



## INTRODUCTION

The United States has the highest incidence of teenage pregnancy in the industrialized world. Teenage pregnancy affects opportunities for education and preparation for the workforce especially for young women. Socioeconomic status and cultural backgrounds both impact attitudes toward and likelihood of teen pregnancy.

This module examines teenage pregnancy in the United States over time and by socio-demographic variables. Students will learn how to access and interpret Census data as well as begin to think sociologically about a specific social issue.

**Exercise 1 Univariate Analysis: Examining marginals and frequency distributions**

1. Go to <http://www.ssdan.net>
2. Click on DataCounts! (in the upper right hand corner of the box)
3. Next click on "Data" in the menu bar
4. From there click "Browse" on the tool bar. Find "custom" on the Choose a Collection or Dataset menu and select it by clicking submit
5. Next on the Choose a Collection or Dataset menu, Scroll to find "tnfm50-90" and then submit
6. Click on Beta WebCHIP 3 to open data file
- 7 Create a Marginals table by selecting the command tab and then marginals
8. Answer the following questions using the table generated. (be careful to distinguish between numbers and percentages)
  - a. What year had the largest number of women aged 15-20 responding? \_\_\_\_\_
  - b. What percent of respondents reported having some college education? \_\_\_\_\_
  - c. How many respondents reported being black? \_\_\_\_\_
  - d. What percent of women aged 15-20 had two or more children? \_\_\_\_\_
  - e. Write a paragraph using your own words to summarize the information from the marginals table.

f. Create a frequency distribution for education level.

Variable Attribute/category	N	%	Cum%
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

## Exercise 2 *Connecting Variables*

This exercise begins to relate variables to one another.

1. Write a definition in your own words for the following concepts:
  - a. Independent variable:
  
  
  
  
  
  
  
  
  
  
  - b. Dependent variable:
  
  
  
  
  
  
  
  
  
  
  - c. Hypothesis:
  
2. Indicate whether each of the following statements are hypotheses or not.
  - a. In 1950 there was a low number of teen births.
  - b. Teen pregnancy is a social problem.
  - c. Blacks are more likely to experience a teen birth than nonblacks.
  - d. Less than one percent of the respondents has three or more children at the time of the survey.
  - e. Teen-aged women in 1950 reported higher level of teen births than those in 1990.
  - f. The older the teen, the more likely to have a child.
  - g. Having two children as a teenager is wrong.
  
3. Identify the independent and dependent variables in each of the following hypotheses.
  - a. Socioeconomic status is positively related to the likelihood of a teen birth.
  - b. Blacks have higher rates of teen births than whites.
  - c. Between 1960 and 1990, teen birth rates increased.
  - d. Married teens have more teenaged births than non married teens.
  - e. The more education, the less likely to have experienced a teen birth for women.
  
4. You will now consider hypothesis c . Create a Crosstab (use the Command tab) with child as the row variable and year as the column. In order to display the table click on table and show as Percentage Down (Please note you can always refer to Steps 1-6 of Exercise 1 to access the correct WEBChip dataset.)
  
  
  
  
  
  
  
  
  
  
5. Create a stacked bar chart (use the Table tab) for each year stack by child. What patterns do you see? Do teenage births appear to be increasing? Explain

**Exercise 3 *Constructing, Interpreting and Understanding Bivariate Tables***

1. Using the same WebCHIP dataset as in Exercises 1 and 2, write a hypothesis predicting the Relationship between number of children and education level.
  - a. What is the independent variable? \_\_\_\_\_
  - b. What is the dependent variable? \_\_\_\_\_
  
2. Calculate a crosstab to examine the relationship between child and education.
  - a. What percent of respondents with some college had no children? \_\_\_\_\_
  - b. How many less than high school educated reported one child? \_\_\_\_\_
  - c. Does education level appear to affect teen childbearing? Explain your answer.
  
3. Now calculate a crosstab to consider how race relates to having a child as a teen. Show the table and write a summary of the results. (You may cut and paste the table into Word.)

#### **Exercise 4 Examining the Effect of Control Variables on Relationships**

1. Create a crosstab with child as the row variable and year as the column variable (command tab select crosstab). Use education as the control variable. (Click on Table tab and highlight control variable.) You will generate three separate tables. To consider tables use percentage down in the table tab.
  - a. In 1970, what percent of those with less than high school education reported at least one teen birth?
  - b. In 1990, what percent of those with less than high school education reported at least one teen birth?
  - c. Do you note a pattern from 1950-1990 among women with less than high school education and teen births? Describe and explain.
2. Create a stacked bar graph for each year stacked by child. Describe the pattern of teen pregnancy for each level of education as demonstrated on the bar graphs. Using the tables may help you interpret the data more clearly

#### **Exercise 5 More practice with control variables**

1. Crosstab race and child. (Note you must figure out which is the independent and dependent variable). What do the results show?
2. Now control for year. Does adding the control variable change the relationship between child and race? Explain

#### **Exercise 6 Drawing and Communicating Conclusions**

After having examined patterns of teen pregnancy as several small exercises, now prepare an overall summary of findings in narrative form. Reconsider your answers from the getting started questions and comment on how you would respond to someone who says teenage pregnancy is an ever increasing problem in the United States.

### **Exercise 7 Practicing On Your Own**

To continue to explore issues of teen pregnancy and practice accessing data through DatCounts, use data from custom tnmrg7090. See exercise one for accessing data.

1. Write a hypothesis using child as the dependent variable
2. Calculate a simple bivariate contingency table. Describe the results.
3. Add a control variable and discuss how the control variable impacts the bivariate relationship.