

MOTHER-DAUGHTER COMMUNICATION
ABOUT SEX AND SEXUALITY

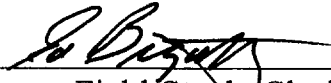
By

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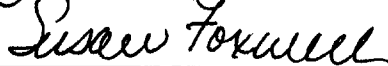
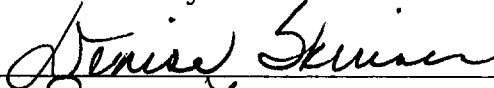
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ABSTRACT

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The purpose of this study was to explore mother-daughter perceptions of their communication in terms of sex and sexuality in Washington County, Minnesota. A secondary, but equally important focus of the research was to investigate the value of a four-session workshop designed to explore mother-daughter communication about sex and sexuality.

This study included mother-daughter dyads (n=12) who completed a pre-workshop survey on mother-daughter communication about sex and sexuality, participated in four workshop sessions, and then responded to a post-workshop survey on mother-daughter communication about sex and sexuality.

Results indicated no significant difference in perceptions of communication about sex and sexuality issues between mothers and adolescent daughters ($F=1.95$; $p=.177$). However, there was a significant difference for mothers and daughters in this study in terms of their perception of mother-daughter communication about sex and sexuality issues from pre-workshop to post-workshop ($F=8.73$; $p=.007$). These findings suggest the workshop model used in this study may have had a positive effect on the perception of mother-daughter communication about sex and sexuality issues.

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CHAPTER ONE

Introduction

Since the beginning of time, mothers and daughters have been challenged by “sex talks.” When is the right time? What information is appropriate? How and where to begin?

These questions, and others like them, may gently and gradually weave their way into a mother’s thoughts as she watches her infant daughter grow and enter the relative tranquility of early and middle childhood. As adolescence approaches, however, and mothers anticipate the physical, emotional, and relationship changes their daughters will encounter, these questions, and a multitude of others, may begin to inundate a mother’s thoughts leaving her anxious and uncertain.

Mothers want their daughters to be healthy and to make educated and responsible choices about sex; to develop and maintain meaningful relationships; and, to protect their daughters and see them safely through adolescence and into womanhood (Bartle, 1998). For generations, many mothers have endeavored to develop a comfortable dialogue about sex with their daughters. In the absence of this relationship, and even in spite of it when it does exist, young women may find themselves overwhelmed with sexual information and expectations.

There are other influences as well. By the time young women reach adolescence, they “have watched thousands of hours of television,

and dozens of movies. They have listened to hundreds of song lyrics, and seen countless ads in magazines, newspapers, and on the Internet. The content of many of these media messages is sexual – and a lot of it is unrealistic or unhealthy” media (Planned Parenthood Federation of America, 1999). Exposure to various facets of the media is the norm in contemporary society. Young women are deeply impressionable in adolescence and define themselves, at least in part, by what they observe on television and in the movies. Fashion and hair trends are examples of the potential power of the media on young women. So, too, will daughters seek to emulate the sexual behavior and attitudes of the media (Planned Parenthood Federation of America, 1999).

In addition to the media, young women are exposed to sexual messages from other sources. Peers serve as sexual educators, sometimes passing along valid and insightful information but are just as likely to influence friends with inaccurate and even harmful information. Young women are also greatly influenced by adults in their lives. Teachers, employers, coaches, and others, each leave a mark on the developmental process relating to their sense of sexuality. Whether it's a fifth grade teacher delivering the traditional sex education curriculum or an employer making hiring decisions based on gender expectations, young women hear, see, and internalize messages that may be inaccurate and risky for them physically and emotionally.

Adolescent girls in America, regardless of where they reside, are growing up during a very risky time. Lacking the knowledge and emotional maturity to deal with their blossoming sexuality, adolescent girls may find themselves in difficult, and perhaps even dangerous, situations. According to the 1995 Carnegie Council report on adolescent development, "Rates of sexual initiation are increasing among younger girls and boys. Many American teenagers are startlingly ignorant of the most elementary facts of the human body and human sexuality, despite their wholesale exposure to sex in the mass media, the availability of sexually related materials and efforts to provide sexuality education in the schools" (pp10; 42).

With this in mind, it is essential that young women receive accurate information and support as they face the challenges of adolescence. For many daughters, the relationship with her mother may be the first relationship in her life, and may be the most important she will ever have. This relationship may be the most critical of all relationships in terms of daughters being prepared to make responsible choices about sex, learning how to develop and maintain meaningful, satisfying relationships, and being proud of all aspects of their womanhood.

Statement of the Problem

The purpose of this study was to explore perceptions of mother-daughter communication about sex and sexuality in Independent School District #834 in Washington County, Minnesota during May of 2000. A secondary, but equally important focus of the research was to investigate the perceived value of a four-session workshop designed to explore mother-daughter communication about sex and sexuality.

This study included 12 mother-daughter dyads who completed a pre-workshop survey on perceptions of mother-daughter communication about sex and sexuality, participated in the workshop sessions, and then responded to a post-workshop survey on perceptions of mother-daughter communication about sex and sexuality.

Research Questions

The following research questions provided a framework for the study:

1. Are there differences between mothers and their adolescent daughters in terms of their perception of their communication about sex and sexuality issues?
2. How will a workshop designed to explore mother-daughter communication about sex and sexuality issues affect their perception of their communication about sex and sexuality issues?

Hypotheses

This study's hypotheses were as follows:

1. There will be no significant difference between how mothers and adolescent daughters perceive their communication about sex and sexuality issues at the .05 level of significance; and,
2. There will be no significant difference between pre- and post-workshop perceptions of mother-daughter communication about sex and sexuality issues for both mothers and daughters at the .05 level of significance.

Definition of Terms

The following terms were defined for the purpose of this study:

Adolescent – a person in the transitional period between puberty and adulthood.

Communication – the sharing of one's thoughts and feelings.

Daughter – a biological or adopted female child.

Mother – a biological or adoptive mother.

Sexuality – the integration of sexual feelings with sexual behavior.

Sexual Identity – an individual's identity as a female or male, and how comfortable they feel with their body and its sexuality.

Assumptions

It is assumed that the mothers and daughters who participated in this study are representative of mothers and daughters in Independent School District #834 in Washington County, Minnesota. The researcher also assumed that the subjects involved were honest and candid in expressing their opinions and experiences both in group sessions and via the pre- and post-workshop survey.

Limitations

Only the attitudes, experiences, and perceptions of mothers and daughters in Independent School District #834 in Washington County, Minnesota were represented in this study. Any conclusions would only be generalizable to the Independent School District #834 in Washington County, Minnesota community or to a community with similar geographic, ethnic, educational, and socioeconomic attributes.

CHAPTER TWO

Review of the Literature

Introduction

This chapter will provide an overview of relevant literature in the following format: adolescence by definition; the feminist perspective on adolescent development; female sexual identity; the mother-daughter relationship; and, sexuality education within the family.

What is Adolescence?

Santrock offers the following simplified definition: "The developmental period of transition from childhood to early adulthood, entered at approximately 10 to 12 years of age and ending at 18 to 22 years of age" (1996, p. 26). Parents of adolescents, as well as professionals working with adolescents, understand, however, that this definition merits further exploration to fully address the complexities of adolescence. Consider this vivid, and more comprehensive, description of the teen years by Johnson (et. al.): "an adventure on an unexplored, sometimes, wild river, the boarding dock might be the safety of childhood and the landing dock the unknown region of adulthood. In between, imagine boiling rapids, pleasant calm places, narrow chutes, wide bends, swirling eddies, huge boulders, and occasional shore-lined havens that remind one of the safety of childhood" (1999, p. 3).

Historically, many definitions of adolescence begin with the physiological changes as a foundation and then build to include the emotional and social components of adolescence. Strang, for example, believes that adolescence is “the developmental stage beginning with puberty – the period when sexual maturing occurs and the attaining of the emotional, social, and other aspects of adult maturity. This does not mean at the end of this period all the adolescent growth trends are complete. Adolescence simply marks a peak in human growth and change; it does not complete growth nor preclude further change” (1957, p. 180). Nearly twenty years later Ambron proposed that adolescence is “the bridge between childhood and adulthood. It is a time of rapid development: of growing to sexual maturity, discovering one’s real self, defining personal values, and finding one’s vocational and social directions. It is also a time of testing: of pushing one’s capabilities and the limitations as posed by adults” (1975, p. 393). Contemporary research includes the work of Johnson (et. al.), who offers the following developmental definition specifically of female adolescence: “changes ... include the onset on menses, the ability to procreate, and the alterations in her body and are concurrent with psychological changes in perceptions of body image and development of personal identity, interest in herself as a sexual being, and an increasing ability to think abstractly and to experience increasingly complex emotions. Thus, concomitant

changes include cognitive, social, and emotional development” (1999, p. 6).

