THE MOTHER'S ROLE IN MOTHER-CHILD RELATIONSHIP AMONG ADOLESCENTS WITH UNWANTED PREGNANCIES

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Abstract

The mother's role is essential in an adolescent's development due to the challenges of life and exposure to the outside world, which affect and constantly change the mother's role. This study intends to explore the experiences of the mother's roles in the mother-child relationship among adolescents with unwanted pregnancies. A phenomenological approach was employed to obtain the essence of the experiences. A total of 10 participants comprising of five pregnant adolescents and their mothers were interviewed to understand the role played by the adolescents' mothers during the pregnancy. A diary was distributed among the adolescents to allow them to externalise and express the experiences that they had with their mothers while being pregnant. This study used thematic analysis because it is flexible in interpreting the data and allows to approach large data sets more easily by sorting them into broad themes. Five themes emerged as follows: (a) supervising and monitoring, (b) rules and regulations, (c) showing affection, (d) educating adolescents, and (e) giving encouragement and support. This study provided insights on the mothers' struggles in raising their adolescents which were highlighted from two perspectives: adolescents and mothers. The findings revealed the challenges faced by the mothers with various types of family structure.

Keywords: Mother's role, unwanted pregnancy, adolescents, mother-child relationship.

INTRODUCTION

Unwanted pregnancy among adolescents is a serious problem that the society and community should be concerned with as it will affect the family members and may blight the adolescents' future. The adolescents need to face a challenging journey of pregnancy due to a lack of knowledge and pressure from their surrounding environment. The number of unwanted pregnancies among adolescents increased again in 2018 although there was a decline for a few years before. This shows that unwanted pregnancies among adolescents is an alarming issue that should be seriously considered. Family is the basic unit that the adolescents will rely on when such incident occurs, and the mothers are the ones who will be questioned about their role in raising and educating their adolescent children.

Mothers play a huge role in their adolescent children's lives by caring for them, loving them, teaching them, and so much more. The mother's role in nurturing is associated with the behaviour of their adolescent children. Basically, the mothers are more sensitive to the issue of predictability in children than the fathers, so they are closer to their children (Yaacob, 2006). Another study has shown that mothers perceived their role as a primary resource of sexual health information and educator. The data revealed that the mothers felt confident in their content knowledge and ability to answer any questions (Masciola, 2016).

The mother's roles have become challenging due to today's lifestyle. Hogg and Worth (2009) noted that the early days of parenting can be stressful and overwhelming, and research has highlighted the importance of an external source of support in helping to buffer the demands of childrearing. This is supported by Hashimah (2015) who stated that the overwhelming roles and responsibilities across many different areas can be a source of stress for mothers in rearing and nurturing their adolescents, especially for single mothers who reported they had extensive roles and responsibilities in nurturing their children. Sang et al. (2016) reported that there was a direct association between maternal depressive symptoms and adolescent engagement in sexual intercourse.

The mother's role or the style of upbringing is largely associated with the development of personality and shows better control over children. A study in Japan indicated that close relationship and conversation between mother and daughter revolve around sex (Suizu et al., 2017). The relations between the mother–child relationship and adolescent behavioural problems were reciprocal, with a poor mother–child relationship contributing to greater behavioural problems and behavioural problems contributing to a decline in the quality of the mother–child relationship (Aroian, 2016).

