females age their likelihood of remaining virgins decreases, while concomitantly those who remain virgins may become more firm in projecting that they will probably not choose to initiate sex while in their teens. An alternative explanation may be that this sample reflects the initial stages of a cohort effect. In the absence of adequate follow-up data, the merits of this argument are not able to be assessed.

The impetus for this study originated from the observation of high rates of premarital sexual activity among young female teens during the 1980's, which suggested that more permissive premarital sexual standards have been adopted by this group. While it was beyond the scope of this study to fully test the nature of this relationship, it may be ascertained to what extent young virgin female adolescents hold permissive premarital sexual standards at the beginning of the continuum from virginity to nonvirginity--precisely, from the vantage point of intrapsychic scripting. At the level of intrapsychic scripting, most virgin female adolescents who are able to be definitive in their projections (i.e., able to offer an

affirmation or a denial that they will probably engage in sex as teens) are indeed permissive as the odds were 3:1 of affirming the possibility of engaging in sex during their teen years.

Although a large ratio of virgin female adolescents appear to hold permissive premarital sexual standards, the equating of "love" and "having sex" cannot be inferred as the underlying factor which buttresses this permissiveness at the level of intrapsychic scripting. It may be that the equating of "love" and "having sex" becomes salient at a later point in the continuum from virginity to nonvirginity. For example, if a female is presented with the opportunity to engage in sexual intercourse with a particular partner for whom she feels love, then the belief that "love" and "having sex" are equated may have a significant influence on her decision to initiate sexual intercourse. This scenario seems to square with Zelnik and Shah's (1983) retrospective study which found that the majority of teen females were going steady or engaged to their partners at the time of first intercourse.

To date, the social psychological dynamics of virgin female adolescents' premarital sexual standards in relation to opportunities to engage in sex primarily remain unexamined. This area of inquiry warrants further investigation.

## CHAPTER 6

## SUMMARY AND CONCLUSIONS

A secondary data analysis focused on 333 U.S. public school seventh and eighth grade female virgins sampled from nine schools in four states during 1985. The study was undertaken to explore the influence of virgin female adolescents' perceptions of their mothers' sexual proscriptions, as well as the perceptions that "love" and "having sex" mean the same thing, on the likelihood of projecting that they would probably engage in sex as teenagers. The following research questions were addressed in the multivariate analysis of a cross-sectional survey of virgin female adolescents: 1) Are virgin female adolescents who perceive their mother as disapproving of their engaging in sex as a teenager less likely to project that they will probably have sex during their teen years? 2) Are virgin female adolescents who perceive "love" and "having sex" as being equated more likely to project that they will probably have sex during their teen years?

Strong support was found for the first of the research questions. Virgin female adolescents who perceived their mothers as disapproving of their engaging in sex as a teenager were significantly less likely to project that they would probably have sex during their teen years. However,

no evidence was found that virgin female adolescents who equated "love" and "having sex" were more likely to project that they would probably engage in sex during their teen years. It was suggested that the equating of "love" and "having sex" may become a salient factor as actual opportunities to engage in sexual intercourse are presented to the adolescent.

An odd twist appeared as adolescents who were 12-years-old and younger were moderately more likely than those who were 13-years-old and older to offer affirmative projections. This relationship was possibly attributable to methodological artifacts of the sample. In addition, support was manifested for the existence of permissive premarital standards with regard to the projections as slightly more than three-quarters of virgin female adolescents who were able to offer definitive projections, affirmed that they would probably engage in sex as teens. Foremost, what this study advanced and supported was the importance of the perceptions of their mothers' proscriptions in relation to virgin female adolescents' projections of engaging in sex as a teenager. It is an issue that has been neglected and deserves further examination.

#### Implications for Practice and Future Research

The results of this study have implications for both



practice and future research efforts. Educational interventions on teen sexuality are apt to neglect the influence of premarital sexual standards on teen sexuality. However, the belief systems underpinning adolescents' projected and/or actual sexual behavior may largely reflect these influences. More explicit attention needs to be directed toward exploring the influence of premarital sexual standards with adolescents. In all likelihood, it is not sufficient to give superficial treatment to these notions, as if sex role related premarital sexual standards do not impinge on adolescent sexual behavior.