Female Adolescent Development

Reflecting on the history of research surrounding human development, and specifically adolescent development, it is important to note, “theories were based almost exclusively on male models of behavior” (Bartle, 1998, p. 48). Johnson (et. al.) found traditional research of girls’ adolescence conceptualized within “a patriarchal analysis of gendered relationships” (1999, p. 233). Until as recently as the 1970’s and 1980’s, there was little or no investigation regarding whether young girls matured differently from young boys. Rather than consider the possibility of developmental differences in girls and boys, “psychologists and psychiatrists developed explanations to account for female deficiencies” and “negatively characterized nonconforming female behavior with such terms as ‘dependent,’ ‘immature,’ or ‘inferior’” (Bartle, 1998, p. 49).

The feminist movement of the 1960’s and 1970’s empowered researchers like Carol Gilligan, Jean Baker Miller, and Nancy Chodorow to integrate female issues into the vast literature on human development. Specifically, “Gilligan and other feminist researchers shed dramatic new light on girls’ development, demonstrating the importance of relationships and the high influence of culture on girls. Also, they

showed that many girls begin to move into uncertainty about what they think and how they feel as they enter adolescence” (Bartle, 1998, p. 49). In general, these researchers found that through early adolescence young girls “usually continue to be energetic, assertive, and outspoken” (Bartle, 1998, p. 49). However, self-confidence and relationships with family and friends seem to diminish as girls move further into their teen years. These mid- to late-adolescent girls “sometimes seemed confused, unsure, and reticent to speak about their views” (Bartle, 1998, p. 49). Gilligan, in her work at a private girls’ school in Ohio, found that “adolescent girls were silenced not by internal development processes but by the socialization they experienced” (Bartle, 1998, p. 50).

While it is clear that general human developmental theories may provide a foundation for understanding the developmental tasks and challenges young women experience in adolescence, there is clearly a need for continued work by researchers like Gilligan and others. Research specifically related to adolescent females is critical in terms of fully understanding the developmental and social challenges faced by these young women. As suggested by Bartle, this research may provide a “greater awareness of the obstacles that adolescent girls are confronting as they develop an independent identity” (Bartle, 1998, p. 51).

Female Sexual Identity

Hammer defines sexual identity as “a woman’s identity as a biological female, and how comfortable she feels with her body and its sexuality” (1976, p. 16).

While sexual identity initially begins in infancy, it is the increased awareness and realization of one’s sexuality that has a dramatic and significant impact on adolescents. This change is due, in part, to the physical changes that take place during adolescence. For the majority of females, changes such as breast development, maturation of the uterus and vagina, and the growth of underarm and pubic hair, take place over the course of several years. These physical changes are the result of hormones released by the pituitary gland at the base of the brain. Hormones (estrogen and progesterone in females) are also responsible for an increase in sex drive during adolescence.

Sexual identity is also significantly impacted by social factors. Dusek identified these factors to include “peer influences, parent values, moral and religious beliefs, pressures involved in dating, and stereotypes involving adolescents and sexuality” (1987, p. 254). Both the physical changes and social conditions experienced in adolescence bring about the increased awareness and integration of sexuality into the self-concept of the adolescent female. Dusek acknowledges this developmental milestone and concludes, “In a sense, a whole new dimension is added to

the self, and this requires considerable adjustment. It is not surprising, then, that the adolescent's emerging sexuality causes adjustment problems, which might be severe for some" (1987, p. 254).

Beginning in early adolescence, girls' self-image becomes increasingly associated with her perception of her body and how others view her, particularly males (Bartle, 1998, p. 57). Girls "spend a great deal of time learning the 'female arts' of makeup, hair and skin care, and body adornment" (Johnson, 1999, p. 32) in an effort to conform to conventional standards of physical and sexual attractiveness. The ability to attract a partner validates a girl's sexual identity. Erikson suggested that "much of a young woman's identity is ... defined in her kind of attractiveness and in the selective nature of her search for the man (or men) by whom she wishes to be sought" (1968, p. 283).

Females increasingly see themselves as sexual beings as they enter mid-adolescence. Bartle found that "they become increasingly curious about sexual activity – who's doing it and with whom – and how their peers' behavior may influence how they themselves act in a dating situation" (1998, p. 57). Mid-adolescence is a time of discovery for many females in terms of their sexuality. As discussed by Bartle, it a time for "shaping their own identity, figuring out who they want to become in this new thing called womanhood" (1998, p. 57).

Societal expectations about female sexuality may be confusing to adolescents. Ehrenberg and Ehrenberg note, "We in the United States probably send out more mixed messages about sex than anywhere else in the world ... we speak out of both sides of our mouth at once: on the one hand society encourages sexuality and openness, but on the other ... we treat sex as something dirty" (1988, p. 35). Johnson (et. al.) concurs, stating, "Messages about female sexuality are contradictory: Females are supposed to be sexy and attract males' sexual interest, but sexually active females are often viewed negatively" (1999, p. 33). In many situations, girls may believe that their "sexual self is not admirable" (Bartle, 1998, p. 59).

Mothers and Daughters

"Mothers of daughters are daughters of mothers and have remained so, in circles joined to circles, since time began. They are bound together by a shared destiny" (Hammer, 1976, p. 17). When a woman gives birth to a daughter, she gives birth to someone who is like her. Mother and daughter are united in an extraordinary way for life.

For many females, the relationship with her mother is the first, and perhaps most intense, relationship she will experience in her life. According to Friday, "mother is the prime love object, the first attachment for ... female infants" (1977, p.20). Bartle describes the mother-daughter bond as "strong but elastic ... complicated, changing,

yet unbreakable" (1998, p. 27). Frequently, it is within this mother-daughter relationship that a daughter learns to define herself not only in individual terms, but also in the context of all future relationships.

During the first six months of life, an infant's identity exists primarily in the mother. This symbiotic relationship results in a strong mother-child attachment. During the next several years, the child slowly develops a sense of autonomy so that by the age of three, the child typically has a fairly concrete sense of self and nonself. Ehrenberg and Ehrenberg suggest, however, that during early childhood "boys are urged to relinquish their ties to mother ... but girls maintain their ties ... and the daughter-mother relationship continues to deepen" (1988, p. 168).

Despite this strong bond, adolescence may present some new and intense challenges for both mothers and daughters. Mothers with previously eager-to-please daughters may suddenly find themselves dealing with strangers who vacillate between the silent treatment and easy conversation. Hammer found that "in early adolescence, daughters commonly turn away from their mothers, it is a natural part of the separation process" (1976, p. 100). Bartle, too, found that mothers expressed concern as their "daughters' budding sexuality introduced conflicts in their relationship ... feeling loss and even hurt as ... their daughters seemed to withdraw from them" (1998, p. 6).

Regardless of their attitude, adolescent daughters want and need the love and attention of their mother. Bartle found that adolescent daughters were grateful when their mothers made the effort to let them know they were loved, supported, and understood, even when these feelings were not openly reciprocated (1998).

Sexuality Education within the Family

The process of learning about one's sexuality begins at birth and continues throughout the life cycle. This learning occurs naturally through observation and experience. Like language, concepts of sexuality are continually absorbed and integrated into the perceptions and practices of adolescent females (Ehrenberg, 1988).

Society delivers sexuality education to adolescent females in many ways, both formal and informal. Clearly, one of the most critical learning environments for sexuality education is the family. Family values about sexuality are deeply rooted in day-to-day life and shape the personality and growth of each family member. Ehrenberg discusses the relevance of the family in sexuality education, stating, "The way a parent holds children, responds to their self-explorations, or answers their questions affects how children feel about their natural impulses, how comfortable they are with their bodies, and ultimately how confident they feel about themselves when they are grown" (1988, p. 14).

Not all families provide a positive educational experience for their daughters. Ehrenberg (1988) classifies types of family sexuality education in the following manner: sex repressive families; sex avoidant families; sex obsessive families; and, sex expressive families.

