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## **Modern motherhood in rural areas of Azerbaijan: career, family and values of upbringing**

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**Annotation: Introduction.** The desire of women to combine a professional career with the upbringing of children and to accelerate the development of a child with awareness of the normative stages of development are the characteristic features of modern motherhood. These traits manifest themselves differently in different socio-cultural conditions. The set scientific task was to trace how modern trends affect the ideas of raising children among mothers living in rural areas of Azerbaijan, which is overall a considerably unexplored problem. **Methods.** The research sample consists of 411 mothers of preschool children living in rural areas of Azerbaijan. Diagnostic material includes a questionnaire of parental beliefs about parenting (E. Hembacher, M. C. Frank), along with the author's questionnaire aimed at obtaining additional information about attitudes to motherhood and expectations from a child. **Results.** It has been established that Azerbaijani women are more focused on being wives and mothers, rather than engaging in professional activities. In matters of parenting, mothers trust older family members and specialists and do not trust Internet resources. The most preferred qualities for their children are: patriotism, respect for the elders and the desire to improve education and cultural level. The statements shared by the majority of Azerbaijani mothers living in rural areas regarding the upbringing of children are the following: "it is important to teach a child to obey and to respect elders"; "it is important to give children the opportunity to explore the world"; "it is necessary to read to a child and talk to them, even while they themselves cannot speak yet"; "parents should comfort children when they are scared or upset" and "parents should know what their child likes and dislikes", etc. **Discussion of the results.** Azerbaijani mothers of 3-7-year-old children living in rural areas do not seek to force the development of a child and are aimed at fulfilling their family roles. They have basic, but sometimes incomplete knowledge about the peculiarities of the development of preschool children.

**Keywords:** parenthood, maternal position, preschool age, forced development acceleration, upbringing, intuitive theories of upbringing, educational strategies, the value of parenthood, preferred qualities, early education

### Highlights:

- Azerbaijani mothers living in rural areas appreciate activities related to the upbringing of preschool children more than work and their own professional opportunities;
  - Educational work on the normative and optimal development of preschool children in Azerbaijan is underway, but it does not concern all areas yet;
  - There is no desire for forced acceleration of development in the upbringing and education of children in rural areas of Azerbaijan.
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## Introduction

### ***Distinctive features of modern parenting***

Family is the primal institution of children's socialization. The most important source of development is communication with significant adults, primarily with parents (Lisina, 2009; Karabanova, 2008; Shishkova & Pervichko, 2020; etc.). Parents largely determine the social situation of the child's development, thereby setting the conditions for the formation of the child's psyche (Bozhovich, 2009; Veraksa, Veraksa, 2008; Rean, 2010). Preschool age is the subject of close study, because it is at this age that the foundation of all further human development is laid (Vygotsky, 1991; Elkonin, 1989; Filippova, 2002; Khomentauskas, 2006). In this regard, it is extremely important to know how the preschoolers' parents ideas of upbringing are changing (Polivanova, 2015; Karabanova, 2019; Moskvicheva et al., 2019; Vasyagina, 2013; etc.). The changes taking place in societal life in the last 50 years have lead to the change in mothers' ideas of children upbringing.

Firstly, the appearance of a huge number of educational materials (books, lectures by psychologists, materials on the Internet, etc.) devoted to the norms, variability and harmony of the psychological development of a child, allows mothers to better navigate what is happening with the child, and timely seek advice and help from specialists when something goes wrong (Karabanova, 2019; Milovidov, 2021; Veraksa et al., 2021).

Secondly, modern parents often try to "invest" knowledge and skills in their child as early as possible, which can help them to be successful in later life. There are many resources that support this desire, and they encourage parents to teach their kids to read, write, count, etc. as early as possible (for example, Lazarev, 2009). However, psychologists are concerned about the desire to boost the development of the child, and point to the extinction of the child's learning motivation by the time they enter school and other risks, such as anxiety, mental tension and dissatisfaction with themselves (Starostina, 2015).