LITERATURE REVIEW

Basically, mother spend more time at home rather than father, child especially daughter who share the same gender are closer to the mother, just like a study has reported a subgroup analysis based on adolescent gender revealed that only adolescent girls perceived maternal parenting attributes to be more positive than paternal parenting attributes (Dou, Shek, & Kwok, 2020) Beside that, a close relationship and connectedness of the family can be proved as protective factor against teen pregnancy especially the close relationship with the mother.(Panova, Kulikov, Berchtold, & Suris, 2016). Also, it can be seen in a research, adolescents' relationship with mother was found to be more dominant than their relationship with father (Walper, 2015). So, due to the challenging path that the adolescents need to face, the mother also needs to play continuing role to ensure the safety and well-being of adolescents (Faudzi et al, 2020). Apart from that, is pertinent to understand the development of adolescents, where mothers can understand the concept of adolescent's development including the sexuality development and it will be easier for mother to get close with their adolescents. The mothers can educate their child about sexuality because a study has demonstrated that most participants believe that sexual health education for adolescent girls must be initiated by mothers at home (Shams, Parhizkar, Mousavizadeh, & Majdpour, 2017). So, the adolescents at least have the basic knowledge about sexuality, and they can take a precaution. In term of emotional regulation, recent research on the relation between parenting and emotion regulation in adolescence showed that perceived parental support played a role in mother-adolescent relationships (Van Lisaa et al., 2020).When the mother play a role in fulfilling the emotional and psychological wellbeing of adolescents, the adolescent will keep away from problem behavior, as reported by adolescents in a study, the adolescents with fewer problem behaviours have fathers and mothers, which is the mother who are more autonomy supportive (Vrolijk et al., 2020). In Malaysia, the mother's roles are influenced by a combination of ecological factors, religious sentiments, gender roles, and cultural forces. Factors such as social status, economic praxis, home environment, religious values, and community resources often influence the parenting roles in Malaysian families (Baharudin et al., 2011). Normally, fathers are the head of the family and provide financial support to the family and the mother will spend more time at home with the children. A study indicated that mothers are more involved in childcare than fathers, and that mothers and fathers maintain unique interaction styles with their children (Hossain, 2013). Meanwhile in Islamic perspectives the findings show that the family institution can play a role in overcoming this social ill through parents as the role-models especially the mother by giving their children adequate religious education, monitoring their children's movements, getting advisory and guidance services from family and religious counsellors in educating their children and getting closer to them (Faudzi et al., 2019; Hamjah, 2014).

METHODOLOGY
Participants
In keeping with the requirements to explore the participants' personal experiences of the mother's roles in mother-child relationship, participants were selected using purposive sampling. Using this procedure, a government shelter home which supports the well-being of unwanted pregnant adolescents and their mothers was contacted. The shelter home was located in Cheras, Selangor. They were informed about the study and the sampling criteria. The main criterion of the participants was adolescents with unwanted pregnancies aged between 13 and 16. The next criterion was Muslim Malay girls who are pregnant for the first time. The criteria for the mothers are they must be the primary caregivers of the adolescents and they, either a single parent or not, lived together with their adolescent children before their adolescent children had unwanted pregnancies. Five adolescents were selected after the screening of participants, then their mothers were contacted to obtain their consent and participation. Aside from gender and race, the sample was homogenous in the sense that they shared similar life experiences.

Design
This study intended to gain an in-depth understanding of the mother's roles in the mother-child relationship among adolescents with unwanted pregnancies. Therefore, a qualitative research approach was proposed. In this study, the qualitative approach is a suitable way to investigate the mother's roles in the mother-child relationship because it can gather rich description of data and exceed the quantitative approach functions in achieving some research goals. Then, the phenomenology approach was adopted because according to Creswell (2013), one of the major procedural issues in using phenomenology is the researcher writes the research questions which explore the meaning of participants' experiences and ask them to describe their everyday lived experiences. It also allows the researcher to understand the meaning of events and human interactions deeper.

Data were collected in the forms of interviews, observations during interviews, field notes, and image-based research. The adolescents were given a diary to allow them to externalise and express the experiences that they had with their mothers while being pregnant. Triangulation technique was used on the collected data to verify the information on the relationship between the adolescents with unwanted pregnancies and their mothers. This phenomenology approach comprises a process called "epoche," which means to refrain from judgement (Merriam, 2009). This reminds the researchers to put aside any prejudice, stigma, assumption, or judgement in order to enable this study to produce objective findings. In line with that, the researchers must assume a positivist perspective to seek the meaning of events by attempting to eliminate the effect of their preconceptions, personal views, and value judgements

on the research process (Greenbank, 2003). These are the reasons why bracketing is applied in phenomenology approach. In this study, the researchers had to bracket the assumptions, biases, and expectations to describe the event from an emic perspective.