Sex repressive families teach adolescent females that sex is immoral and attempt to keep them from becoming sexually active until they marry. There is little sex information available, as parents in this category believe that such information stimulates experimentation and suggests a license to practice. It is interesting that adolescent daughters in sex repressive families frequently become rebellious, sexually active at an early age, and have a high rate of teenage pregnancy. Adolescent daughters do not especially enjoy the sexual experience despite being more sexually active than their peers are.

Sex avoidant families promote the philosophy that sex is a healthy part of life. However, parents tend to hide their sex life and only provide limited technical information (i.e., reproduction). This results in adolescent females who feel embarrassed and inhibited discussing sex and sexuality. They also tend to become sexually active at an early age, feel guilty about it, and look outside of the family for advice and support.

Families classified by Ehrenberg as sex obsessive families believe that sex is an appetite that must be refined and fulfilled. Sex, and specifically the sexual activity of the parents, is frequently a topic of

conversation within the family. Adolescent females in this family feel compelled to imitate their parents resulting in early sexual experiences and potential exploitation.

Finally, sex expressive families teach adolescent daughters that sex enhances one's life as long as it is approached in a responsible manner. Parents are open about their own sexuality, discussing both the emotional and physical aspects of their sexuality. Adolescent females in these families tend to be comfortable asking questions, having sexual interests, and pursuing responsible sexual activity.

As discussed, not all families are comfortable serving as a homeroom for sexuality education. However, females enter the world as sexual beings, and parents, whether appropriate or inappropriate, comfortable or uncomfortable are constantly providing lessons in sexuality. Ehrenberg submits, "The way parents respond to a child's innate sexuality and allow it to unfold is the core of a child's sex education. This response does more to mold that child's mature sexual behavior than all the information or misinformation parents may provide" (1988, p. 28).

Within the context of the family experience, the mother-daughter relationship is especially critical in terms of sexuality education and a daughter's sexual identity. As noted by Hammer, it is "through her mother's responses to and initiatives toward her body and its needs, a

daughter begins to form her own relationship to her body, laying the groundwork for her developing sense of sexual identity" (1976, p. 3). Further, Hammer goes on to say, "It is in the context of her relationship with her mother that a daughter will learn whether she is free to explore and enjoy the potential of her own body. From her mother she will get her first cues as to how she should feel about her sexuality, cues that may become clear only when she has matured" (1976, p. 46).

Through the voices of their families, and particularly their mothers, daughters discover themselves as sexual beings. If daughters are to learn and believe that their sexuality is natural and something to enjoy, if they are to respect themselves as whole human beings, then mothers and daughters must have open conversation about all aspects of female sexuality (Bartle, 1998).

The concept of mother-daughter group opportunities to discuss sex and sexuality issues, and offer support to one another, may be a path mothers and daughters would like to include in their journey together. Organizations like Girl Scouts, Girls, Inc., the YWCA, churches, and both private and public schools, do offer a variety of group opportunities, addressing issues such as career exploration, disordered eating, chemical dependency, and self-esteem concerns. Despite the availability of these support and discussion groups, however, the literature suggests

an apparent lack of mother-daughter groups specifically designed to address sex and sexuality issues.

CHAPTER THREE

Methodology

Introduction

This chapter will define the research questions, the subjects used within the study, the method of subject selection, instrument selection, data collection and analysis procedures, and methodological limitations encountered.

The purpose of this study was to explore perceptions of mother-daughter communication about sex and sexuality in Independent School District #834 in Washington County, Minnesota during May of 2000. A secondary, but equally important focus of the research was to investigate the perceived value of a four-session workshop designed to explore mother-daughter communication about sex and sexuality.

Research Questions

This study was developed around two main questions. They were:

1. Are there differences between mothers and their adolescent daughters in terms of their perception of their communication about sex and sexuality issues?
2. How will a workshop designed to explore mother-daughter communication about sex and sexuality issues affect their perception of their communication about sex and sexuality issues?

Hypotheses

This study's hypotheses were as follows:

1. There will be no significant difference between how mothers and adolescent daughters perceive their communication about sex and sexuality issues at the .05 level of significance; and,
2. There will be no significant difference between pre- and post-workshop perceptions of mother-daughter communication about sex and sexuality issues for both mothers and daughters at the .05 level of significance.

Subjects

The participants in this study were mother-daughter dyads residing in Independent School District #834 in Washington County, Minnesota during the 1999-2000 academic year.

Washington County is located on the eastern edge of the St. Paul/Minneapolis metropolitan area in central Minnesota. The county population was 145,880 according to the 1990 U.S. census report. Population growth is high with a projected population of 205,637 in the year 2000 (Metropolitan Council, 1998). Minority populations total 7,760, or four percent of the county population (U.S. Census Report, 1990). Washington County ranks first out of the 87 counties in Minnesota with a median family income of \$48,098 (Metropolitan

Council, 1993). The employment sector is varied with 25.3% trade; 20.9% manufacturing; 20.5% services, agricultural & mining; 15.6% government; 6.3% transportation, communication/public utilities; 6.1% finance; and 5.3% construction (Metropolitan Council, 1989).

Unemployment rates in October of 1999 were reported at 1.4% (Minnesota Department of Economic Security, 1999).

Independent School District #834 serves approximately 8,987 students in grades K-12 according to the Stillwater Community Profile (2000). Students are distributed among four elementary schools, two junior high schools, and one high school. The community also supports two private K-8 schools and one K-12 charter school.

Sample Selection

The April 2000 Stillwater Area Senior High School Newsletter contained an open invitation to the approximately 1,500 mother-daughter dyads residing in Independent School District #834 to participate in the study (Appendix A). Interested mother-daughter dyads were directed to make telephone contact with the researcher for further information.

Twenty-three mother-daughter dyads contacted the researcher to express interest in the study. Due to conflicts with workshop dates, however, 11 of the 23 mother-daughter dyads expressing interest in the study were not able to participate. Twelve mother-daughter dyads

participated in all aspects of the study including completion of both the pre- and post-workshop surveys.

Before workshop participation, subjects received a consent form (Appendix B), outlining workshop goals, the risks and benefits of participation, confidentiality, and participant rights to withdraw. All subjects were required to sign a consent form prior to workshop participation thereby making this a non-random, volunteer sample.

Instrumentation

The pre- and post-workshop instrument used was adapted by the researcher from the Parent-Adolescent Communication Questionnaire designed by H. L. Barnes and D. H. Olson (1982). The Parent-Adolescent Communication Questionnaire was selected as a template for this research because it provided data related to the research questions posed in this study. The Parent-Adolescent Communication Questionnaire contained two sub-scales. The Open Family Communication sub-scale (items 1, 3, 6, 7, 8, 9, 13, 14, 16, and 17) focused on positive aspects of communication. The Problems in Family Communication sub-scale (items 2, 4, 5, 10, 11, 12, 15, 18, 19, and 20) focused on negative aspects of communication. The authors provided documentation related to the validity and reliability of the Parent-Adolescent Communication Questionnaire. Factor analysis, based on a sample of 925 respondents, revealed evidence that the items load on the

hypothesized factor. The construct validity loadings for this instrument ranged from .48 to .71 for the Open Family Communication sub-scale and .26 to .60 for the Problems in Family Communication sub-scale. The reported alpha reliability for the instrument was .87 for the Open Family Communication sub-scale, .78 for the Problems in Family Communication sub-scale, and .88 for the total scale. Permission to use the Parent-Child Communication Questionnaire for this study was obtained from the authors.

Adaptations to the original instrument for the purpose of this research were minimal. All 20 items on the original Parent-Child Communication Questionnaire were included in the adapted instrument. Minor terminology changes were made: the term “mother” replaced “parent” and the term “daughter” replaced “child” on both the pre- and post-workshop surveys for mothers and daughters. The following instructional statement was also added to all forms of the adapted instrument:

“This survey is designed to gather information about your perceptions of your communication with your daughter (mother) in terms of discussing sex and sexuality issues.”

The purpose of the adapted questionnaire (Appendix C) was two-fold: 1) to obtain information about the perception of mother-daughter communication about sex and sexuality; and, 2) to assess possible

changes in perceptions of mother-daughter communication about sex and sexuality using pre- and post-workshop responses.