Thirdly, it is impossible not to note changes in the value orientations of women. More and more young women see it as important for themselves to build a professional career and continue its functioning, along with having children (Kuzmin et al., 2019). This leads to the fact that both the desired age of birth of the first child (the phenomenon of deferred parenthood) and the attitude to motherhood itself change. Karabanova O. and colleagues' study conducted on girls of student age, showed that only about a third of girls consider the maternal role to be a priority

and attractive to them, a quarter, with a generally positive attitude, think of having children after achieving a certain success in their career; the rest of the girls either perceive motherhood as a must (one tenth), or treat motherhood ambivalently (one fifth or reject the maternal role for themselves (one tenth) (Karabanova et al., 2018). The motivational focus of young women on self-development and self-realization goes with professional career as a priority, or, the combination of both family and professional careers. Their communication focus targets family career and parenthood (Zakharova et al., 2021).

To sum up, we note that in modern society, the following three features of maternal position are distinguished: (1) better awareness of the options for the normative psychological development of the child; (2) pronounced tendencies of excessive acceleration of child development; (3) women are trying to combine a full-fledged career and to fulfill their family role as a mother.

### ***Intuitive theories of parenting***

The variability in parents' behavior is largely explained by the ideas that they are guided by in the process of upbringing and educating their children (Eidemiller, Justickis, 2009; Karabanova, Molchanov, 2017). A set of these ideas forms an intuitive theory of education (intuitive theory) (Wellman & Gelman, 1992), which is created based on life experience and overall knowledge possessed by the parent. Intuitive theories of education, like other intuitive theories, may not be fully realized (Deeva, 2020). Nevertheless, they largely determine the perception of information and decision-making in matters of children upbringing (Hembacher & Frank, 2016). Modern empirical studies have shown that these intuitive theories of parenting are reflected in the real behavior of parents (Hembacher & Frank, 2020). For example, those parents who are convinced that children who are given too much attention grow up to be spoiled, often turn out to be more restrained in communicating with their child. Which, in turn, affects the nature of interaction, emotional closeness and other aspects of child-parent relations.

Among the most relatable research tools in terms of content and goals are the AFE questionnaire (analysis of family education) (E. Eidemiller), the Russian language version of the parental attitudes questionnaire PARI, the parental attitude questionnaire PAQ (V. V. Stolin, A. Ya. Varga), and the questionnaire of child-parent emotional relationships QCPER (E. I. Zakharova). However, these tools often cover a broader area of the structure of family relationships and, in addition, most of them apply to the upbringing of older children.

In foreign research practice, the Early Parental Attitudes Questionnaire (EPAQ) (Hembacher & Frank, 2016, 2020), developed by Stanford University specialists, has become such a tool. The questionnaire contains three sections: affection and attachment, early learning, and rules and respect, which are based on the fundamental theoretical principles of preschool children development and the results of modern research in the field of developmental psychology. The authors of the EPAQ questionnaire conducted a series of studies that confirmed the validity and reliability of the tool on a sample consisting of American parents (Hembacher & Frank, 2016, 2020). One of them demonstrated the connection of parental responses with the level of education and cultural roots (Hembacher & Frank, 2020).

### ***Children upbringing in Azerbaijan***

Azerbaijan is famous for its traditions. The birth of children, especially sons, in a young family is considered a great event. Before entering the house after the wedding, a young wife is often

given to hold a little boy in her arms so that her first child is more likely to be a boy (Pchelintseva, 2001).

From infancy children are taught to respect and obey their elders and are accustomed to work. At the same time, from the earliest childhood, the duties of boys and girls are very different. Girls are encouraged to organize and maintain the household (cleaning and cooking), and boys are attracted to other household chores, such as harvesting livestock feed, or to participate in anything that would help them earn income later in life. Girls are usually involved in household duties from a younger age than boys are. For general comparison, the girls start taking care of tasks assigned to them from the age of 6-7 years old, while boys only start doing chores at 10-12 years old. In modern Azerbaijani families, the distribution of responsibilities between children of different genders may not be as rigidly divided as before. However, parents pay great attention to monitoring the performance of tasks in order to develop a responsible attitude in their children (Pchelintseva, 2001).