Specifically, the positive role mothers may have in shaping their daughters' chances for abstinence from early sexual activity should be recognized in the design of interventions. For example, many mothers may disapprove of teen sex for their daughters, but effective transmission of this premarital sexual standard may be lacking. Mothers could be invited to volunteer as participants in sexuality interventions with their daughters to more effectively communicate their proscriptions with an educator facilitating the process. Not only those who had been ineffective in the transmission process could benefit, but also those who had been effective in transmitting their proscriptions could benefit by reinforcing and supporting their daughters in a group setting. Additionally, these

effective mother/daughter dyads could function as role models for those who had been less effective in their communications. Since mothers appear to be powerful agents in shaping sexuality at this stage of adolescent development, interventions should attempt to elicit their participation to whatever extent may be deemed appropriate.

Moreover, cultural definitions of "love" and "having sex" as being equated need debunking during interventions. The transitional double standard, like any normative position, has much in the way of taken-for-grantedness associated with it. Therefore, debunking the necessity of "having sex" in the context of "love" needs to be a priority in sexuality interventions. Further, myths of non-choice in the initiation of sexual intercourse should be challenged. Since many teens may believe that sex is the typical outcome of any "love" relationship, sexual intercourse should be presented as something one may choose, or not choose to engage in with a particular partner, at any given point in time. The importance of these issues cannot be underestimated given the large ratio of young females who believe that "love" and "having sex" mean the same thing.

What are the implications for future research which follow from this study? First, more studies need to be conducted on young adolescents, rather than attempting to generalize from older adolescent and college student

samples. As indicated in the literature review, Sprecher's (1989) study found university students to be significantly less permissive in regard to sexual activity among hypothetical fourteen-year-old targets. However, this study found that young teens who were able to offer definitive projections manifested permissiveness with odds of 3:1. This suggests that generalization may not be warranted between college level versus junior high school populations on studies of sexuality.

Secondly, qualitative studies should investigate mother/daughter communications as they influence premarital sexual standards. How accurate are the perceptions of mothers and daughters with respect to each other's premarital sexual standards? Why do some mothers serve as effective transmitters on sexuality issues with their daughters? What influences the likelihood that a teen will accurately perceive her mother's proscriptions, and in turn, integrate them into her belief system, as well as her future behavior?

Thirdly, the social psychological dynamics of virgin female adolescents' premarital sexual standards should be examined in relation to opportunities to engage in sex. The transition to nonvirginity cannot be fully understood without studies which attend to this last, critical linkage from virginity to nonvirginity. Prospective cohort designs

would be ideal, albeit costly in implementation. In the alternative, case studies could be conducted to examine these dynamics in more depth.

Finally, the researcher would be remiss if she did not recommend that research needs to be informed by practice. Sexuality interventions should be evaluated more frequently not only in order to increase their effectiveness, but also to generate meaningful areas for empirical inquiry. Further, the researcher advocates data sharing of evaluation research beyond the scope of informal circles such as colleagues and collaborators to facilitate this interchange. Indeed, without Search Institute's willingness to share its evaluation data via an archive, this research would not have been possible. Lastly, beyond the concept of data sharing, the strengths of basic and applied approaches to research should be fully utilized in order to formulate meaningful solutions to the complex health and social problems associated with adolescent sexuality. This thesis moves educators, researchers, and other professionals one step further in the search for relevant questions and potential solutions.

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**APPENDIX**

Data Set No. D1-D3

1985-1986 FIELD TEST OF VALUES AND CHOICES,  
SEARCH INSTITUTE'S  
ADOLESCENT PREGNANCY PREVENTION  
DEMONSTRATION PROJECT

Original Instrument

Data Archive on Adolescent Pregnancy  
and Pregnancy Prevention

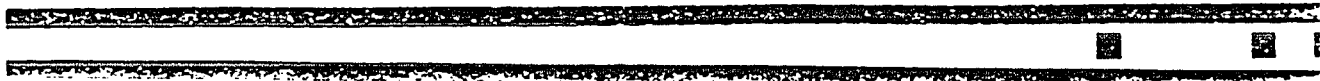
Sociometrics Corporation  
685 High Street, 2E  
Palo Alto, CA 94301  
(415) 321-7846

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# NATIONAL DEMONSTRATION PROJECT

## Student Questionnaire

This study is being conducted by:  
Search Institute  
122 West Franklin Avenue  
Minneapolis, MN 55404-9996





8. What adults live in your home with you? Fill in all of the answers that apply to you. For example, if you live with your mother and father, you will fill in the first and second circles.