The 20-item self-report questionnaire used in this study was designed to measure both positive and negative aspects of mother-daughter communication about sex and sexuality in addition to content and process components of mother-daughter communication about sex and sexuality. It was comprised of two sub-scales, both addressing content and process issues. The first sub-scale, Open Mother-Daughter Communication about Sex and Sexuality, measured more positive aspects of mother-daughter communication about sex and sexuality. The focus of this sub-scale was on the ease of exchange of information, both factual and emotional in nature in addition to the sense of understanding and satisfaction resulting from mother-daughter communication about sex and sexuality (Barnes & Olson, 1982). The second sub-scale, Problems in Mother-Daughter Communication about Sex and Sexuality, addressed the negative components of mother-daughter communication about sex and sexuality, reluctance to share, and selectivity and wariness in what is shared (Barnes & Olson, 1982).

Data Collection

All subjects were provided a consent form (Appendix B) before survey dissemination. To ensure anonymity of the subjects the

researcher completed preliminary coding of the pre- and post-workshop surveys and maintained the master copy of the codes and subject names.

Workshop participants completed the pre-workshop survey at the beginning of workshop session one, after a brief workshop overview and participant introductions. Instructions were read aloud by the researcher and subjects were given an unlimited amount of time for completion of the survey.

The workshop was designed to facilitate discussion about: the mother-daughter relationship from a developmental perspective; the process of sexuality development (family and society); the significance of the mother-daughter relationship in terms of discussing sex and sexuality issues; and, identification of strengths and needs within individual mother-daughter relationships in terms of discussing sex and sexuality issues. The workshop curriculum was developed by the researcher and is presented in Appendix D. Mothers attended sessions one, two, and four of the workshop. Daughters attended sessions one, three, and four of the workshop.

Subjects completed the post-workshop survey during the last ten minutes of workshop session four. As with the pre-workshop survey, instructions were read aloud by the researcher and unlimited time was available for survey completion. The surveys were collected at the time of completion and compiled for later analysis.

Data Analysis

The completed pre- and post-workshop surveys were hand scored and graphed by the researcher at the conclusion of the four-week workshop. Scoring procedures replicated those recommended for use with the Parent-Adolescent Communication Questionnaire (Barnes and Olson, 1982), the original instrument from which this study's questionnaire was designed.

Each subject's overall perception of mother-daughter communication about sex and sexuality was reflected in a pre- and post-workshop raw total score, a sum score. These raw scores are presented in Appendix E.

A two-way analysis of variance with repeated measures was used to compare pre- and post scores of mother-daughter dyads in the study.

The University of Wisconsin-Stout Computer Center completed the statistics of all pre- and post-workshop. The results of this analysis are presented in Chapter Four.

Limitations

There were two limitations that may have influenced outcomes based on the pre- and post-workshop surveys used in this study. They are:

1. The sample was formed on a non-random, volunteer basis;
and,

2. In all cases, the mother in the mother-daughter dyad initiated contact with the researcher. Therefore, daughters may have been apathetic about participation and failed to provide true perceptions of mother-daughter communication about sex and sexuality.

CHAPTER FOUR

Results

Introduction

The purpose of this chapter is to present the data from the pre- and post-workshop surveys as it relates to the following research questions:

1. Are there differences between mothers and their adolescent daughters in terms of their perception of their communication about sex and sexuality issues?
2. How will a workshop designed to explore mother-daughter communication about sex and sexuality issues affect mother and daughter perceptions of their communication about sex and sexuality issues?

The results that follow are based on twelve mother-daughter dyads responding to both the pre- and post-workshop surveys. This resulted in twelve pre-workshop surveys completed by mothers; twelve pre-workshop surveys completed by daughters; twelve post-workshop surveys completed by mothers; and, twelve post-workshop surveys completed by daughters. All participants responded to each of the 20 items on both the pre- and post-workshop surveys thereby providing valid scores for all 12 of the mother-daughter dyads that volunteered for the study.

Data Analysis

A statistical analysis of the pre- and post-workshop surveys was conducted using a two-way analysis of variance (MANOVA). The data provided the following results as it related to the stated hypotheses of this study.

The first hypothesis was: "There will be no significant differences between mothers and adolescent daughters perceptions of their communication about sex and sexuality issues at the .05 level of significance."

Analysis of the mean scores from both the pre- and post-workshop surveys determined the degree of difference between the perceptions of mothers and the perceptions of daughters in this study. The overall mean scores of pre- and post-workshop responses for mothers and daughters are illustrated in Table 1:

TABLE 1

Total Mean Scores of Mothers and Daughters in Terms of Overall Perception of Communication About Sex and Sexuality Issues

	<i>PRE-WORKSHOP</i>	<i>POST-WORKSHOP</i>
MOTHERS	64.33	68.08
DAUGHTERS	55.50	58.42

Mothers reported a slightly higher perception of overall communication than daughters did as suggested by their greater pre-

and post workshop mean scores. The pre-workshop mean score difference between mothers and daughters was 8.83; the post-workshop mean score difference between mothers and daughters was 9.66. However, these differences were not statistically significant ($F=1.95$; $p=.177$). Therefore, the research hypothesis stated above was accepted.

As noted in the Chapter Three, the survey utilized in this research contained two sub-scales. The first sub-scale, Open Mother-Daughter Communication about Sex and Sexuality, measured the more positive aspects of mother-daughter communication. These aspects included the ease of exchange of information and the sense of understanding and satisfaction resulting from mother-daughter communication about sex and sexuality. The mean scores for the Mother-Daughter Open Communication sub-scale are presented in Table 2 below:

TABLE 2
Open Communication Sub-scale Mean Scores

	<i>PRE-WORKSHOP</i>	<i>POST-WORKSHOP</i>
MOTHERS	32.00	34.17
DAUGHTERS	28.42	30.00

The mean score for mothers was slightly higher than the mean score for daughters in both the pre-workshop and post-workshop Open Communication sub-scale. The pre-workshop mean score difference between mothers and daughters was 3.58; the post workshop mean

score difference between mothers and daughters was 4.17. Analysis of the mean scores specific to the Open Communication sub-scale suggest, however, that there is not a significant difference between mothers and daughters in terms of their perception of the more positive aspects of their communication ($F=1.15$; $p=.295$).

The second sub-scale of the pre- and post-workshop survey, Problems in Mother-Daughter Communication about Sex and Sexuality, addressed the more negative components of mother-daughter perceptions of communication about sex and sexuality issues. These aspects included reluctance to share and selectivity and wariness in what is shared. Presented below are the mean scores specific to the Problems in Mother-Daughter Communication sub-scale:

TABLE 3

Problems in Communication Sub-scale Mean Scores

	<i>PRE-WORKSHOP</i>	<i>POST-WORKSHOP</i>
MOTHERS	32.33	33.92
DAUGHTERS	27.08	28.42

The mean score for mothers was slightly higher than the mean score for daughters in both the pre-workshop and post-workshop Problems in Communication sub-scale. The pre-workshop mean score difference between mothers and daughters was 5.25; the post workshop mean score difference between mothers and daughters was 5.50.

Analysis of the mean scores specific to the Problems in Communication sub-scale found, however, that there was not a significant difference between mothers and daughters in terms of their perception of the more negative components of their communication about sex and sexuality issues ($F=6.05$; $p=.835$).

The second research hypothesis of the study was: “There will be no significant difference between pre- and post-workshop perceptions of mother-daughter communication about sex and sexuality issues for both mothers and daughters at the .05 level of significance.” Analysis of mother, daughter, and total mean scores determined the degree of difference between pre- and post-workshop perceptions of mother-daughter communication about sex and sexuality issues. The overall mean scores of pre- and post-workshop responses are illustrated below in Table 4:

TABLE 4

Pre- and Post-Workshop Comparison of Total Mean Scores

	<i>MOTHERS</i>	<i>DAUGHTERS</i>	<i>TOTAL</i>
Pre-Workshop	64.33	55.50	59.92
Post-Workshop	68.08	58.42	63.28
Difference	+3.75	+2.92	+3.36

The difference between pre- and post-workshop scores for mothers was a mean increase of 3.75. Examination of the pre- and post-workshop scores for daughters reveals a mean increase of 2.92. The

difference between pre- and post-workshop scores for mothers and daughters combined was a mean score increase of 3.36. This research data indicated that there was in fact a significant difference between pre- and post workshop perceptions of mother-daughter communication about sex and sexuality issues for both mothers and daughters $F=8.73$; $p=.007$). Therefore, the null hypothesis stated above was rejected.

CHAPTER FIVE

Summary, Conclusions, and Recommendations

Summary

Communication between mothers and daughters about sex and sexuality can be a complex issue. Mothers and their adolescent daughters have varying levels of comfort within this dialog yet the research in this study indicated they agree that this dialog is important.

