

Research Paper

## Child's Understanding of the Mother: A Quantitative Index

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### ABSTRACT

Over the years, the parental role or the process of parenting has transformed reflective in the way parents view and understand their children. Conversely, the way children understand their parents is also very crucial in exalting the rights of children and empowering their agency. An instrument was specially constructed to compare children's understanding of their mothers with factual information provided by their mother. The research instrument accounted for six aspects of their mother's life viz. personal information, health knowledge, likes and dislikes, emotion related, and achievements and aspirations. Data was collected from 162 pairs of mothers and children and was analyzed using descriptive statistics and regression analysis. It was inferred that children's understanding of their mothers was high only on obvious aspects related to them compared to other aspects. The quantitative index provided an insight into the present-day mother child bonding along with its implication for the future geriatric population.

**Keywords:** *Mother-Child Bond, Family Relationships, Similarity Index, Quantitative Analysis*

Around the turn of the 21<sup>st</sup> century, the relationship Indian parents share with their children has undergone substantial changes owing to globalization and industrialization. Though the changes started creeping in from early 1990's they took a drastic turn and became very glaring marking a significant generation gap in 2000's. Over the years, the parental role or the process of parenting has transformed extensively reflective in the way parents view and understand their children. Conversely, the way children understand their parents is also very crucial in exalting the rights of children (Skelton, 2007) and empowering their agency (Monteiro & Hariharan, 2019). Parenting and child socialization practices have garnered widespread public attention wherein the processes have been scrutinized, criticized and discussed thoroughly (Ambert, 2001; Kuczynski, Harach, & Bernardini, 1999; Knafo & Galansky, 2008). This can be particularly said about the maternal bond which provides security and attachment powerful enough even in case of father bereavement (Shapiro, Howell, & Kaplow, 2014) or absence (Freeman,

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2017). The shift from joint to nuclear family systems demands even more concentration upon this dyadic process, where mothers expand in the provider role to raise children (Sear, 2021). There are studies which explored mother's role in the interpersonal relationship with the children, but there are hardly any studies which explored the relationship from the child's perspective. While the mother's perspective is important, it is as significant to examine the role played by the child in relating to mother because relationships sustain on mutuality. Exploring children's understanding of their parents gives them their right to participate and empowers them in influencing their own relationship with their parents (Neale, 2002).

Relationships and bonding do not 'happen' automatically. They need to be worked for by both the parties involved. "Relationships" are explained in terms of "exchanges" existing between people (Aoki, 2003). The nature and course of the parent-child relationship is one of the most crucial factors underlying the growth and development of a healthy child irrespective of various theoretical bearings (Malone, Westen, & Levendosky, 2011; Toth, Rogosch, Manly, & Cicchetti, 2006). Communication patterns are the markers of family identity (Galvin, Braithwaite, & Bylund, 2015). It is through communication that family members manage their everyday lives and construct their collective identity, create a relational culture and an exclusive system of understanding that takes shape as attitude, action, and self-concepts in the participants of the relationship (Wood, 2007). Families, considered the primary agents of socialization for children are the first powerful communication connections for the child. This powerful familial communication contributes significantly to developing emotional intelligence in the child which paves the path for successful social competence (Chan & Koo, 2011).

The parent-child relationship is a significantly powerful relationship in an individual's life. The interaction between parents and children lays the foundation for children to discover and understand other relationships and directly has an effect on the bond parents and children share. This dyadic interaction has a critical influence on children's overall functioning and is also considered as an important element for a child's general development and behavior. This also influences the children's physical growth, early language formation, behavioural patterns, social-emotional development, literacy and academic outcomes (achievement) and the child's personality characteristics (Moretti & Peled, 2004). It has been observed by many parents that from the perspective of the child, the bonding with the mother that happens as a single point attachment from birth gradually expands to the father, the other family members, and peers as the child grows. As a result, the time spent with mother gradually declines. By the onset of adolescence and the avenue of new social roles, there is a precipitous drop in the waking time spent between parents and children (Smart, Sanson, & Toumbourou, 2008). However, the question is about the quality of interaction and relationship. There are certain aspects the child would understand by observing the mother while certain aspects will be known to the child only when the mother shares the information with him/her. For this there should be a match between the willingness to share by the mother and also the interest to know in the child. Does the child invest the effort, energy, and time to observe the mother as keenly as the mother does for the child to have an understanding about the antecedents of her emotions such as happiness, distress, annoyance, frustrations, and regrets or her likes and dislikes? Does the mother volunteer to share certain personal information like academic performance in the past, the nature of job, the pay packet, regrets in life or the crisis encountered with the child?