The process of data analysis fully depended on the words and evidence collected from the participants to ensure the reliability and trustworthiness of the research. To increase the validity and objectivity of the phenomenon under study, the supreme assumptions from the personal experience of the researchers were cleared through bracketing.

Procedure
Before embarking on the study, consent ought to be obtained from the participants. Informed consent is a voluntary agreement to participate in the research. It is the process in which a participant consents to participate in a research project after being informed of its procedures, risks, and benefits (Bulger, 2002). The participants were clearly informed about the study as well as the implications and consequences of the interview. It is important that participants are guaranteed that their privacy is protected. The government shelter home had also given approval for the researchers to conduct a study there. As the principal researcher is a University of Malaya student, the study was approved by the University of Malaya Research Ethics Committee.

Interview
The narrative interviews took an average of about 60 minutes for each session. All interviews were conducted in the Malay language to gain a better understanding from the emic perspective. The interviews were held informally in order to create a natural feeling and make it comfortable for the participants to talk about their experiences. A thematic interview guide that contains questions about experiences of internal and external relations and support, and various views and experiences of pregnancy was used.

This study employed a three-series interview by Seidman (2006) as a guideline. The first interview focused on the life story, in which the researchers' task was to ensure the participants' experiences fit into the context by talking about themselves in light of the topic of interest. The interview tried to avoid the use of "why" questions and focus on using "how" questions instead. The second interview concentrated on the details of participants' current lives in the topic area. Details were collected upon which their later opinions were built. In the third interview, the participants were asked to reflect on the meaning of their experiences. Time for the interview was set according to the agreement between the researchers and participants. Most of the

interviews were conducted during the participants' free time in between their scheduled activities, thus requiring the adolescent girls to be excused by their teacher or social worker. Most of the interviews were conducted in a private room at the shelter home, while some took place at the canteen or in the garden when a private room was not available. All the interviews were audio-recorded and transcribed.

Observation

According to Merriam (2009), observation is a research tool that is systematic and focuses on a specific research question, which could answer research questions when it is subject to checks and controls in producing trustworthy results. Observation could be a very obtrusive research method and the ethical aspects of observation research need attention (Urquhart, 2015). The value of observation allows the researcher to study people in their native environment in order to understand "things" from their perspectives. Likewise, the source of observation is collecting through the physical setting, verbal, non-verbal, body gesture, and body language of the participants in their own time and during their interactions with other members. These can be captured during the data collection method.

In this study, the researchers used participant observation whereby during the interview, the researchers observed the activities and discussions of the participants' experiences. This method allows the researchers to have access to the participants and provides a wide range of information. However, the level of information revealed was controlled by the adolescents with unwanted pregnancies and their mothers. This was to give a sense of purpose to the observation and not just a random observation (Azmawaty, 2015). The observations were recorded in the form of field notes. Due to availability of resources and time constraints, most of the observations were conducted concurrently with the interview session. This technique allows the researchers to observe and closely interact with other participants to establish their relationship. The observation protocol was prepared to be used during the interview.