This study was designed to evaluate the perceptions of mothers and their adolescent daughters in terms of their communication about sex and sexuality before and after a four-week workshop experience.

The workshop was structured to facilitate discussion about: the mother-daughter relationship from a developmental perspective; the process of sexuality development (family and society); the significance of the mother-daughter relationship in terms of discussing sex and sexuality issues; and, identification of strengths and needs within individual mother-daughter relationships in terms of discussing sex and sexuality issues.

Data was collected by way of a pre- and post-workshop survey adapted by the researcher from the Parent-Adolescent Communication Questionnaire (Barnes and Olson, 1982).

Conclusions

The data analysis concluded that there was no significant difference between mothers and adolescent daughters in terms of their perception of their communication about sex and sexuality issues. This finding suggests that mothers and daughters in this study shared similar assessments of their communication.

The data further indicated an increase between pre- and post-workshop mean scores for mothers and daughters in this study. This mean score increase implies an increased perception of mother-daughter communication at the end of the workshop experience for both mothers and daughters. Therefore the research hypothesis stating there would be no significant difference between pre- and post-workshop perceptions of mothers and their adolescent daughters in terms of their communication about sex and sexuality issues was rejected. This finding implies that the workshop experience may have accomplished its primary goal: to facilitate mother-daughter communication in terms of sex and sexuality issues. The research process did not consider extraneous variables that may have influenced the data. Based on the data collected, however, the workshop experience may have been a factor in the increased perception of communication about sex and sexuality issues reported by both the mothers and daughters in this study.

Interview Themes

In addition to the data collected via the pre- and post-workshop surveys, the dialog that took place within the workshop sessions was insightful and valuable to the researcher. While not formally measured for the purpose of this research, this anecdotal information was invaluable in terms of contributing to our understanding of mother-daughter communication about sex and sexuality issues. Both mothers and daughters participating in this study were more open with their comments and concerns within the session they attended without their partner (session two for mothers, session three for daughters).

A theme that consistently arose for mothers in the workshop sessions was the context of conversation with their adolescent daughters. Mothers, for the most part, were comfortable talking with their daughters about the physiology of puberty (to include menstruation), dating basics (i.e., at what age, where to go, safety issues), pregnancy and birth control, sexually transmitted diseases, and, personal reputation. However, mothers passionately expressed their desire for intimate conversation with their daughters about “important things” that “young women need to know.” Mothers included topics like sexual desire, female orgasm, and the emotionality of a sexual relationship in this category. Mothers in this study also expressed a wish to be more open with their daughters in terms of their own sexuality and sexual

experiences. As one mother said, “I have so much to share from my own experiences but I am afraid she (my daughter) will think less of me if she knows the real me ... the part of me that women aren’t supposed to talk about.” Nine of the twelve mothers participating in this study expressed an unsolicited desire to organize and participate in a “mothers of adolescent daughters” support group comparable to the workshop experience used in this research project.

Daughters, within the “daughters only” session of the workshop, verbalized the need for discussion about sex and sexuality issues. Collectively they felt they had adequate information about the physical changes they experienced in adolescence and were, for the most part, comfortable discussing these changes with their mothers. The majority of the daughters expressed a need to discuss issues they considered more intimate however. Topics discussed between adolescent female friends included sexual experiences to date, how to obtain contraception, making the decision to become sexually active or remain celibate, the “how-to’s” of a sexual relationship, masturbation, and homosexuality. Several daughters in this session stated they were more comfortable with their female peers than with their mothers in talking about certain aspects of sex and sexuality. Despite the need for this specific information, all of the adolescent girls participating in this study indicated they would be somewhat embarrassed to initiate this

conversation with their mother. However, most of the daughters stated that they preferred their mother to take the lead in terms of their dialog about sex and sexuality issues.

Recommendations

The following recommendations are proposed based on the conclusions drawn from the analysis of the findings of this study:

1. It is recommended that research continue in terms of mother-daughter communication about sex and sexuality issues;
2. It is recommended that future research encompass a more comprehensive evaluation of the context of mother-daughter communication about sex and sexuality issues;
3. It is recommended that future research include consideration of a more ethnic and socioeconomic diverse population; and,
4. It is recommended that community agencies and educational institutions collaborate to offer discussion groups for mothers and their adolescent daughters to facilitate dialog about sex and sexuality issues.

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APPENDIX A

WOMAN TO WOMAN - Enhancing the Mother-Daughter Relationship

This four-session workshop is designed for mothers and their adolescent daughters. The format is relaxed yet designed to explore the intimacies and challenges of the mother/daughter relationship. Pre-registration is required.

Interested in joining this group? Please contact Susan Tennyson, SAHS Counselor at 351-8024 or email tennysons@stillwater.k12.mn.us.

APPENDIX B

WOMAN TO WOMAN: EMBRACING THE MOTHER-DAUGHTER RELATIONSHIP

CONSENT FORM

The goal of this workshop is to explore the mother-daughter relationship in terms of communication, specifically about sex and sexuality. Participants will be asked to complete a pre-workshop survey about mother-daughter communication, participate in workshop sessions, and complete a post-workshop survey about mother-daughter communication.

Prior to workshop participation, please read the information presented below and sign this consent form indicating that you understand the potential risks and benefits of participation, and that you understand your rights as a participant. If you have questions, please contact Susan Tennyson at 651.351.8024.

Risks: There is little or no risk to you in participating in this workshop experience. Your responses to the pre- and post-workshop surveys are completely confidential. Confidentiality within the workshop setting will be limited to the willingness of group participants to maintain group confidentiality guidelines.

Benefits: The workshop sessions are designed to enhance communication between mothers and daughters in terms of sex and sexuality.

Confidentiality: Your participation, written, and verbal responses will be held in the strictest confidence by the researcher.

Right to withdraw or decline to participate: Your participation in this workshop is entirely voluntary. You may choose not to participate without any adverse consequences to you. Should you choose to participate and later wish to withdraw from the workshop, you may discontinue your participation at any time without incurring adverse consequences.

I attest that I have read and understand the above description, including potential risks, benefits, and my rights as a participant, and that all of my questions about the workshop experience have been answered to my satisfaction. I hereby give my informed consent to participate.

Participant signature: _____ Date: _____

Parent/Guardian signature: _____ Date: _____
(For participants under the age of 18)

APPENDIX C

Mother # _____

PRE-WORKSHOP SURVEY FOR MOTHERS

This survey is designed to gather information about your perceptions of your communication with your daughter in terms of discussing sex and sexuality issues.

Please respond to the following questions using the response choices below. (For example, if you strongly disagree with a statement, write "1" on the line provided; if you strongly agree with the statement, write "5" on the line provided.)

Response Choices				
1	2	3	4	5
Strongly Disagree	Moderately Disagree	Neither Agree Nor Disagree	Moderately Agree	Strongly Agree
_____ 1.	I can discuss my beliefs with my daughter without feeling restrained or embarrassed.			
_____ 2.	Sometimes I have trouble believing everything my daughter tells me.			
_____ 3.	My daughter is always a good listener.			
_____ 4.	I am sometimes afraid to ask my daughter for what I want.			
_____ 5.	My daughter has a tendency to say things to me which would be better left unsaid.			
_____ 6.	My daughter can tell how I'm feeling without asking.			
_____ 7.	I am very satisfied with how my daughter and I talk together.			
_____ 8.	If I were in trouble, I could tell my daughter.			
_____ 9.	I openly show affection to my daughter.			
_____ 10.	When we are having a problem, I often give my daughter the silent treatment.			

Response Choices				
1	2	3	4	5
Strongly Disagree	Moderately Disagree	Neither Agree Nor Disagree	Moderately Agree	Strongly Agree

- ____ 11. I am careful about what I say to my daughter.
- ____ 12. When talking with my daughter, I have a tendency to say things that would be better left unsaid.
- ____ 13. When I ask questions, I get honest answers from my daughter.
- ____ 14. My daughter tries to understand my point of view.
- ____ 15. There are topics I avoid discussing with my daughter.
- ____ 16. I find it easy to discuss problems with my daughter.
- ____ 17. It is very easy for me to express all my true feelings to my daughter.
- ____ 18. My daughter nags/bothers me.
- ____ 19. My daughter insults me when she is angry with me.
- ____ 20. I don't think I can tell my daughter how I really feel about some things.