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### *Rationale of the study*

Parent-child relationship is a valuable and important resource for parents and children alike throughout their lives, understanding the complexities of this important family dyad is very crucial. Mother and child emotion communication behaviours have also explained significant variance in child anxiety (Brumario & Kerns, 2012). A lot of review has been conducted to understand the mother child relationship from the narratives of the mother but there has not been enough emphasis in literature to understand the interaction of this dyad from the child's perspective. It is imperative to look at the relationship from a child's point of view because of the mutuality involved. It will also enhance the understanding of the changes in the relationship across time. While the role of the parents and mother in particular has received due emphasis both from scientific explorations as well as sociocultural expectations, there has been a vacuum about the role of child for sustenance of this relationship. The reason for this vacuum is the silence of scientific research in this area. Unless the role of the child in understanding the parent receives focus, re-invoked, nurtured and groomed as a sociocultural practice, it is difficult to find a solution for progressive increase in institutionalization of the elderly because of lack of or inadequacy in children's responsibility, willingness and active participation in the care of the elderly. This is particularly true in an affiliated country like India. The objective of this study is to initiate a scientific exploration into the intensity to which the children understand their mothers from a multidimensional perspective, which plays a crucial role in the sustenance of the relationship and acceptance of playing a reciprocal role to the parents in later life.

## **METHODOLOGY**

### *Sample*

The sample was recruited following snowballing to meet sample size targets. The sample for this study consisted of pairs of children (age-group between 10 to 21 years) and their mothers. The data were collected from 167 mother-child pairs residing in Andhra Pradesh, and Telangana, India. Due to incomplete forms or voluntary exit from the study, the final sample size dropped to 162 mother-child pairs (Total  $N=324$ ). Among the children 69 were boys (42.6%) and 93 were girls (57.4%) with a mean age of 16.16 years ( $SD = 3.58$ ). Among the mothers, mean age found was 40.73 years ( $SD = 6.41$ ). Amongst the 162 children, 76.5 % children had a sibling, 13.6% children had two siblings, 0.6 % had three siblings and 9.3% were single children. Taking the birth order into account, 51.2 % children in the sample were first born while 46.9% children were second born and 1.9% children were third born. It was noted that 29% children had grandparents living with them, 24.1% children had their grandparents visit them frequently while 21% children had their grandparents visit them occasionally. Also, 25.9% children had no grandparents. It was found that 43.2 % children were visiting their native place two-three times a year, 18.5% children were visiting their native place once a year and 19.1% children visited their native place rarely, and 18.5% children stay in their native place. Out of the total sample 38.9% children were engaged in attending classes such as music, swimming, sports and the like outside their school hours. Students who attended these activities once a week and twice a week were 8.6% while 21.6% attended the same more than twice a week. On the other hand, 61.1 % children were not engaged in any such activities.

### *Instruments (Tool)*

For the purpose of this study, a questionnaire titled *Children's understanding about their Mothers* was specifically developed by the authors. The questionnaire was a combination of open-ended questions and close-ended questions. It aimed at gathering subjective

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information of a child's understanding of his/her parents. This paper presents the children's understanding of mothers.

In order to confirm the child's responses for each of the questions, a parallel questionnaire was constructed for the mothers to fill in their responses. The responses of the mother were considered the real self-identity of the mother because here the mother who was reporting about the facts, likes/dislikes, emotions and aspirations and frustrations are self-reports and hence considered the reference point of the mother's reality about herself. The forms comprised of 3 sections. The first section sought the demographic details. The second and third section had 37 items. Each of it sought inputs on the child's knowledge of the mother that relates to the aspects normally known to a person sharing a close bond. These 37 items were grouped under six broad dimensions viz. health (e.g. does your mother have any health problems?), factual (e.g. what is your mother's date of birth), likes-dislikes (e.g. her favourite singer), leisure (for e.g. her favourite way to relax), achievement-aspiration (e.g. her aim in life) and emotions (e.g. her greatest frustration).

### Tool Development Process

The development of the tool took place in two phases.