Document

Document provides useful information to help the researchers understand the phenomenon that occurs and can be evidence of actual data that could be seen, felt, and held. It also provides quick information to researchers as they could continue analysing without the need to make transcriptions such as interview data. This study used personal and official documents to collect research data such as field notes, image-based research or photographs, and diary. Field note is a writing method which starts by describing observations as the most noteworthy, the most interesting, or the most telling – what might comprise one of these important episodes is the

comprehensive notetaking, which is an alternative strategy for recording notes. The researchers jot down systematically and comprehensively to describe everything that happened during a particular period, such as a single trip to the field. Image-based research comes with a wide range of methods under the same umbrella as photographs, pieces of material, films, pens, and paper, which vary in use (Matthews, 2012). The researchers ask participants to seek the already existing personal photographs which might be revealed in a discussion. Image-based research also holds restricted lowly status reinforced in both the way they are used along with the tone by which they are discussed (Prosser, 1998). Nevertheless, via transfer power and action, participants are allowed to select their own images and lead their discussions. The concept of bias is diminished. Subsequently, the data are rich, detailed, and powerfully articulated, leading to an interesting intergenerational understanding of mother-child relationship among adolescents with unwanted pregnancies. Diary is a personal item a person used to run and hide when things get tough or basically where he or she writes about everything. It mainly helps in dealing with loneliness, fear, and any types of emotions (Bernard, 1998). The researchers gave a diary to the adolescents to allow them to express their feelings about what they have gone through, particularly about the unwanted pregnancy and the relationship with their mothers. This stage is essential because not all teenagers are close to their parents or have anyone to talk to.

DATA ANALYSIS

The researchers organised the verbatim transcription of the data using NVivo 12 software. The use of NVivo 12 enables coding the transcripts inductively and adds to the reliability of the findings. This study utilised the thematic analysis approach to analyse the data. Researchers choose the thematic analysis because it is flexible in interpreting the data and allows them to approach large data sets more easily by sorting them into broad themes. There are various approaches to conducting thematic analysis, but the most common form follows a six-step process as follows:

Familiarisation The first step was getting to know the data. It is important to get a thorough overview of all the data that have been collected before analysing individual items. It involved transcribing the audio, reading through the text and taking initial notes, and generally looking through the data to get familiar with it. Therefore, it is needed to ensure each word in the content interviews should be transcribed and spelt correctly because this is the significant phase in the interpretative qualitative study. Incorrect punctuation will change the meaning (Javadi & Zarea, 2016).

Generating Initial Coding To obtain the right results, the preliminary list was created to get ideas related to the data. Then, the data were organised into significant

groups and produced the initial codes. This step can be done manually or using software that can access it, which can be useful, particularly with large data sets and the NVivo 12 was used to code the data (Maguire & Delahunt, 2017).

Searching for Themes After the process of initial coding, the codes were sorted into potential categories or subthemes. Some codes form themes, some others are subthemes, and some are codes that do not belong to a theme yet, for instance, *"always care, always ask, always call and update"* but they are necessary to be written temporarily to later determine the themes they belong to, or it may be necessary to extract a theme from them (Javadi & Zarea, 2016). Next, there was a need to combine the codes to form an overarching theme.

Reviewing the Themes This phase involved checking the themes against the data set or whether the codes are suitable or not to determine if the themes told a convincing story of the data. This phase reflected whether the themes can tell a powerful and interesting story about the data and begin to define the nature of each individual theme and the relationship between the themes. Sometimes it may be to restart the process of theme development because it may be necessary to collapse two themes together or to split a theme into two or more themes, or to discard the candidate themes altogether (Clarke & Braun, 2013).

Defining and Naming the Themes In this phase, it was necessary to conduct and write a thorough analysis of each theme (Clarke & Braun, 2013). The theme essence was obtained by defining and refining. It reached what the theme said and what it was about, and what aspects of the data were covered by the theme (Javadi & Zarea, 2016). Braun and Clarke (2006) suggested giving the reader a sense of what theme is about immediately and the theme names need to be vigorous. For example*, "supervising and monitoring"* was defined from the codes that explained how mothers paid attention to and were concerned about their adolescents' activities.