In many families of provincial towns and villages, children were taught crafts their parents did. In addition, special attention is paid to teaching boys how to make decisions and to act in uncertain situations (Mikailov, 2014).

In rural areas of Azerbaijan, women rarely receive higher education and the vast majority of them do not try to combine professional activity with family life. At the same time, psychological counseling centers are appearing in villages and cities, where mothers can apply for advice and assistance. The dramatically scarce amount of psychological studies does not allow us to determine the way modern Azerbaijani mothers view the goals and objectives of raising children. We also cannot determine whose opinion they are ready to listen to in the matter of children education and what qualities they would like their children to have.

*The research aim* was to identify the views of mothers of preschool children of Azerbaijan living in rural areas on the upbringing of children, in modern times. We chose Azerbaijani mothers living in rural areas as our sample, to see how traditional views on children upbringing, which Azerbaijan is famous for, are changing, influenced by the modern trends.

## Methods

The Azerbaijani language version of Early Parental Attitudes Questionnaire (questionnaire of parental beliefs about parenting, EPAQ) (Hembacher & Frank, 2016) was used to identify aspects of intuitive theories of parenting among parents. The original structure of the questionnaire includes three scales covering various areas of intuitive theories of education. The first scale ("affection and attachment") contains questions on child-parent relationships and emotional interaction between the parent and the child. The second scale ("early learning") evaluates the parent's ideas on how necessary it is to integrate learning into play and preschoolers' free experimentation activities. Finally, the third scale ("rules and respect") is aimed at assessing the parent's ideas on how to control and reward the child's behavior. The questionnaire contains 24 statements (8 in each scale), with each of which the respondent is asked to express the degree of agreement on a 7-point Likert scale from 0 to 6 (where 0 – "completely disagree", 6 – "completely agree").

In addition, a custom questionnaire was used to identify the value orientations of mothers of preschoolers, the preferred qualities of their children and sources that they trust and do not trust in the matters of parenting.

### **Sample**

411 mothers of preschoolers living in rural areas of Azerbaijan took part in the research. Their children's age varied from 29 to 59 months old. (M = 48; SD = 7,3), with 216 (52,6 %) of them being boys and 195 (47,4 %) being girls.

### **Socio-demographic characteristics of the sample**

As part of the survey, additional data on the socio-demographic characteristics of families were obtained, namely: information on the number and age of children in the family; information on the age, professional employment and educational level of mothers; as well as subjective assessments of the level of family security and ideas about the future.

The age of mothers ranged from 21 to 26 years (43.0%), from 27 to 35 years (48.8%) and older than 36 years (8.2%). Among the study participants, 66.2% had general secondary education; 25.1% had specialized secondary education; 7.4% had higher education and 1.3% had incomplete higher education. Regarding professional employment, the answers were distributed as follows: 78.2% of mothers at the time of the research conduction were not working and were engaged in household work; 9% worked full-time; 7.4% worked on non-permanent conditions (from time to time); and the remaining 5.4% worked on a part-time basis. 7.9% of mothers rated the level of financial security of their families as low, 90.9% – as average, and 1.1% – as high. The participants of the study also answered the question about how they see their future: 93.1% of participants look at tomorrow with confidence and optimism; 6.6% of participants have doubts that their life will turn out well; 0.3% of participants are waiting for tomorrow with fear and pessimism.

Thus, according to such socio-demographic characteristics as age, level of education, professional employment, subjective assessment of the level of financial security of the family and assessment of the future, the data obtained is quite homogeneous. Most mothers of preschoolers in rural areas have secondary education, do not work or work on a part-time basis, while raising their preschool children, report their family's financial prosperity as average and are optimistic about their future.

## **Results**

### **Educational strategies and attitudes towards parenting**

The questions asked to mothers regarding parenting can be divided into several blocks according to their meaning.