- **Phase 1 Item writing**

We considered two major sources of information for item development. The items were developed based on the available recent literature that highlighted on children's understanding of their parents in various areas of life. The items were also made in consultation with field experts regarding the various aspects of parents' lives that the children may or may not be aware of. The total number of holistically brewed items was 51.

- **Phase 2 Content Evaluation**

We presented the 51-item form to a panel of 10 experts comprising of researchers and psychologists to assess its content validity. Each expert was asked to read the 51 items under 6 dimensions (health, likes-dislikes, factual, leisure, emotional and achievement-aspiration) and indicate if the items was relevant or not relevant under a particular dimension. The content validity ratio (CVR) was calculated using Lawshe's formula. Finally, 37 items were retained in the final tool.

### Procedure

About 200 families residing in gated communities, townships, apartment complexes were approached to participate in the study. They were explained about the study in detail. Those families willing to participate in the study were enlisted, following which the children of these parents were also explained about the study. Mothers and their children willing to participate in the study gave their written informed consent/assent respectively by signing the Informed Consent Form (ICF). The administration of the questionnaire was scheduled at the individual residence of the participants at a mutually convenient time. The children and mothers were requested to fill the questionnaires at the same time without any discussion between them. During the process the investigator was present to provide clarifications to the participants where necessary.

Responses of the participants were manually coded by matching the children's responses with the mothers' responses. Each perfectly matching response of the child with the mothers' response was given a score of 1 (e.g., if the mother mentioned her favourite dish and the child's response to 'mother's favourite dish' perfectly matched that of the mother's response, score of 1 was given. Responses that were incompatible were given a score of

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zero. A partial score was given if there was an overlap in the response of the child and mother (e.g., if the mother mentioned 5 talents and the child's responses match with 3 out of those 5 talents, then a partial score was allotted by computing a fraction 3/5 and a score of 0.6 was given). The scores ranged between zero and one. The average time taken by the children to complete the questionnaire varied between 40 to 60 minutes. The average time taken by parents was 30 minutes.

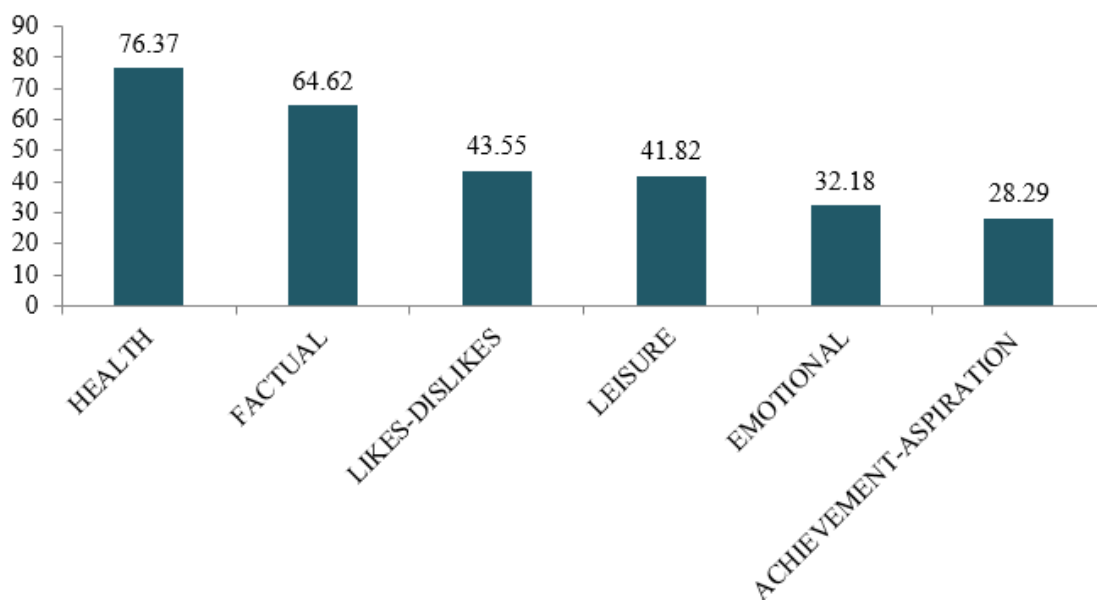
### RESULTS

A formula was evolved and applied to derive the dimension wise percentage of understanding of the mothers by the children. For this, the scores of understandings (ranging from zero to one) were summed up for the items under that dimension. The following formula was applied:

$$\frac{\text{Totalscoreofthedimension/Numberofitemsinthedimension}}{\text{Totalnumberofpairs}} \times 100$$

The percentages so arrived are plotted as bar diagrams in figure 1. This computation reflects a quantitative analysis of children's understanding of their mothers in various dimensions of life.