Writing Up Writing is an essential element of the analytic process in thematic analysis and most qualitative research. Writing up a report involves constructing the analytical narrative and detailed data extracts together to tell the reader a consistent and convincing story about the data and contextualising it to be related to the existing literature (Clarke & Braun, 2013). Textural and structural description evolved from the emerging themes to take comprehensive explanations about the lived experiences of the participants and answer the research question.

Reliability and Validity
The findings of this research have good reliability and validity because the collected data went through the process of triangulation, member-checking, audit trail, and peer-review. In the triangulation process, the researchers used multiple sources to

gain a more in-depth understanding of the data. Besides conducting face-to-face interviews, observations during interviews, diary, and field notes were used to analyse the data. The diary writing by the adolescents as well as the images and photos shared by the participants were triangulated with the data collected from the interviews. On top of that, data comparison and cross-checked data were also collected through follow-up interviews with the same participants. Next is member check, which is also known as respondent validation (Merriam, 2009). Checking the study's results of completion of data collection with the respondents might meet the requirements of diachronic reliability. Audit trail involves the presentation of details of all sources of data, data collection techniques and experiences, assumptions made, decisions taken, meanings interpreted, and influences on the researcher (Long & Johnson, 2000). All data are shown in the appendices or accounts. Peer review, which is a form of discussion with colleagues or experts in the field, took place in this study. It evaluates the process of study as well as the accuracy of findings with raw data and tentative interpretations (Merriam, 2009). Moreover, in enhancing the reliability of this study, the researchers employed the Cohen's Kappa method in analysing the interview data. This method aimed to find the degree of approval of the unit of analysis with the theme or construct that the researchers had studied.

RESULTS

A total of 10 participants completed the interview. The interview took place at a shelter home, participants' workplace, and participants' home. All participants were assigned pseudonyms to protect their identity. Tables 1 and 2 show the demographic background of the participants.

Table 1: Demographic Background of Adolescents

Name	Age	Religion	Education	Siblings	Weeks of Pregnancy
Ana	16	Islam	PT3	2 of 2	32
Kamila	16	Islam	PT3	1 of 4	32
Sera	15	Islam	Will sit for PT3	1 of 4	36
Jayna	16	Islam	Did not complete school	5 of 12	32
Nina	17	Islam	Will sit for	10 of 10	20

SPM

Table 2: Demographic Background of Mothers of Adolescents

Name	Age	Religion	Education	Number of Child	Marital Status	Occupation
Ana's mother	46	Islam	Form 3	2	Single mother/ Separated	Store Assistant
Kamila's mother	39	Islam	Diploma	4	Remarried	Housewife
Sera's mother	40	Islam	Diploma	4	Married	Teacher
Jayna's mother	47	Islam	SPM	12	Married	Housewife
Nina's mother	52	Islam	SPM	10	Divorce	Housewife

Based on the data collected, a total of five themes were identified. These themes are expressive of the relationship between adolescents with unwanted pregnancies and their mothers. The five themes that emerged from the data are as follows: (a) supervising and monitoring, (b) rules and regulations, (c) showing affection, (d) educating adolescents, and (e) giving encouragement and support. The feedback from participants during the interview and participants' diary were quoted to validate the findings from the themes. To answer the research question, the participants' statements were reported in the data. Therefore, the quotes in this study were interpreted to be exemplary roles of the mother in mother-child relationship among adolescents with unwanted pregnancies. Significant quotes used in answering the themes and research question were set as an example in explaining a rich and detailed description of the participants' experience of adolescents with unwanted pregnancies. Descriptive statements by the participants about their experiences of roles in the mother-child relationship are provided to illustrate the categories discovered through inductive analysis. Participants did not always stay on the topic and the usability of interview transcript content varied from one participant to another. What is in this article may be considered illustrative of the main themes. The main themes were used as an element, as an implicit topic that organises a

group of repeating ideas, and it enables the researchers to answer the research question.