- My mother (natural mother, stepmother, or adoptive mother)
- My father (natural father, stepfather, or adoptive father)
- Another man I am not related to
- Another woman I am not related to
- An aunt (or aunts)
- An uncle (or uncles)
- A brother who is over 21
- A sister who is over 21
- A grandmother
- A grandfather
- I don't live with a family

9. What is the highest level of education your mother has completed? If you're not sure, make your best guess. Mark only one circle.

- She completed grade school
- She completed high school
- She had some education after high school
- She completed college
- She completed some education after college
- This question does not apply to me.

10. What is the highest level of education your father has completed? If you're not sure, make your best guess. Mark only one circle.

- He completed grade school.
- He completed high school.
- He had some education after high school.
- He completed college
- He completed some education after college.
- This question does not apply to me.

11. Which of these does your family own? Mark all that apply.

- A radio
- A television
- A car or truck
- More than one car or truck
- A typewriter
- A home computer
- 50 or more books
- An encyclopedia
- A daily newspaper
- A telephone answering machine
- We do not own any of these things

12. Do you have your own room at home, or do you share a room with someone else?

- I have my own room
- I share my room with someone else

13. What is your grade in school?

- 6th
- 7th
- 8th
- 9th
- 10th
- 11th
- 12th

14. How far do you think you will go in school? Choose one answer that fits you best.

- I would like to quit school as soon as I can.
- I plan to finish high school, but I don't think I'll go on after that.
- I'd like to go to some kind of trade school or vocational school after high school.
- I'd like to go to college after high school.
- I'd like to go to college and then take further study to be something like a lawyer, doctor, or scientist.

15. Have you ever had a sex education course in school (besides this one)?

- Yes
- No

16. Which of these statements describes you best? If more than one, please mark the one you consider most important.

- I am American Indian.
- I am Asian/Oriental.
- I am Black
- I am Hispanic.
- I am White.
- Other

17. In the last 12 months, how many times, if ever, have you been out on a date (such as going out to a party or a movie with one person of the opposite sex)?

- Not at all
- 1 or 2 times
- 3 to 5 times
- 6 to 9 times
- 10 to 19 times
- 20 times or more

18. In the last 12 months, how many times, if ever, do you think most of your friends have been out on a date?

- Not at all
- 1 or 2 times
- 3 to 5 times
- 6 to 9 times
- 10 to 19 times
- 20 times or more

PLEASE TRY TO ANSWER EVERY QUESTION

The word "sex" in this questionnaire means whatever you usually think of when you hear the word "sex".

The words "having sex" or "had sex" in the questionnaire mean the act of having sexual intercourse, that is, a male's penis going into a female's vagina.

The next set of questions asks about your ideas about sex. We want to know how you feel about these issues. Read each statement and decide how much you disagree or agree with it, and then fill in the circle that expresses your opinion.

**REMEMBER:** Your name is not on the questionnaire, so no one can find out how you answered.

19. Have you ever had sex?  
 Yes                       No

If No, go to question 22.