*Parenting and career.* Mothers of preschoolers were asked to express the degree of agreement with the statement "because of work, I miss the opportunity to raise a child." The answers were distributed as follows: completely disagree (65.2%); somewhat disagree (10.7%); find it difficult to answer (5.0%); somewhat agree (13.1%); completely agree (6.0%). Table 1 shows the distribution of responses of mothers of different ages to the above question.

With the  $\chi^2$  criterion, it was determined that the mother's age and the responses to this question are linked ( $\chi^2 = 19,609$ ;  $p = 0,012$ ; Cramer's  $V = 0,163$ ). Older mothers more often than younger ones think that career gets in the way of upbringing the children.

Another statement given to the mothers was: "because of the responsibilities associated with raising a child, I had to give up work and opportunities that I would prefer to use." The responses to this statement were distributed as follows: completely disagree (48.2%); somewhat disagree (12.1%); find it difficult to answer (10.8%); somewhat agree (12.1%); completely agree (16.6%).

Table 2 shows the distribution of responses of mothers of different ages to the above question.

**Table 1**

*Distribution of responses of mothers of different ages to the question of how much a career hinders the upbringing of children*

Answer	21–26 y.o.	27–35 y.o.	36–45 y.o.
Completely disagree	72,7 %	59,8 %	56,7 %
Somewhat disagree	10,6 %	11,7 %	3,3 %
I find it difficult to answer	1,9 %	8,4 %	3,3 %
Somewhat agree	9,9 %	13,4 %	30,0 %
Completely agree	5,0 %	6,7 %	6,7 %

**Table 2**

*Distribution of responses of mothers of different ages to the question of how much a career hinders the upbringing of children*

Answer	21–26 y.o.	27–35 y.o.	36–45 y.o.
Completely disagree	55,1 %	44,1 %	40,0 %
Somewhat disagree	7,6 %	16,2 %	10,0 %
I find it difficult to answer	8,2 %	11,2 %	23,3 %
Somewhat agree	12,0 %	11,7 %	13,3 %
Completely agree	17,1 %	16,8 %	13,3 %

With the  $\chi^2$  criterion, it was determined that the mother's age and the responses to this question are *not* connected ( $\chi^2 = 13,422$ ;  $p = 0,098$ ; Cramer's  $V = 0,135$ ).

From the answers to these two questions, the following can be concluded: (1) a professional career is not an obstacle to raising a child; (2) older mothers are more likely to admit that work can possess a problem for raising children; (3) the duties of children upbringing interfere with work duties to a greater extent than vice versa.

Considering the answers to the given questions as rank variables, using the Spearman correlation coefficient, one can make sure that the estimates are connected by a statistically significant weak connection ( $r = 0.301$ ;  $p < 0.001$ ). The more mothers believe that taking care of a child interferes with building a career, the more they think that work interferes with the upbringing of a child.

*Sources of information.* Mothers were asked which sources of information (no more than three options) they are ready to turn to when having difficulties with raising children, and what sources they doubt. Table 3 shows the results.

**Table 3**

*Distribution of mothers' answers to questions about sources of information about parenting that they trust or doubt*

Sources of information	Trust	Doubt
Friends and acquaintances	36,6 %	27,3 %
Internet sources	10,4 %	41,1 %
Books and magazines	30,0 %	9,8 %
Personal consultations with specialists	55,6 %	5,8 %
Educational courses and events	12,5 %	6,1 %
Radio	1,3 %	28,9 %
Video resources on the Internet	17,2 %	47,2 %
Religious organizations and mentors	4,2 %	36,9 %
Social media, Internet forums	7,3 %	39,5 %
Elder family members	66,8 %	10,9 %
TV	5,7 %	16,4 %

To Azerbaijani mothers, "older family members", "personal consultations with specialists", "friends and acquaintances" and "books and magazines" are the most trustworthy resources, while "video resources on the Internet", "online publications", "social networks and forums on the Internet" and "religious organizations and mentors" are seen as doubtful.

Using the criterion  $\chi^2$ , we checked whether the age of mothers is related to their doubt or trust towards different sources of information.