Supervising and Monitoring
Mothers need to monitor and supervise their adolescent children to ensure their children are on the right track. In this study, the mothers monitored and supervised their adolescent children, such as checking on them when they came home late at night, checking them at the places that they always went to, supervised their education, and kept updated on their children's activities, but some mothers admitted that they may have missed some of their daughters' activities. The adolescents said that their mother did monitor and supervise their activities. Most of the participants mentioned about supervising and monitoring that the mothers did, but not all the supervision and monitoring worked well. There were difficulties in supervising and monitoring the adolescents due to their age as they could go out by themselves. Most of the mothers put much effort to supervise and monitor their adolescent children. Meanwhile, the adolescents noticed that their mothers did supervise and monitor them but sometimes they ignored it. Illustrating statements from the interviews by participants related to supervision and monitoring are as follows:

> *My mother knew I was close to two of my friends and my mother kept in touch with them because they will be updating about me, like if I did not go to school, they will ask my mother why I did not come to school.* (Sera)

> *My mother cares about me, she always asks, if I will be late coming home, she is worried because I am working outside there.* (Nina)

The mothers also mentioned about supervising and monitoring during the interview such as:

> *I even have her friend's phone number, I saved the number in my phone, sometimes if she does not come back at the time that she promised, for example by Maghrib, then at nine o'clock I will call her.* (Kamila's mother)

> *I noticed her body is changes, and her period delayed. Adik, did you do something with Khairul? I ask directly.* (Ana's mother)

Rules and Regulations
Some of the mothers laid down the rules to improve the mother-child relationship. It made the relationship more positive and peaceful, but some of the adolescents sometimes broke the rules due to eagerness to be free. The mothers have laid down the rules for their adolescent children. Sometimes it went well, but sometimes it did not work. Two mothers rarely enforced the rules, one mother explained the reason

for the rules, one mother did not explain the reason for the rules, and another mother did not bother with the rules. The adolescents said that their mothers have laid down the rules for them, but somehow, they did not obey the rules.

When she does not let me out, I still do. (Ana)

She told Ana that she could go out, but she needed to come home. (Ana's mother)

No, she does not have one, she is using my 'YES' handphone. (Sera's mother)

I want a handphone, but my mother did not let me touch the phone. (Sera)

The participants also wrote in their diary about rules and regulations.

My mother always reminds me do not coming home late at night, but I did not follow her taught, that is why I am pregnant. (Sera's diary)

Showing Affection
Besides that, the mother's responsibility included showing affection. All the mothers showed and gave affection to their adolescent daughters. The adolescents felt the affection, but two of them thought that their mother rarely gave attention because they were busy with their other siblings.

Even if it's possible my mother would not want me to come to this shelter because she can take care of me at home. (Ana)

But the problem is I want to keep her in front of my eyes, I want to take care of her, I am still alive, she is my daughter, I do not mind, even we are in hardship, I can still take care of it. (Ana's mother)

Adik, I am sorry I did not want to beat you, but what you did, it was just too much, I am sorry because I am poor, I cannot give what you want immediately but every time you want something I will work for it, if you cannot get tomorrow but insya-Allah in one month or two months you will get it. (Nina's mother)

Some adolescents expressed their feelings in their diary about how they missed the affection of their mother such as:

Adik miss u mak, adik want to water plants together with you. (Nina's diary)

> *I miss u mother, I want to hug you, I miss the time we spent together.* (Kamila's diary)

> *I miss your laughing and I want to be happy with you, but I can do it anymore with you.* (Jayna's diary)

Educating Adolescents

The mother's responsibility also included educating their adolescent children. The mothers did educate their adolescent children in matters of life, for instance about being independent, self-motivated, education, their future, and sexuality. The adolescents agreed that their mothers had educated them on certain matters. Sometimes the adolescents treated it as a lesson and sometimes they ignored it.