**Figure 1. Children's understanding of mothers on various dimensions**



The figure is shown in descending order of the categories that can be observed as 'most understood' to 'least understood' areas. It is observed that the children displayed maximum understanding about their mothers on the health dimension (76.37 %), followed by their knowledge on factual dimension (64.62 %) and likes-dislikes dimension (43.55 %). The children had less than 50% knowledge on leisure dimension (41.82 %) and emotional dimension (32.18 %). The children had minimum knowledge regarding their mothers on the achievement-aspiration dimension (28.29 %).

The obtained data were further analyzed in terms of descriptive statistics, Pearson's product-moment correlation coefficient (Pearson's  $r$ ), and multiple regression analysis using IBM SPSS Statistics 20. The predictors of the study include socio-demographic variables of children such as their visit to native place, admission into classes outside the school, staying

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or not staying with grandparents under the same roof, and having more than one sibling. The criterion variables include the six dimensions of mother's self-identity viz. health, factual, likes-dislikes, emotions, leisure and achievement-aspiration.

### *Main effects*

Using the enter method, regression analyses were conducted to find out the combined contribution of significantly correlated socio-demographic variables of children for each of the dimensions of the mother's self-identity. Prior to this, Pearson's *r* was computed to find a linear relationship between the predictors and criterions. The predictors which significantly correlated with the criterion were entered into the model. The values of Pearson's *r* are presented in Table 1. The results of regression analysis are presented from Table 2 to Table 6.

**Table 1. Summary of correlations between the demographic variables of the child and dimensions of mother's self-identity for mother-child pairs**

Predictors	Criterions					
	H	F	LD	L	E	AA
<b>1. Gender</b>						
<i>a. Male</i>	-.066	.030	.156*	-.086	.041	.077
<i>b. Female</i>	.066	-.030	-.156*	.086	-.041	-.077
<b>2. Age</b>						
<i>Group 1 (10-13 years)</i>	-.039	-.047	.007	-.161*	-.101	-.077
<i>Group 2(14-16 years)</i>	.059	-.041	-.039	-.028	-.030	-.031
<i>Group 3(17-18 years)</i>	.014	.023	-.005	.153	.091	-.029
<i>Group 4(19-21 years)</i>	-.028	.064	.033	.056	.051	.127
<b>3. No. of siblings</b>						
<i>One sibling</i>	.080	-.099	.041	-.014	-.012	-.044
<i>Two siblings</i>	.025	.145	.014	.085	-.038	-.074
<i>Three siblings</i>	.066	.055	.166*	.017	.212**	.189*
<i>No siblings</i>	-.165*	-.041	-.120	-.085	.005	.101
<b>4. Birth order of the child</b>						
<i>First born</i>	-.154	-.051	-.052	-.152	-.112	-.013
<i>Second born</i>	.149	.050	.049	.129	.127	.021
<i>Third born</i>	.018	.005	.009	.089	-.054	-.028
<b>5. Presence of grandparents in the house</b>						
<i>Permanent residents</i>	-.033	.039	.055	.048	-.001	-.074
<i>Frequent visitors</i>	.024	.013	-.038	-.154	-.026	.030
<i>Occasional visitors</i>	.077	.085	.114	.088	.003	-.124
<i>Not present</i>	-.060	-.132	-.125	.182*	.024	.162*
<b>6. Times you visited native place</b>						
<i>Two-three times a year</i>	.084	.063	.045	.048	-.033	.084
<i>Once a year</i>	.145	.043	.179*	-.127	.025	-.114
<i>Less than once a year</i>	-.203**	-.150	-.051	-.060	.060	.221**
<i>Staying in native place</i>	-.018	.023	-.167*	.123	-.045	-.203**
<i>Not applicable</i>	-.138	.026	-.86	.017	.004	-.074
<b>7. Any classes regularly attended outside school hours</b>	.157*	.049	.045	-.020	-.060	-.154*
<b>8. How frequently were the classes attended</b>						
<i>Once a week</i>	.063	.073	-.001	.152	.058	.076
<i>Twice a week</i>	.019	-.022	-.002	.023	-.054	-.144
<i>More than twice a week</i>	.131	.024	.055	-.143	-.073	-.137
<i>Not attending any classes</i>	-.157*	-.049	-.045	.020	.060	.154*