Daughter # _____

PRE-WORKSHOP SURVEY FOR DAUGHTERS

This survey is designed to gather information about your perceptions of your communication with your mother in terms of discussing sex and sexuality issues.

Please respond to the following questions using the response choices below. (For example, if you strongly disagree with a statement, write "1" on the line provided; if you strongly agree with the statement, write "5" on the line provided.)

Response Choices				
1	2	3	4	5
Strongly Disagree	Moderately Disagree	Neither Agree Nor Disagree	Moderately Agree	Strongly Agree

- _____ 1. I can discuss my beliefs with my mother without feeling restrained or embarrassed.
- _____ 2. Sometimes I have trouble believing everything my mother tells me.
- _____ 3. My mother is always a good listener.
- _____ 4. I am sometimes afraid to ask my mother for what I want.
- _____ 5. My mother has a tendency to say things to me which would be better left unsaid.
- _____ 6. My mother can tell how I'm feeling without asking.
- _____ 7. I am very satisfied with how my mother and I talk together.
- _____ 8. If I were in trouble, I could tell my mother.
- _____ 9. I openly show affection to my mother.
- _____ 10. When we are having a problem, I often give my mother the silent treatment.

Response Choices				
1	2	3	4	5
Strongly Disagree	Moderately Disagree	Neither Agree Nor Disagree	Moderately Agree	Strongly Agree

- ____ 11. I am careful about what I say to my mother.
- ____ 12. When talking with my mother, I have a tendency to say things that would be better left unsaid.
- ____ 13. When I ask questions, I get honest answers from my mother.
- ____ 14. My mother tries to understand my point of view.
- ____ 15. There are topics I avoid discussing with my mother.
- ____ 16. I find it easy to discuss problems with my mother.
- ____ 17. It is very easy for me to express all my true feelings to my mother.
- ____ 18. My mother nags/bothers me.
- ____ 19. My mother insults me when she is angry with me.
- ____ 20. I don't think I can tell my mother how I really feel about some things.

Mother # _____

POST-WORKSHOP SURVEY FOR MOTHERS

This survey is designed to gather information about your perceptions of your communication with your daughter in terms of discussing sex and sexuality issues.

Please respond to the following questions using the response choices below. (For example, if you strongly disagree with a statement, write "1" on the line provided; if you strongly agree with the statement, write "5" on the line provided.)

Response Choices				
1	2	3	4	5
Strongly Disagree	Moderately Disagree	Neither Agree Nor Disagree	Moderately Agree	Strongly Agree

- _____ 1. I can discuss my beliefs with my daughter without feeling restrained or embarrassed.
- _____ 2. Sometimes I have trouble believing everything my daughter tells me.
- _____ 3. My daughter is always a good listener.
- _____ 4. I am sometimes afraid to ask my daughter for what I want.
- _____ 5. My daughter has a tendency to say things to me which would be better left unsaid.
- _____ 6. My daughter can tell how I'm feeling without asking.
- _____ 7. I am very satisfied with how my daughter and I talk together.
- _____ 8. If I were in trouble, I could tell my daughter.
- _____ 9. I openly show affection to my daughter.
- _____ 10. When we are having a problem, I often give my daughter the silent treatment.

Response Choices				
1	2	3	4	5
Strongly Disagree	Moderately Disagree	Neither Agree Nor Disagree	Moderately Agree	Strongly Agree

- ____ 11. I am careful about what I say to my daughter.
- ____ 12. When talking with my daughter, I have a tendency to say things that would be better left unsaid.
- ____ 13. When I ask questions, I get honest answers from my daughter.
- ____ 14. My daughter tries to understand my point of view.
- ____ 15. There are topics I avoid discussing with my daughter.
- ____ 16. I find it easy to discuss problems with my daughter.
- ____ 17. It is very easy for me to express all my true feelings to my daughter.
- ____ 18. My daughter nags/bothers me.
- ____ 19. My daughter insults me when she is angry with me.
- ____ 20. I don't think I can tell my daughter how I really feel about some things.

Daughter # _____

POST-WORKSHOP SURVEY FOR DAUGHTERS

This survey is designed to gather information about your perceptions of your communication with your mother in terms of discussing sex and sexuality issues.

Please respond to the following questions using the response choices below. (For example, if you strongly disagree with a statement, write "1" on the line provided; if you strongly agree with the statement, write "5" on the line provided.)

Response Choices				
1	2	3	4	5
Strongly Disagree	Moderately Disagree	Neither Agree Nor Disagree	Moderately Agree	Strongly Agree

- _____ 1. I can discuss my beliefs with my mother without feeling restrained or embarrassed.
- _____ 2. Sometimes I have trouble believing everything my mother tells me.
- _____ 3. My mother is always a good listener.
- _____ 4. I am sometimes afraid to ask my mother for what I want.
- _____ 5. My mother has a tendency to say things to me which would be better left unsaid.
- _____ 6. My mother can tell how I'm feeling without asking.
- _____ 7. I am very satisfied with how my mother and I talk together.
- _____ 8. If I were in trouble, I could tell my mother.
- _____ 9. I openly show affection to my mother.
- _____ 10. When we are having a problem, I often give my mother the silent treatment.

Response Choices				
1	2	3	4	5
Strongly Disagree	Moderately Disagree	Neither Agree Nor Disagree	Moderately Agree	Strongly Agree

- ____ 11. I am careful about what I say to my mother.
- ____ 12. When talking with my mother, I have a tendency to say things that would be better left unsaid.
- ____ 13. When I ask questions, I get honest answers from my mother.
- ____ 14. My mother tries to understand my point of view.
- ____ 15. There are topics I avoid discussing with my mother.
- ____ 16. I find it easy to discuss problems with my mother.
- ____ 17. It is very easy for me to express all my true feelings to my mother.
- ____ 18. My mother nags/bothers me.
- ____ 19. My mother insults me when she is angry with me.
- ____ 20. I don't think I can tell my mother how I really feel about some things.

APPENDIX D

WOMAN TO WOMAN: EMBRACING THE
MOTHER-DAUGHTER RELATIONSHIP**Workshop Outline****Session 1**

Objective: Establish atmosphere conducive to group discussion about sex and sexuality issues; provide foundation for participant discovery about mother-daughter communication strengths and challenges

Design:

- ✓ Introductions
- ✓ Workshop overview
- ✓ Session overview
- ✓ Pre-workshop survey completion
- ✓ Discussion: Mother-daughter relationships
 - beginning at the beginning
 - the middle years
 - adolescence
 - adulthood
- ✓ Discussion: Sexuality Development
 - family influences
 - friends
 - society (media)
- ✓ “Homework” option – Self Interview (Ehrenberg, 1974, p. 315)

Materials: Overhead, nametags, pre-workshop surveys, pencils, Self-Interview Worksheet, refreshments

WOMAN TO WOMAN: EMBRACING THE MOTHER-DAUGHTER RELATIONSHIP

Workshop Outline

Session 2 (Mothers Only)

Objective: Facilitate dialogue in terms of successes and challenges within mother-daughter communication about sex and sexuality issues; provide strategies for effectively communicating with daughters about sex and sexuality

Design:

- ✓ Session overview
- ✓ Discussion
 - own adolescent experience in terms of discussing sex and sexuality issues (with mother, other influences, feelings about sexuality, influence on past and present choices and relationships, etc.)
 - current relationship with daughter (strengths and concerns, goals)
- ✓ Strategies for communicating about sex and sexuality:
 - Following her (daughters) lead
 - Accessibility
 - Values
 - Seizing opportunities
 - Stressing relationships
 - Trusting your instincts
 - Content = comfort level
- ✓ “Homework” option – journal

Materials: Overhead, nametags, refreshments

WOMAN TO WOMAN: EMBRACING THE MOTHER-DAUGHTER RELATIONSHIP

Workshop Outline

Session 3 (Daughters Only)

Objective: Facilitate dialogue in terms of successes and challenges within mother-daughter communication about sex and sexuality issues; provide strategies for effectively communicating with mothers about sex and sexuality

Design:

- ✓ Session overview
- ✓ Discussion
 - experience discussing sex and sexuality issues to date (with mother, other influences, feelings about sexuality, etc.)
 - current relationship with mother (strengths and concerns, goals)
- ✓ Strategies for communicating about sex and sexuality:
 - Take the lead
 - Accessibility
 - Values
 - Seizing opportunities
 - Relationships
 - Trusting your instincts
 - Content = comfort level
- ✓ “Homework” option – journal