Regarding trust: the relationship between the age of mothers and trust in friends and acquaintances in matters of parenting was obtained ( $\chi^2 = 7,671$ ;  $p = 0.021$ ; Cramer's  $V = 0.144$ ). Thus, 43.6% of mothers aged 21 to 26 years are inclined to trust, and 56.4% – to not trust friends and acquaintances in matters of parenting; 30.2% of mothers from 27 to 35 years trust, and 69.8% – do not trust friends and acquaintances in these matters; 46.7% of mothers from 36 to 45 years trust, and 53.3% – do not trust friends and acquaintances in matters of parenting. Mothers aged 27 to 35 are the least likely to trust the advice of friends and acquaintances in the matters of raising children.

Regarding doubt: a relationship was obtained between the age of mothers and how questionable such a source of information as religion is for them in matters of parenting ( $\chi^2 = 8,218$ ;  $p = 0.016$ ; Cramer's  $V = 0.151$ ). 45.0% of mothers from 21 to 26 years doubt, and 55.0% do not doubt religion as a source of information; 30.2% of mothers from 27 to 35 years doubt, and 69.8% – do not doubt religion as a source of information; 31.0% of mothers from 36 to 45 years doubt, and 69.0% – do not doubt religion as a source of information in matters of parenting. Thus, mothers from 21 to 26 years of age consider religion to be a dubious source of information in matters of raising children.

*Preferred qualities.* We asked mothers of preschoolers, from the list of 10 qualities, to choose no more than three that their child should have when he grows up. Table 4 shows the distribution (percentage of respondents) of the study participants according to the preferred qualities of the child in the whole sample and separately for boys and girls; the result of assessing the relationship between the variables "gender" and "choice / non-choice" of a quality as preferred (criterion  $\chi^2$ ) is presented.

**Table 4**

*Percentage of mothers who chose the preferred quality of the child, for the entire sample and separately for boys and girls; the relationship between gender and choice of a certain quality (or the lack of it)*

Personalquality	All	Boys	Girls	$\chi^2$	p
Strong will (perseverance, endurance, purposefulness)	39,8 %	40,4 %	39,1 %	0,064	0,800
Kindness, responsiveness	41,6 %	43,8 %	39,1 %	0,882	0,348
Patriotism	66,4 %	68,0 %	64,7 %	0,473	0,492
Religiosity	7,5 %	7,9 %	7,1 %	0,093	0,761
Strife to improve education and cultural level	45,0 %	44,8 %	45,1 %	0,003	0,956
Strife to improve personal abilities	12,1 %	11,3 %	13,0 %	0,266	0,606
Respect for the elders	45,0 %	43,3 %	46,7 %	0,448	0,503
The ability to achieve a high financial position	2,8 %	3,9 %	1,6 %	1,866	0,172
Ability to defend one's personal of view	20,2 %	19,2 %	21,2 %	0,236	0,627
The ability to adapt to a situation	7,0 %	6,0 %	8,2 %	0,701	0,402



"Patriotism", "respect for elders" and "the desire to improve the educational and cultural level" were the most desired personal qualities for children. The most disliked were "the ability to achieve a high financial position", "religiosity" and "the ability to adapt to any situation".

Gender turned out to be unrelated to any of the preferred qualities: this means that in Azerbaijan there is no difference in mothers' preference for qualities from the list for boys, or girls.

### Intuitive theories of parenting

We would like to note that the EPAQ questionnaire (Hembacher& Frank, 2020) (author's translation) was used to identify intuitive theories of education.

Since D. Bukhalenkova and her colleagues (Bukhalenkova et al., 2021) have revealed that the EPAQ-R variant they obtained does not yet meet all the requirements of internal validity, and the model obtained with the help of confirmatory factor analysis is of low accuracy so far, we, having also received unsatisfactory results of internal validity verification, will not use scales. With the way V. Serkin (Serkin, 2004) proposed to distinguish universals for the semantic differential, we will proceed with the questionnaire questions to identify the universals of intuitive theories of education in Azerbaijan in the same manner. To do this, we recall that the answers 0, 1 and 2 mean disagreement with the statement to varying degrees (analog -3, -2, -1 in the classical bipolar semantic differential), 3 – a neutral variant (analog 0 in the classical bipolar semantic differential), and 4, 5, 6 – agreement to varying degrees (analog 1, 2, 3 in the classical bipolar semantic differential). Then, if the sum of the frequencies of "disagreement" responses to the answer is more than 75% of the sample, we can say that the universal is the negation of a statement. And if the sum of the frequencies of "agreement" responses to the answer is more than 75%, we can say that the statement itself is the universal.