Note. *N* = 162. All analyses are two tailed. \**p*<.05, \*\**p*<.01. H = Health, F = Factual, LD = Likes-dislikes, L = Leisure, E = Emotion, AA = Achievement-Aspiration

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Pearson's product-moment correlation was run to determine the relationship between all the demographic variables of the child (*gender, age, number of siblings, birth order of the child, presence of grandparents in the house, frequency of visiting native place, any classes regularly attended by the children outside school hours and the frequency of attending these classes*) and the 6 dimensions of mother's self-identity (*health, factual, likes-dislikes, emotional, leisure and achievement-aspiration*) considered under the study for all the mother-child pairs.

From the table 1 following significant correlations were noted: gender and likes-dislikes of mother [ $r = .156, n = 162, p <.05$ ]; age (*10-13 years*) and leisure activities of mother, [ $r = -.161, n = 162, p <.05$ ]; number of siblings (three siblings) and likes-dislikes of the mother, [ $r = .166, n = 162, p <.05$ ]; number of siblings (three siblings) and emotions of the mother, [ $r = .212, n = 162, p <.01$ ]; number of siblings (three siblings) and achievement-aspirations of the mother, [ $r = .189, n = 162, p <.05$ ]; absence of siblings (single child) and health of the mother, [ $r = -.165, n = 162, p <.05$ ]; absence of grandparents and leisure activities of mother ( $r = .182, n = 162, p <.05$ ); absence of grandparents and achievement-aspirations of mother ( $r = .162, n = 162, p <.05$ ); frequency of visiting native place (once a year) and likes-dislikes of mother, ( $r = .179, n = 162, p <.05$ ); frequency of visiting native place (less than once a year) and health of the mother, ( $r = -.203, n = 162, p <.01$ ); frequency of visiting native place (less than once a year) and achievement-aspirations of the mother, ( $r = .221, n = 162, p <.01$ ); frequency of visiting native place (staying in native place) and likes-dislikes of mother, ( $r = -.167, n = 162, p <.05$ ); frequency of visiting native place (staying in native place) and achievement-aspirations of the mother, ( $r = -.203, n = 162, p <.01$ ); any classes regularly attended outside school hours and health of the mother, ( $r = .157, n = 162, p <.05$ ); any classes regularly attended outside school hours and achievement-aspirations of the mother, ( $r = -.154, n = 162, p <.05$ ).

Based on the findings of the above analysis, four multiple regression analyses and one simple regression analysis were run for the children's understanding of their mothers' self-identity. The results of these five separate regression analysis are presented in Table 2 to Table 6.

**Table 2. Standard multiple regression analysis showing children's socio-demographic variables predicting of Likes & Dislikes of Mother (N=162)**

Predictors	B	SEB	$\beta$	T	P
Gender: Boys	0.49	.86	.13	.58	.56
Girls	0.01	.87	.003	.01	.99
Having three siblings	4.18	1.89	.17	2.21	.03
Rare Visits to native place:	-0.62	.39	-.13	-1.61	.11
Staying in native place	-0.83	.39	-.17	-2.13	.03
<b>R<sup>2</sup></b>	0.08				
<b>C</b>	3.01				
<b>F</b>	2.86	$p=0.02$			

*Note.* Dependent variable: Likes and dislikes of mothers; *B* = unstandardized beta coefficient, *SEB* = standardized error of beta,  $\beta$  = standardized beta coefficient, *t* = t values of beta, *p*= significance level

Table 2 shows results of regression analysis for socio-demographic variables that were found to have correlation with the likes and dislikes knowledge of the mothers. All the predictors were entered into equation simultaneously. It was observed that all the variables—gender, presence of three siblings, visit to native place (less than once a year, and staying in

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native place) (together as a model) explained significant 8% of variance in understanding of likes and dislikes of mothers, ( $R^2= 0.08$ , adjusted  $R^2= 0.06$ ,  $F (5, 156) = 2.86$ ,  $p = 0.02$ ). Among them, presence of three siblings and staying in native place uniquely predicted their understanding of mothers' likes and dislikes.