Materials: Overhead, nametags, refreshments

WOMAN TO WOMAN: EMBRACING THE MOTHER-DAUGHTER RELATIONSHIP

Workshop Outline

Session 4

Objective: Facilitate discussion within mother-daughter dyads about the quality, effectiveness, and comfort of their discussion about sex and sexuality issues; facilitate collaborative goal-setting in terms of mother-daughter communication about sex and sexuality issues within mother-daughter dyads

Design:

- ✓ Session overview
- ✓ Mother-daughter dyad discussion:
 - strengths
 - concerns
 - needs
 - goals
- ✓ Post-workshop survey completion
- ✓ Workshop evaluation and feedback
- ✓ Closure

Materials: Overhead, nametags, post-workshop surveys, pencils, refreshments

APPENDIX E

PRE- AND POST-WORKSHOP RAW SCORES

MOTHER #1

QUESTION	Pre-Workshop		Post-Workshop	
	Response	Score	Response	Score
1	4	4	4	4
2	2	4	2	4
3	3	3	4	4
4	2	4	2	2
5	2	4	2	4
6	4	4	3	3
7	4	4	4	4
8	4	4	4	4
9	5	5	5	5
10	2	4	3	3
11	3	3	4	2
12	2	4	2	4
13	4	4	4	4
14	4	4	4	4
15	2	4	2	4
16	4	4	4	4
17	4	4	4	4
18	1	5	1	5
19	2	4	2	4
20	2	4	3	3
TOTAL	-	80	-	75

DAUGHTER #1

QUESTION	Pre-Workshop		Post-Workshop	
	Response	Score	Response	Score
1	3	3	3	3
2	3	3	2	4
3	4	4	4	4
4	3	3	4	2
5	3	3	3	3
6	3	3	3	3
7	4	4	3	3
8	4	4	4	4
9	4	4	4	4
10	4	2	4	2
11	3	3	4	2
12	3	3	4	2
13	4	4	3	3
14	4	4	4	4
15	3	3	4	2
16	3	3	2	2
17	3	3	2	2
18	2	4	2	4
19	2	4	2	4
20	3	3	2	4
TOTAL	-	67	-	61

PRE- AND POST-WORKSHOP SCORES

MOTHER #2

QUESTION	Pre-Workshop		Post-Workshop	
	Response	Score	Response	Score
1	2	2	3	3
2	4	2	4	2
3	1	1	3	3
4	4	2	3	3
5	5	1	4	2
6	3	3	3	3
7	1	1	2	2
8	3	3	3	3
9	2	2	2	2
10	4	2	4	2
11	2	4	3	3
12	2	4	2	4
13	2	2	2	2
14	2	2	2	2
15	4	2	3	3
16	1	1	2	2
17	2	2	2	2
18	3	3	2	4
19	5	1	3	3
20	4	2	3	3
TOTAL	-	42	-	53

DAUGHTER #2

QUESTION	Pre-Workshop		Post-Workshop	
	Response	Score	Response	Score
1	1	1	1	1
2	5	1	4	2
3	1	1	2	2
4	4	2	4	2
5	5	1	4	2
6	1	1	1	1
7	1	1	2	2
8	2	2	3	3
9	2	2	1	1
10	4	2	3	3
11	5	1	4	2
12	3	3	3	3
13	2	2	3	3
14	1	1	2	2
15	5	1	5	1
16	1	1	2	2
17	1	1	2	2
18	3	3	3	3
19	5	1	4	2
20	5	1	5	1
TOTAL	-	29	-	40

PRE- AND POST-WORKSHOP SCORES

MOTHER #3

QUESTION	Pre-Workshop		Post-Workshop	
	Response	Score	Response	Score
1	5	5	4	4
2	3	3	2	4
3	4	4	4	4
4	2	4	2	4
5	3	3	2	4
6	4	4	4	4
7	4	4	3	3
8	4	4	5	5
9	2	2	2	2
10	3	3	2	4
11	3	3	3	3
12	2	4	3	3
13	4	4	4	4
14	4	4	4	4
15	3	3	2	4
16	4	4	4	4
17	3	3	4	4
18	2	4	2	4
19	2	4	2	4
20	2	4	2	4
TOTAL	-	73	-	76

DAUGHTER #3

QUESTION	Pre-Workshop		Post-Workshop	
	Response	Score	Response	Score
1	4	4	4	2
2	3	3	2	4
3	2	2	3	3
4	3	3	3	3
5	4	2	3	3
6	2	2	2	2
7	3	3	3	3
8	4	4	5	5
9	2	2	2	2
10	2	4	2	4
11	4	2	3	3
12	2	4	2	4
13	3	3	4	4
14	3	3	3	3
15	4	2	4	2
16	2	2	3	3
17	2	2	2	2
18	4	2	3	3
19	3	3	3	3
20	4	2	3	3
TOTAL	-	54	-	61

PRE- AND POST-WORKSHOP SCORES

MOTHER #4

QUESTION	Pre-Workshop		Post-Workshop	
	Response	Score	Response	Score
1	4	4	4	4
2	2	4	1	5
3	3	3	4	4
4	2	4	2	4
5	2	4	2	4
6	3	3	3	3
7	4	4	4	4
8	4	4	4	4
9	4	4	4	4
10	1	5	1	5
11	4	2	3	3
12	2	4	2	4
13	4	4	4	4
14	4	4	4	4
15	1	5	2	4
16	4	4	4	4
17	4	4	3	3
18	1	5	1	5
19	1	5	1	5
20	1	5	2	4
TOTAL	-	81	-	81

DAUGHTER #4

QUESTION	Pre-Workshop		Post-Workshop	
	Response	Score	Response	Score
1	3	3	3	3
2	2	4	2	4
3	4	4	3	3
4	2	4	3	3
5	2	4	3	3
6	4	4	3	3
7	3	3	3	3
8	5	5	5	5
9	3	3	3	3
10	2	4	3	3
11	3	3	3	3
12	3	3	3	3
13	4	4	4	4
14	5	5	4	4
15	2	4	3	3
16	4	4	3	3
17	4	4	3	3
18	2	4	2	4
19	2	4	1	5
20	3	3	3	3
TOTAL	-	76	-	68

PRE- AND POST-WORKSHOP SCORES

MOTHER #5

QUESTION	Pre-Workshop		Post-Workshop	
	Response	Score	Response	Score
1	2	2	2	2
2	5	1	4	2
3	1	1	3	3
4	4	2	3	3
5	5	1	5	1
6	3	3	3	3
7	1	1	1	1
8	4	4	3	3
9	1	1	1	1
10	3	3	4	2
11	3	3	3	3
12	3	3	3	3
13	1	1	2	2
14	1	1	2	2
15	5	1	4	2
16	1	1	2	2
17	1	1	2	2
18	4	2	3	3
19	1	5	1	5
20	4	2	3	3
TOTAL	-	39	-	48

DAUGHTER #5

QUESTION	Pre-Workshop		Post-Workshop	
	Response	Score	Response	Score
1	1	1	2	2
2	5	1	3	3
3	1	1	2	2
4	5	1	4	2
5	5	1	4	2
6	4	4	4	4
7	3	3	2	2
8	2	2	4	4
9	1	1	1	1
10	4	2	4	2
11	1	5	3	3
12	1	5	3	3
13	3	3	3	3
14	1	1	2	2
15	5	1	5	1
16	1	1	3	3
17	1	1	2	2
18	5	1	4	2
19	5	1	5	1
20	5	1	3	3
TOTAL	-	37	-	47

PRE- AND POST-WORKSHOP SCORES

MOTHER #6

QUESTION	Pre-Workshop		Post-Workshop	
	Response	Score	Response	Score
1	2	2	3	3
2	3	3	3	3
3	3	3	3	3
4	3	3	3	3
5	4	2	3	3
6	2	2	4	4
7	2	2	3	3
8	5	5	5	5
9	3	3	2	2
10	2	4	2	4
11	3	3	4	2
12	4	2	4	2
13	3	3	4	4
14	3	3	3	3
15	4	2	3	3
16	3	3	3	3
17	3	3	4	4
18	2	4	1	5
19	3	3	2	4
20	3	3	2	4
TOTAL	-	58	-	67