20. How many times have you had sex in the last 3 months?  
 None  
 One time  
 Two times  
 3 to 5 times  
 6 times or more

21. How old were you the first time you had sex?  
 10 or younger  
 11  
 12  
 13  
 14  
 15  
 16  
 17 or older

22. How many times, if ever, do you think that most of your friends have had sex?  
 Never  
 One time  
 2 to 5 times  
 6 or more times

For this section, your possible answers are:

- SA = Strongly Agree  
A = Agree  
N = Neither agree nor disagree (or don't know)  
D = Disagree  
SD = Strongly disagree

- SA A N D SD
1. If I have sex while I'm a teenager, I could get a venereal disease (VD) ..... SA(A)N(D)SD
  2. It is sometimes all right to force a girlfriend or boyfriend to have sex ..... SA(A)N(D)SD
  3. It is against my values for me to have sex while I am a teenager ..... SA(A)N(D)SD
  4. I do not mind thinking and talking about sex ..... SA(A)N(D)SD
  5. Having sex while I'm a teenager would be a way to keep my boyfriend or girlfriend ..... SA(A)N(D)SD
  6. Having sex is something only adults should do ..... SA(A)N(D)SD
  7. I will probably have sex while I am a teenager ..... SA(A)N(D)SD
  8. Having sex while I'm a teenager would make my boyfriend or girlfriend happy ..... SA(A)N(D)SD
  9. I wish that sex wasn't necessary ..... SA(A)N(D)SD
  10. My friends think I should not have sex while I'm a teenager ..... SA(A)N(D)SD
  11. Having sex is a good way for kids my age to impress their friends ..... SA(A)N(D)SD
  12. If I have sex while I'm a teenager, it would make me feel sort of important ..... SA(A)N(D)SD
  13. Males have stronger sex drives than females ..... SA(A)N(D)SD
  14. Even if I am physically mature, that doesn't mean I'm ready to have sex ... SA(A)N(D)SD
  15. It is OK to tell someone I love them to get them to have sex with me ... SA(A)N(D)SD
  16. Thinking about sex makes me uncomfortable ..... SA(A)N(D)SD

PLEASE TRY TO ANSWER EVERY QUESTION

Remember: Your possible answers are:

- SA = Strongly Agree
- A = Agree
- N = Neither agree nor disagree (or don't know)
- D = Disagree
- SD = Strongly disagree

- SA A N D SD
17. Having sex while I'm a teenager would make me feel grown up ..... (SA) (A) (N) (D) (SD)
  18. I think it's OK to say "No" when someone wants to touch me..... (SA) (A) (N) (D) (SD)
  19. "Love" and "having sex" mean the same thing ..... (SA) (A) (N) (D) (SD)
  20. Having sex while I'm a teenager would just be doing what everybody else is doing ..... (SA) (A) (N) (D) (SD)
  21. Sex is dirty and shouldn't be talked about..... (SA) (A) (N) (D) (SD)
  22. Having sex while I'm a teenager would be a way for me to show that I love someone ..... (SA) (A) (N) (D) (SD)
  23. My father thinks I should not have sex while I'm a teenager ..... (SA) (A) (N) (D) (SD)
  24. Having sex while I'm a teenager would be a way to be popular ..... (SA) (A) (N) (D) (SD)
  25. It's harder for a boy to stop once he's been turned on sexually than for a girl ..... (SA) (A) (N) (D) (SD)
  26. If I have sex while I'm a teenager, I could get pregnant (or get someone else pregnant) ..... (SA) (A) (N) (D) (SD)
  27. Sex only brings trouble to people..... (SA) (A) (N) (D) (SD)
  28. Having sex while I'm a teenager would be a way to earn money ..... (SA) (A) (N) (D) (SD)
  29. It's OK to have sex with someone if they say they love you ..... (SA) (A) (N) (D) (SD)
  30. I think it's OK for kids my age to have sex ..... (SA) (A) (N) (D) (SD)
  31. Most people who are important to me think I should not have sex while I'm a teenager ..... (SA) (A) (N) (D) (SD)

SA A N D SD

32. If a girl gets pregnant, it's her fault ..... (SA) (A) (N) (D) (SD)
33. One reason to have sex while I'm a teenager would be just to find out what having sex is like ..... (SA) (A) (N) (D) (SD)
34. Sex can be an important part of life..... (SA) (A) (N) (D) (SD)
35. My mother thinks I should not have sex while I'm a teenager..... (SA) (A) (N) (D) (SD)
36. Learning about sex is important to me ..... (SA) (A) (N) (D) (SD)
37. People should not be expected to behave in certain ways just because they are male or female ..... (SA) (A) (N) (D) (SD)
38. People who want to have sex should respect the right of others to say "No" ..... (SA) (A) (N) (D) (SD)

We would like to know how often you have talked about each of the topics listed below with your parents or guardians in the last 3 months. Fill in the circle that is true for you.