*The scale of "Emotions and affection"*. The reliability of the instrument was assessed by analyzing the internal consistency of the questionnaire scales using the Cronbach's alpha method. For the first scale "emotions and attachment", the Cronbach's  $\alpha$  index was 0.443 (< 0.700), which indicates an unsatisfactory level of internal consistency of the scale. A slight increase in the internal consistency of the scale (up to 0.495) would be possible if the item "children who are close to their parents subsequently create stronger relationships" was excluded.

Table 5 presents descriptive statistics of assessments of questions on the "emotions and attachment" scale and the frequency of agreement, disagreement and neutral assessments.

**Table 5**

*Descriptive statistics of questions on the scale of "emotions and affection" of preschoolers' mothers*

Question	M	SD	-	0	+
2. Children can grow up weak if shown too much love; for example, hugging and kissing them too often	2,80	2,505	45,7 %	8,2 %	46,1 %
7. It is important for parents to teach their children how to control their emotions	5,13	1,473	6,0 %	4,9 %	<b>89,1 %</b>

Question	M	SD	-	0	+
8. Children who are close to their parents subsequently create a stronger relationship	4,50	1,964	14,7 %	13,4 %	71,9 %
11. Parents should not comfort a child if they are worried or upset. It is more useful to give them the opportunity to learn to calm down on their own	2,31	2,394	54,7 %	8,1 %	37,2 %
12. There is no necessity for emotional closeness between a parent and their child. What is most important, is that the child is safe	1,66	2,247	68,0 %	6,3 %	25,7 %
16. When children are sad or upset, they need to be comforted	5,19	1,737	9,3 %	1,5 %	<b>89,2 %</b>
19. If parents pay too much attention to their kids, they grow up to be spoiled	3,73	2,468	29,5 %	7,4 %	63,1 %
24. Parents should know what their child likes and dislikes	5,61	1,047	4,0 %	5,2 %	<b>90,8 %</b>

The following statements are universal in intuitive theories of parenting concerning "emotions and attachment" for Azerbaijani mothers of preschoolers: "It is important for parents to teach their children how to control their emotions," "when children are sad or upset, they need to be comforted," and "parents should know what their child likes and dislikes."

The "Early Learning" scale. The reliability of this instrument was assessed by analyzing the internal consistency of the questionnaire scales using the Cronbach's alpha method. For the first scale ("emotions and attachment"), the Cronbach's  $\alpha$  index was 0.529 ( $< 0.70$ ), which indicates an unsatisfactory level of the scale's internal consistency. An increase in the internal consistency of the scale (up to 0.610) could be possible if the item "small children can learn a lot by just playing" was excluded.

Table 6 presents descriptive statistics of assessments of the questions of the "early learning" scale, and the frequency of agreement, disagreement, and neutral opinions.

The following statements are universal in intuitive theories of parenting concerning "early learning" for Azerbaijani mothers of preschoolers: "to give children the opportunity to experiment and to explore the world is the right thing to do", "Parents could prepare their children for school, so they can study better. They could teach them to count, or to distinguish geometric shapes", "by talking to babies, parents can teach them to speak" and "it is necessary to read books to a child while they themselves cannot speak yet".

The "Rules and Respect" scale. The reliability of this instrument was assessed by analyzing the internal consistency of the questionnaire scales using the Cronbach's alpha method. For the first scale "emotions and attachment", the Cronbach's  $\alpha$  index was 0.422 ( $< 0.70$ ), which indicates an unsatisfactory level of internal consistency of the scale. A slight increase in the internal consistency

of the scale (up to 0.453) would be possible if the item "small children should be able to make independent decisions, for example, what to play and when to eat" was excluded.