> *As a mother I do not side with her very much, I try to hear both sides, so that I can make a good decision, I do not want her to think that I will take her side, but I will hear other people too.* (Sera's mother)

> *I taught Kamila about being financially independent. Sometimes Kamila worked as a catering worker.* (Kamila's mother)

> *She's taught me to do house chores, cooking and taking care of my baby sister.* (Sera)

> *My mother said, do you think is easy to find money, then you try to do a part time job.* (Kamila)

In the matter of education about sexuality, the participants also shared their perspectives such as:

> *Why do you wear the tight pants, then your bottom part will be rash, used the loose pants.* (Sera's mother)

> *Even I did not talk to her, but I do ask her father to buy the panties, bra, and pad for her.* (Jayna's mother)

> *My mother talks to me about my relationship with my boyfriend, but I do not like.* (Nina)

Giving Encouragement and Support

In terms of giving encouragement and support, the mothers reported that they encouraged and supported their daughters in what they did as long as it is useful for them. They did it because they wanted their daughters to feel that they were

concerned about them. The adolescents could feel that their mothers encouraged and supported them in what they did. They felt happy and appreciated.

> *I buy her new uniform for cadet police, I want to support her, I was happy that she has changing herself to be better.* (Sera's mother)

> *I like to repair motorcycle and my mother support everything I do.* (Kamila)

> *My mother advised me to ignore anything that was not important to me and let them do what they want.* (Ana)

Some of adolescents wrote in their diary about their mother's encouragement and support.

> *I want to thank to you mother, because always support me. I love you, mother.* (Kamila's diary)

DISCUSSION

Where family background is concerned, the determinants are found to be of importance for a successful life of adolescents. There are specific roles for mothers in developing and reshaping child behaviour. Playing the role of a mother is not a simple responsibility that every mother can do easily. Indeed, every mother must go through various challenges which she has to face in fulfilling basic psychological needs.

Most of the studies revealed that the roles of parents are associated with adolescents' behavioural problems (Mark & Pike, 2016). Factors causing the adolescent issues are parents' failure to set clear expectations of children's behaviour; failure to supervise and monitor children; excessive and severe, harsh, or inconsistent punishment; weak relationship between parents and children; and poor child rearing skills (Panahi, 2016).

In addressing the aspect of mother's roles, this study mentioned about monitoring and supervising, creating rules, showing affection, educating adolescents, and giving encouragement and support. Further, the participants expressed about monitoring and supervising that occurred in the mother-child relationship. Most of the mothers had supervised and monitored their adolescent children and the adolescents agreed but due to disrupted family structure, the mothers lacked or missed supervising and monitoring the adolescents. This is similar to a past study by Hajar et al. (2017), which indicated that the matriarchal incapacity impaired the mother's competence to control and supervise their children. It is different compared to a family with a father and a mother. A single parent is incapable of supervising, controlling, and

monitoring their children's whereabouts and behaviours (Hajar et al., 2017). Another study also addressed monitoring and supervising. It highlighted that the higher levels of perceived parental supervision for adolescents can help diminish the behavioural risks of their early puberty, where it can be associated with the education of sexuality (Bravender, 2015).

Next, in the mother-child relationship, creating rules for adolescents is necessary to ensure they are on the right track. The participants of this study had shared about the rules that had been established in the relationship, but the rules were rarely enforced. For instance, the rule of having a meal together. Some of the mothers mentioned that their adolescent children rarely ate together with the family. The adolescents mentioned that their mothers did not want to eat together. Spending time together such as having a meal would help them to be closer. This is congruent with a study by Sarnon et al. (2012), which discovered that having a family meal together more frequently can decrease children's risky behaviour. However, parents did not pay attention to this fact. Some of the mothers had taken their responsibility in setting the rules, but their adolescent children did not obey the rules. This is congruent with a past study which found that 60% (30 persons) of respondents strongly agreed that they need to obey their parents and protect the good image of the family to prevent unwanted pregnancies (Hamjah & Kusrin, 2017).