DAUGHTER #6

QUESTION	Pre-Workshop		Post-Workshop	
	Response	Score	Response	Score
1	3	3	3	3
2	2	4	3	3
3	3	3	4	4
4	4	2	4	2
5	4	2	3	3
6	4	4	4	4
7	4	4	3	3
8	4	4	5	5
9	1	1	1	1
10	2	4	3	3
11	4	2	4	2
12	4	2	4	2
13	3	3	4	4
14	3	3	3	3
15	4	2	3	3
16	3	3	3	3
17	2	2	3	3
18	2	4	2	4
19	2	4	2	4
20	3	3	2	4
TOTAL	-	59	-	63

PRE- AND POST-WORKSHOP SCORES

MOTHER #7

QUESTION	Pre-Workshop		Post-Workshop	
	Response	Score	Response	Score
1	3	3	3	3
2	3	3	3	3
3	2	2	3	3
4	3	3	3	3
5	4	2	3	3
6	2	2	3	3
7	3	3	3	3
8	2	2	3	3
9	2	2	2	2
10	3	3	2	4
11	3	3	4	2
12	4	2	3	3
13	2	2	3	3
14	3	3	3	3
15	4	2	4	2
16	2	2	3	3
17	3	3	4	4
18	3	3	2	4
19	4	2	3	3
20	3	3	3	3
TOTAL	-	50	-	60

DAUGHTER #7

QUESTION	Pre-Workshop		Post-Workshop	
	Response	Score	Response	Score
1	3	3	3	3
2	3	3	3	3
3	3	3	3	3
4	4	2	3	3
5	3	3	3	3
6	2	2	3	3
7	3	3	2	2
8	3	3	4	4
9	2	2	2	2
10	3	3	4	2
11	3	3	4	2
12	3	3	4	2
13	2	2	3	3
14	3	3	3	3
15	4	2	5	1
16	2	2	2	2
17	2	2	2	2
18	3	3	2	4
19	4	2	3	3
20	4	2	4	2
TOTAL	-	51	-	52

PRE- AND POST-WORKSHOP SCORES

MOTHER #8

QUESTION	Pre-Workshop		Post-Workshop	
	Response	Score	Response	Score
1	5	5	5	5
2	2	4	2	4
3	4	4	5	5
4	2	4	3	3
5	1	5	1	5
6	4	4	4	4
7	5	5	5	5
8	5	5	5	5
9	5	5	5	5
10	1	5	2	4
11	4	2	3	3
12	1	5	1	5
13	5	5	4	4
14	4	4	4	4
15	1	5	1	5
16	5	5	5	5
17	5	5	5	5
18	1	5	1	5
19	1	5	1	5
20	1	5	1	5
TOTAL	-	92	-	91

DAUGHTER #8

QUESTION	Pre-Workshop		Post-Workshop	
	Response	Score	Response	Score
1	4	4	4	4
2	2	4	2	4
3	4	4	5	5
4	1	5	1	5
5	1	5	1	5
6	2	2	3	3
7	4	4	4	4
8	4	4	5	5
9	4	4	4	4
10	3	3	3	3
11	3	3	3	3
12	2	4	2	4
13	4	4	4	4
14	5	5	4	4
15	3	3	4	2
16	4	4	4	4
17	4	4	3	3
18	2	4	1	5
19	1	5	1	5
20	4	2	3	3
TOTAL	-	77	-	79

PRE- AND POST-WORKSHOP SCORES

MOTHER #9

QUESTION	Pre-Workshop		Post-Workshop	
	Response	Score	Response	Score
1	1	1	2	2
2	5	1	5	1
3	2	2	2	2
4	5	1	5	1
5	4	2	3	3
6	4	4	3	3
7	1	1	2	2
8	4	4	3	3
9	1	1	1	1
10	4	2	3	3
11	4	2	3	3
12	4	2	4	2
13	1	1	2	2
14	1	1	2	2
15	5	1	5	1
16	1	1	2	2
17	1	1	1	1
18	4	2	3	3
19	4	2	4	2
20	5	1	5	1
TOTAL	-	33	-	40

DAUGHTER #9

QUESTION	Pre-Workshop		Post-Workshop	
	Response	Score	Response	Score
1	1	1	1	1
2	4	2	3	3
3	1	1	2	2
4	5	1	5	1
5	5	1	4	2
6	3	3	3	3
7	2	2	1	1
8	2	2	3	3
9	1	1	1	1
10	5	1	5	1
11	5	1	4	2
12	3	3	4	2
13	1	1	2	2
14	1	1	2	2
15	5	1	5	1
16	1	1	1	1
17	1	1	1	1
18	4	2	4	2
19	5	1	4	2
20	5	1	4	2
TOTAL	-	28	-	35

PRE- AND POST-WORKSHOP SCORES

MOTHER #10

QUESTION	Pre-Workshop		Post-Workshop	
	Response	Score	Response	Score
1	4	4	4	4
2	3	3	3	3
3	4	4	4	4
4	3	3	2	4
5	4	2	3	3
6	3	3	3	3
7	3	3	2	2
8	4	4	4	4
9	4	4	5	5
10	2	4	3	3
11	4	2	4	2
12	4	2	3	3
13	4	4	3	3
14	4	4	4	4
15	3	3	4	2
16	4	4	4	4
17	3	3	2	2
18	2	4	2	4
19	3	3	2	4
20	2	4	4	2
TOTAL	-	67	-	65

DAUGHTER #10

QUESTION	Pre-Workshop		Post-Workshop	
	Response	Score	Response	Score
1	2	2	3	3
2	2	4	3	3
3	3	3	3	3
4	3	3	4	2
5	4	2	4	2
6	3	3	4	4
7	3	3	2	2
8	4	4	4	4
9	3	3	3	3
10	4	2	5	1
11	4	2	3	3
12	3	3	3	3
13	4	4	4	4
14	3	3	4	4
15	4	2	5	1
16	3	3	3	3
17	2	2	2	2
18	4	2	3	3
19	3	3	2	4
20	4	2	4	2
TOTAL	-	55	-	56

PRE- AND POST-WORKSHOP SCORES

MOTHER #11

QUESTION	Pre-Workshop		Post-Workshop	
	Response	Score	Response	Score
1	4	4	4	4
2	2	4	2	4
3	4	4	4	4
4	2	4	3	3
5	2	4	1	5
6	3	3	4	4
7	4	4	4	4
8	5	5	5	5
9	5	5	5	5
10	1	5	1	5
11	3	3	4	2
12	2	4	2	4
13	4	4	4	4
14	4	4	5	5
15	2	4	2	4
16	4	4	4	4
17	4	4	4	4
18	1	5	1	5
19	1	5	1	5
20	1	5	1	5
TOTAL	-	84	-	85

DAUGHTER #11

QUESTION	Pre-Workshop		Post-Workshop	
	Response	Score	Response	Score
1	2	2	3	3
2	2	4	2	4
3	4	4	4	4
4	3	3	2	4
5	3	3	2	4
6	4	4	4	4
7	4	4	4	4
8	5	5	5	5
9	4	4	3	3
10	3	3	3	3
11	2	4	2	4
12	2	4	2	4
13	4	4	4	4
14	4	4	4	4
15	3	3	4	2
16	4	4	3	3
17	3	3	3	3
18	2	4	2	4
19	1	5	1	5
20	4	2	3	3
TOTAL	-	73	-	74

PRE- AND POST-WORKSHOP SCORES

MOTHER #12

QUESTION	Pre-Workshop		Post-Workshop	
	Response	Score	Response	Score
1	4	4	4	4
2	2	4	3	3
3	3	3	4	4
4	3	3	3	3
5	4	2	3	3
6	4	4	4	4
7	3	3	2	2
8	5	5	5	5
9	4	4	5	5
10	2	4	2	4
11	3	3	3	3
12	4	2	4	2
13	4	4	4	4
14	3	3	4	4
15	2	4	2	4
16	4	4	4	4
17	4	4	4	4
18	1	5	1	5
19	1	5	1	5
20	3	3	2	4
TOTAL	-	73	-	76

DAUGHTER #12

QUESTION	Pre-Workshop		Post-Workshop	
	Response	Score	Response	Score
1	3	3	3	3
2	2	4	2	4
3	4	4	4	4
4	4	2	3	3
5	2	4	2	4
6	3	3	4	4
7	3	3	3	3
8	5	5	5	5
9	3	3	2	2
10	3	3	4	2
11	3	3	3	3
12	4	2	4	2
13	4	4	4	4
14	3	3	4	4
15	5	1	4	2
16	2	2	3	3
17	2	2	3	3
18	3	3	2	4
19	2	4	2	4
20	4	2	4	2
TOTAL	-	60	-	65