**Table 3. Standard multiple regression analyses of children's socio-demographic variables predicting of knowledge about Mother's health condition (N=162)**

Predictors	B	SEB	$\beta$	T	P
Classes attended outside school hours	0.40	0.65	0.14	0.61	0.54
Not having siblings	-0.79	0.38	-0.16	-2.07	0.04
Rare Visit to native place	-0.69	0.28	-0.19	-2.47	0.02
Not attending classes outside school hours:	0.00	0.65	0.00	0.00	1.00
$R^2$	0.09				
$C$	3.87				
$F$	3.69	$P=0.007$			

Note. Dependent variable: Health status of mothers;  $B$  = unstandardized beta coefficient,  $SEB$  = standardized error of beta,  $\beta$  = standardized beta coefficient,  $t$  = t values of beta,  $p$ = significance level.

Similarly, standard multiple regression analysis was conducted to find out the combined contribution of significantly correlated socio-demographic variables of children on the knowledge about their mother's health. Table 3 presents the results. It was observed that all the variables—classes attended outside school hours, absence of siblings, rare visits to native place (less than once a year), and not attending any classes outside school hours (together as a model) explained 9% of variance in understanding of mothers' health status,  $R^2= 0.09$ , adjusted  $R^2= 0.06$ ,  $F (4, 157) = 3.69$ ,  $p = 0.01$ . Among them, absence of siblings and rare visit to native place uniquely predicted their understanding of mothers' health status.

**Table 4. Standard multiple regression analyses children's socio-demographic variables predicting Achievements & Aspirations of Mother (N=162)**

Predictors	B	SEB	$\beta$	T	P
Attending Classes outside school hours	-0.15	0.41	-0.08	-.37	0.72
Having three siblings	1.62	0.89	0.14	1.81	0.07
Absence of grandparents:	0.26	0.17	0.13	1.54	0.13
Rare Visit to native place	0.28	0.19	0.12	1.48	0.14
Staying in native place	-0.43	0.18	-0.19	-2.35	0.02
Not attending classes outside school hours:	0.07	0.40	0.04	0.17	0.87
$R^2$	0.13				
$C$	0.82				
$F$	3.79	$p =0.001$			

Note. Dependent variable: Achievement & Aspiration(s) of mothers;  $B$  = unstandardized beta coefficient,  $SEB$  = standardized error of beta,  $\beta$  = standardized beta coefficient,  $t$  = t values of beta,  $p$ = significance level

Again, standard multiple regression analysis was conducted to find out the combined contribution of significantly correlated socio-demographic variables of children, shown in Table 4. It was observed that all the variables— attending classes outside school hours, presence of three siblings, grandparents not being present in the house along with them, rare visits to native place, and not attending any classes outside school hours (together as a model) explained 13% of variance in understanding of achievement-aspirations of mothers,  $R^2= 0.13$ , adjusted  $R^2= 0.09$ ,  $F (6, 155) = 3.79$ ,  $p = .001$ . Out of all the variables, staying in native place uniquely predicted their understanding of mothers' achievement-aspirations.



**Table 5. Standard multiple regression analysis of children's socio-demographic variables predicting understanding of leisure activities of Mother (N=162)**

Predictors	B	SEB	$\beta$	T	P
Being in the Age group: 10 to 13 years	-0.21	0.14	-0.13	-1.57	.12
Absence of grandparents	0.27	0.14	0.15	1.92	.06
$R^2$	0.05				
C	0.83				
F	4.01	$p=0.002$			

Note. Dependent variable: Understanding of leisure activities of mothers; B = unstandardized beta coefficient, SEB = standardized error of beta,  $\beta$  = standardized beta coefficient, t = t values of beta, p = significance level

Table 5 shows the standard multiple regression analyses conducted to find out the combined contribution of significantly correlated socio-demographic variables of children on the knowledge about the mother's leisure activities. It was observed that all the variables—children being in the age group of 10 to 13 years and grandparents not being present in the house along with them (together as a model) explained significant (5%) proportion of variance in understanding of mothers' leisure activities,  $R^2= 0.05$ , adjusted  $R^2= 0.04$ ,  $F (2, 159) = 4.01$ ,  $p = 0.02$ .