**Table 6**

*Descriptive statistics of questions on the scale of "early learning" of preschoolers' mothers*

Question	M	SD	-	0	+
3. To give children the opportunity to experiment and to explore the world is the right thing to do	5,60	0,985	2,9 %	2,5 %	<b>94,6 %</b>
5. Parents could prepare their children for school, so they can study better. They could teach them to count, or to distinguish geometric shapes	5,22	1,532	8,1 %	7,8 %	<b>84,1 %</b>
9. By talking to babies, parents can teach them to speak	5,33	1,399	6,2 %	5,0 %	<b>88,8 %</b>
10. There is no need to teach children numbers and counting before school	1,49	2,076	71,9 %	8,7 %	19,4 %
13. There is no point in reading books to children, while they cannot talk yet	1,33	2,183	<b>75,1 %</b>	4,6 %	20,3 %
14. There is no reason in teaching a child to obey a certain rule, while they still cannot understand the explanations	2,01	2,192	57,7 %	15,7 %	26,6 %
21. Little children could learn a lot just by playing	3,32	2,431	36,2 %	11,1 %	52,7 %
22. Little children cannot learn anything about the world, until they learn to speak	1,97	2,401	62,4 %	7,3 %	30,3 %

Table 7 presents descriptive statistics of assessments of the questions of the "rules and respect" scale and the frequency of agreement, disagreement and neutral assessments.

**Table 7**

*Descriptive statistics of questions on the "rules and respect" scale*

Question	M	SD	-	0	+
1. Parents should not worry if their child behaves badly often	1,40	2,197	73,9 %	6,7 %	19,4 %
4. It is very important that the violation of agreements or significant and insignificant rules established by parents has consequences for the child	4,55	1,644	9,0 %	17,6 %	73,4 %
6. It is normal for a small child to boss around their parents or other guardians	1,51	2,195	69,0 %	9,5 %	21,5 %
15. It is very important for children to learn to respect their elders: parents, teachers	5,68	1,015	3,0 %	0,7 %	<b>94,3 %</b>
17. Small children should be able to make independent decisions, for example, what to play and when to eat	3,49	2,476	34,7 %	7,3 %	58,0 %
18. It is normal if a child communicates with adults on an equal footing, instead of treating them with respect	1,90	2,125	61,0 %	15,0 %	24,0 %
20. Children should be grateful to their parents	4,61	1,891	13,0 %	14,8 %	72,2 %
23. It is very important that small children obey the adults; for example, they wait if they are told to wait	4,73	2,120	15,5 %	3,5 %	<b>81,0 %</b>

In intuitive *theories* of education, in regards to "rules and respect", the following statements are universal for Azerbaijani mothers: "it is very important for children to learn to respect their elders: parents, teachers", "it is very important that small children obey the adults; for example, they wait if they are told to wait".

## Discussion

Most mothers of Azerbaijani preschoolers living in rural areas do not have higher education and have not returned to professional activity. At the same time, most of them do not believe that raising a child interferes with having a career or vice versa. Family life and the responsibilities of a wife and mother are still a priority for Azerbaijani women from the regions. We cannot talk about the desire of these women to build both professional and family careers at the same time.

The sources of information trusted and doubted by mothers from rural areas of Azerbaijan in matters of raising children are also determined by cultural specifics. For example, a high degree of trust towards elder family members fits very well into traditional ideas about the way of life of the family in Azerbaijan (Mikayilov, 2014). At the same time, distrust of Internet sources and, on the contrary, trust in specialists (psychologists, teachers, etc.) speaks about the ongoing educational work of our colleagues.

Mothers of preschoolers called the most frequent desirable qualities of a child "patriotism" and "respect for elders", and the least desirable qualities were: "the ability to adapt" and "the ability to achieve a high financial position", which also indicates the orientation of mothers to the traditional values of Azerbaijani culture.