	Haven't talked	
	Once or twice	
	About once a month	
	2-3 times a month	
	Once a week or more	
	In the last 3 months we've talked about.....	
1. Birth control.....	( ) ( ) ( ) ( ) ( )	( )
2. What's right and wrong in sexual behavior.....	( ) ( ) ( ) ( ) ( )	( )
3. What my parents think about teenagers having sex.....	( ) ( ) ( ) ( ) ( )	( )
4. What my friends think about sex.....	( ) ( ) ( ) ( ) ( )	( )
5. My questions about sex.....	( ) ( ) ( ) ( ) ( )	( )
6. Reasons why I shouldn't have sex at my age.....	( ) ( ) ( ) ( ) ( )	( )
7. How my life would change if I became a father or a mother while I am a teenager.....	( ) ( ) ( ) ( ) ( )	( )
8. Venereal disease (VD).....	( ) ( ) ( ) ( ) ( )	( )

PLEASE TRY TO ANSWER EVERY QUESTION

We'd like to know how you felt about your talks with your parents or guardians. If you haven't talked to them about these topics in the last three months, mark the "haven't talked" column.

	Haven't talked	
	Very Bad	
	Bad	
	So-So	
	Good	
	Very Good	
<u>How I felt about our talks on....</u>		
9. Birth control .....	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/>
10. What's right and wrong in sexual behavior .....	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/>
11. What my parents think about teenagers having sex .....	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/>
12. What my friends think about sex .....	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/>
13. My questions about sex .....	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/>
14. Reasons why I shouldn't have sex at my age .....	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/>
15. How my life would change if I became a father or a mother while I am a teenager .....	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/>
16. Venereal disease (VD) .....	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/>

How good or bad do you think each of the following things is?

	Always Bad	
	Usually Bad	
	Neither Good nor Bad	
	Usually Good	
	Always Good	
1. Doing what everybody else is doing .....		
	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
2. Having sex while I am a teenager .....		
	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
3. Showing people I love them .....		
	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
4. Making my boyfriend or girlfriend happy .....		
	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

	Always Bad	
	Usually Bad	
	Neither Good nor Bad	
	Usually Good	
	Always Good	
5. Being pregnant (or getting someone else pregnant) while I'm a teenager .....		
	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
6. Having a venereal disease .....		
	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
7. Being popular .....		
	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
8. Keeping my boyfriend or girlfriend .....		
	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
9. Feeling worthwhile, feeling important .....		
	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
10. Feeling grown up .....		
	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
11. Finding out what having sex is like .....		
	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
12. Earning money .....		
	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

How important is each of these things to you?

	Not important at all	
	Hardly Important at all	
	Somewhat Important	
	Very Important	
	Extremely Important	
13. Doing what my mother thinks I should do when it comes to having sex .....		
	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
14. Doing what my father thinks I should do when it comes to having sex .....		
	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
15. Doing what my friends think I should do when it comes to having sex .....		
	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

PLEASE TRY TO ANSWER EVERY QUESTION



Read through each question and all of the answers. Fill in the circle next to the one best answer.

1. During their menstrual periods, girls:
  - are too weak to participate in sports
  - have a normal monthly release of blood and tissue through the uterus
  - are not able to get pregnant
  - should not shower or bathe
  - all of the above
2. As teenagers enter puberty, they become more interested in sexual activity because
  - their sex hormones are changing
  - the media (movies, TV) push sex for teens
  - their friends may expect them to have sex
  - all of the above
  - none of the above
3. A person can usually avoid getting VD by
  - not having sex
  - douching before sex
  - using the pill
  - not using public restrooms
  - any of the above
4. When boys go through puberty:
  - they lose their "baby fat" and become slimmer
  - their penises get larger
  - they produce sperm
  - their voices get lower
  - all of the above
5. If a couple has sex and uses no birth control, the woman might get pregnant:
  - any time during the month
  - only one week before menstruation (monthly period) begins
  - only during menstruation
  - only one week after menstruation begins
  - only two weeks after menstruation begins
6. A woman can become pregnant:
  - if she douches (washes out her vagina) after sex
  - the first time she has sex
  - if she has sex standing up
  - if the male sperm gets near the opening of the vagina, without the penis actually entering her body
  - any of the above