**Table 6. Simple linear regression analysis of children's socio-demographic variable predicting understanding of emotions of Mother (N=162)**

Predictors	B	SEB	$\beta$	t	P
Having Three siblings	6.24	2.27	.21	2.74	.007
$R^2$	0.05				
C	2.86				
F	7.53	$p=0.007$			

Note. Dependent variable: Understanding of emotions of Mother; B = unstandardized beta coefficient, SEB = standardized error of beta,  $\beta$  = standardized beta coefficient, t = t values of beta, p = significance level

It is revealed from Table 6 that having three siblings explained statistically significant (5%) proportion of the variance in understanding of emotions of mothers,  $R^2= 0.05$ , adjusted  $R^2= 0.04$ ,  $F (1, 160) = 7.53$ ,  $p < .01$ . The relationship between these two variables was positive,  $\beta = .21$ ,  $p < .01$ , having three siblings in the family is associated with increase in understanding of emotions of mothers.

## DISCUSSION

The few glaring indicators of the findings are —

- Children's understanding of their mothers are high only on obvious aspects such as health problems and facts such as age, birthday, qualifications etc.
- The least understanding is about the achievements and aspirations of the mother, followed by mother's emotions, leisure and her likes and dislikes

The findings ring an alarm related to family bonding and the withering strength of family as an institution, particularly in affiliation-oriented countries like India. It may be mentioned here that facts about the health and aspects related to qualification, designation and birth dates etc. refer to 'knowing about a person'. This is possible even in the context where two people are in formal relations such as colleagues, lawyer and client, doctor and patient etc. The 'understanding' that strengthens the attachment, bonding in informal and lifelong relationships requires deeper involvement of the persons in partnership. To elaborate, understanding the mother's achievements, aspirations, emotions, leisure and likes and dislikes calls for a quality time together, accurate perceptions preceded by intense

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observation with concern for the mother backed by the motivation and interest to draw inferences from the behaviour of the mother, and the desire to reciprocate the love and care to her. The findings clearly indicate that the contemporary Indian society is at the risk of this aspect fading in the children who are busily occupied in pursuit of academic achievement and career building (Whiteman, McHale, Crouter, 2011). This is in fact over-emphasized by the very child rearing process adopted by the parents. The family values shifting from emotional bonding, originating from the cultural roots of affiliation orientation to academic performance, and career building, based on the achievement orientation, perhaps created a mismatch between the cultural ethos and life goals. Such errors in judgements may be at a heavy cost of moving away from the very tradition on which the national character is built. At individual level, this may lead to a state of parental disappointment and frustration with children in later life when the children grow into adults and the parents into senior citizens and expect their children to 'understand' and care for them. What the children had not learned from their childhood cannot be expected from them in later life. In parent-child relationship, when the parents provide all nurturance to their children with expression of love and concern, but the children are not provided an opportunity either for observational learning or the training in the skill to observe in order to perceive and understand intricate details about the parents, (the way parents do for the children) it is unlikely that they learn it by themselves because the parental expectation is focused on academics and achievement.

The results of the regression analyses suggested that the contribution of various demographic factors and visit to native place, children's admission into classes outside the school or grandparents stay or absence under the same roof and having more than one sibling are some of the common factors contributing to the child's understanding of mother. However, in case of the dimensions, the model's contribution ranged between 8% to 13% only. This indicates that there are factors not included in this study design play a major role in children's understanding of their mother. It is necessary to identify these factors and re-introduce them in the family system and child rearing process in order to protect and preserve the cultural roots of the country where parents are considered next to God. The traditional Indian system expects the children to show veneration and take care of them and serve them with commitment and dedication in a process of role reversal once the parents get old (Buch, 2015; Chang & Chang, 2010; Chou, Kröger, & Pu, 2015; Datta, 2017; De Silva, 2017; Hsieh, Huang, Lan, & Ho, 2017; Ramamurti, Liebig, & Jamuna, 2015; Samanta, Chen, & Vanneman, 2015; Watt et al., 2014). The gradual change in child rearing due to the shift from joint family to nuclear family system took the attention away from preparing children in this important aspect. Over-emphasis on academics and career perhaps held the parents as facilitating agents to help children reach this single goal. Thus, in the partnership of parent-child relationship, children were found always in the receiving end and parents confined their roles to that of 'providers' and 'need-satisfiers' with no reciprocal expectations from the children. As a consequence, the children seem to have restricted their roles in fulfilling parental aspirations for them in academic performance and career building, so much so that there are neither expectations from parents nor efforts from the children to understand the parents beyond knowing about the mundane aspects.

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### **Conflict of Interest**

The authors declared no conflict of interest.

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