Somewhat unexpected is the result that there are no differences in the preferred qualities of female and male children. Although this does not contradict the statements of historians and teachers about the fact that both duties and expectations from sons and daughters are different in Azerbaijani families (Pchelintseva, 2001) directly, in our opinion, they still indicate some changes over the past 20 years in the perception of differences in results of upbringing of boys and girls.

The questionnaire aimed at the identification of intuitive theories of education in general has not yet passed the validity test, as well as the Russian sample (Bukhalenkova et al., 2021). At the same time, the results of checking internal reliability on scales in studies on Russian and Azerbaijani mothers are very similar. This result may be caused by cultural specifics. For example, in the USA, where this questionnaire was developed, the practice of raising and teaching preschool children differs significantly from Russian and Azerbaijani practices due to social, cultural and economic factors. Taking about Azerbaijan in particular, there, a mother often does not return to professional activity after the birth of a child (Pchelintseva, 2001), in Russia, maternity leave lasts from two to three years, while in the USA its duration is only 12 weeks (if the parents work in an organization with more than 50 employees) or is absent altogether (Jou et al., 2018; Bernstein et al., 2017). These and other socio-economic factors form intuitive ideas about the upbringing of children.

The analysis of intuitive theories of upbringing of Azerbaijani mothers revealed universals concerning different aspects of upbringing: emotions, early learning and rules.

The universals concerning "respect and rules" turned out to be the most predictable. They emphasized the importance of teaching a child to obey and respect elders, which is well combined with the specifics of Azerbaijani culture and traditions (Pchelintseva, 2001).

Universals in intuitive theories of education concerning "early learning" for Azerbaijani mothers of preschoolers are statements saying that it is important to give children the opportunity to explore the world, it is necessary to read and talk to the child, even while they themselves cannot yet speak. In addition, most moms are sure that parents can prepare their children for school by teaching them counting and geometric shapes. At the same time, not all mothers of preschoolers understand that a preschool-age child can learn a lot by just playing. It can be assumed that

although there is no early desire to boost the development of the child, mothers from provincial towns and villages of Azerbaijan lack knowledge about the importance of different types of activities for the harmonious development of the child (Starostina, 2015).

Universals in intuitive theories of education concerning "emotions and attachment" for Azerbaijani mothers of preschoolers are embodied in the importance of teaching children to control their emotions, while parents should comfort children when they are scared or upset and know what their child likes and dislikes. At the same time, there is no unanimity in the idea that the nature of the relationship with parents is related to the nature of the child's further relationship with a romantic partner, which also indicates the lack of psychological information.

Based on the results of the analysis, the following conclusions can be drawn regarding modern motherhood in the regions of Azerbaijan:

1. Mothers are primarily aimed at fulfilling family roles (wives and mothers), instead of professional ones.

2. Although the work on psychological education of mothers about age norms, variability and conditions of optimal development of the child is clearly underway, it does not yet connect with all areas necessary. For example, Azerbaijani mothers living in rural areas have only a partial idea of how important playing is for the development of a child in their preschool age.

3. There is no pronounced desire to boost the cognitive development of the child. Moreover, mothers are more focused on fostering patriotism in children, respect for elders and the desire to develop their cultural level, rather than the ability to adapt and/or achieve material benefits.

### **Limitations and directions of further research**

We see the continuation of additional questionnaire editing for further determination of intuitive theories of education as one of the main areas of research. A comparative analysis of the views on the children upbringing, with mothers of preschoolers from large cities of Azerbaijan and the province on the one hand, and mothers from Azerbaijan and Russia on the other, will reveal both cultural and territorial (city/village) specifics.

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**Olga Viktorovna Almazova** - theoretical review, description of empirical data, correction of conclusions.

**Aidan Altai kyzy Azimzade** – research organization and data collection.

**Margarita Nikolaevna Gavrilova** - statistical data analysis.

**Murad Azad oglu Babayev** – curator of the study.

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AGE-RELATED PSYCHOLOGY

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#### **Conflict of Interest Information**

The authors declare the absence of conflict of interests.