7. Which one of the following statements is true?
  - a woman's ovaries release two eggs each month, one from each ovary
  - a woman's ovaries release millions of eggs each month from each ovary
  - each time a man ejaculates ("comes") one sperm is released
  - each time a man ejaculates ("comes") millions of sperm are released
  - none of the above
8. Teenagers who choose to have sex may possibly:
  - have to deal with a pregnancy
  - feel guilty
  - become closer to their sexual partners
  - become less close to their sexual partners
  - any of the above
9. In general, children born to young teenage parents:
  - have few problems because their parents are emotionally mature
  - have a greater chance of being abused by their parents
  - have normal birth weight
  - have a greater chance of being healthy
  - none of the above
10. A girl who places her baby for adoption
  - is probably not a responsible person
  - will probably not be a good parent later
  - can always get the baby back
  - may really care about the baby
  - all of the above
11. Most unmarried girls who have children while still in high school:
  - depend upon their parents for support
  - finish high school and graduate with their class
  - never have to be on public welfare
  - have the same social lives as their peers
  - all of the above
12. For a boy, wet dreams (nocturnal emissions) mean he:
  - has a sexual illness
  - is fully mature physically
  - is going through a normal part of growing up
  - is different from most other boys
  - all of the above
13. What is the best advice to give to a pregnant woman?
  - Take aspirin when you have a headache.
  - Get plenty of exercise-like walking or swimming.
  - Wait four months before seeing a doctor
  - Have a drink at night to relax
  - None of the above

PLEASE TRY TO ANSWER EVERY QUESTION.

If you wanted to talk with an adult about your questions or feelings about sex, who would you turn to? Read the list below. Then mark one as your first choice, one as your second choice, and one as your third choice. If there is no adult you could turn to, fill in the circle for nobody.

	<i>1st Choice mark one</i>	<i>2nd Choice mark one</i>	<i>3rd Choice mark one</i>
My mother, stepmother, or female guardian .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My father, stepfather, or male guardian .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My grandmother .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My grandfather .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My aunt .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My uncle .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An adult sister or brother .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A teacher at my school .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A principal, assistant principal, or counselor at my school .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A coach .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A doctor or nurse .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My minister, priest, or rabbi .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A youth group leader or teacher at my church or synagogue .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Some other adult at my church or synagogue .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An adult who works with a club or organization in my community .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The parent of one of my friends .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A social worker or community worker .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A neighbor man or woman .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Some other adult in my community .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nobody I wouldn't talk to any adult about sex .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In the last year, which of the following adults have you gone to talk over your feelings or questions about sex? Mark each circle that applies. If you have not asked any adult for help, mark nobody.

Mark all that apply

My mother, stepmother, or female guardian ...	<input type="radio"/>
My father, stepfather, or male guardian .....	<input type="radio"/>
My grandmother .....	<input type="radio"/>
My grandfather .....	<input type="radio"/>
My aunt .....	<input type="radio"/>
My uncle .....	<input type="radio"/>
An adult sister or brother .....	<input type="radio"/>
A teacher at my school .....	<input type="radio"/>
A principal or assistant principal or counselor at my school .....	<input type="radio"/>
A coach .....	<input type="radio"/>
A doctor or nurse .....	<input type="radio"/>
My minister, priest, or rabbi .....	<input type="radio"/>
A youth group leader or teacher at my church or synagogue .....	<input type="radio"/>
Some other adult at my church or synagogue .....	<input type="radio"/>
An adult who works with a club or organization in my community .....	<input type="radio"/>
The parent of one of my friends .....	<input type="radio"/>
A social worker or community worker .....	<input type="radio"/>
A neighbor man or woman .....	<input type="radio"/>
Some other adult in my community .....	<input type="radio"/>
Nobody I haven't talked to any adult about sex in the last year .....	<input type="radio"/>