Moreover, showing affection is the mother's responsibility that has been shared by the participants in this study. The mothers showed their love and affection to their adolescent children and the adolescents could feel their mother's love. This is consistent with a previous study which mentioned that when adolescents felt unloved, with too-busy parents, they may readily accept the advances of a male seeking a 'hook-up' – as teenagers often call a 'casual' sexual occurrence – and then they may find themselves with an unwanted pregnancy (Honig, 2012). In another study, adolescents disclosed feelings of repression, loneliness, and indifference to their parents, leading them to unprotected sexual relations without fear of pregnancy (Sámano et al., 2017).

Additionally, educating adolescents in any matter of life is considered as the mother's responsibility. However, the roles of women are not merely to maintain sustenance, health, and comfort of children's lives but the key roles are to educate, nurture, and guide (Rahman et al., 2017). In this study, the mothers taught the adolescents to be independent, responsible, and about sexuality. Educating adolescents can also help them know what is good and what is bad, so they can value their choices before making decisions. However, inadequate topics that cover about educating the adolescents will lead to social misbehaviours such as unwanted pregnancies. Fundamentally, parents and carers have an important role as their

children's primary sexuality educators. However, a number of factors, including lack of knowledge, skills, or comfort, may impede a parent's or carer's successful fulfilment of that role (Breuner et al., 2016).

Further, encouragement and support from the mothers for their adolescent children are vital in the development of adolescents. Being a supportive mother does not just mean having the adolescent's best interest at heart but also being present, involved, and helpful, whether physically, mentally, or emotionally. A study on adolescents' quality of life showed that higher levels of parental encouragement compared to low encouragement were positively associated with higher scores, particularly in the physical functioning domain (Nicholls, 2014). Next, this study has reported the experiences of encouragement and support received by adolescents. Most of the mothers supported and encouraged their adolescent children to be involved in any activity that they liked. The adolescents admitted that they received support from their mothers but perhaps the encouragement and support were not really what they wanted because they needed a stable, safe, and loving home environment with an atmosphere of honesty, mutual trust, and respect. This is similar to a study where they draw on sources of support that are familiar, mature, friendly, and most importantly, worthy of trust. Their most valued type of support is emotional, although there should be a match between the needs and the help offered (Camara, 2017).

CONCLUSION
This phenomenological study was intended to acquire an understanding of the mother-child relationship among adolescents with unwanted pregnancies. Findings disclosed five themes that emerged from the experiences of the mother's roles in mother-child relationship among adolescents with unwanted pregnancies. Thus, the roles and challenges are connected to the events of unwanted pregnancy among adolescents. The mothers need to stay close to the adolescents to ensure they are on the right track. The five themes of roles need to be implemented together with other method in enhancing the family functioning. Like monitoring and supervising the adolescents, the mother should discuss with other family members, so everyone can play their role and the family can function well. The mothers also need to discuss with their adolescent children in setting the family rules. The explanation of the rules also needs to be done due to the eagerness and curiosity of adolescents. They need to know why the rules are being implemented. This study concludes that supervising and monitoring, as well as setting the rules need to be in line with good family structure and communication. This study identified that the adolescents felt the love of their mother but due to other factors such as other children, work, and other commitment, sometimes the adolescents felt unloved. The study recommends the school counsellors to have some activities involving both the mothers and their

adolescent children where they can spend time together and express feelings towards each other. This study has recognised that educating adolescents is the role of the mother. The mothers have taught their adolescent children as much as they could, but there are some reasons including lack of knowledge, time, skills, or comfort that may obstruct their successful fulfilment of that role. This study concludes that a mother should be a primary educator to their adolescent children so they can equip themselves with knowledge before being exposed to the outside world. Encouragement and support has been identified as a mother's role that needs to be fulfilled, but sometimes adolescents feel that encouragement and support are not on their side. The study recommends families to create a culture of open communication at family mealtimes. This study concludes that the mothers have important roles towards their child, in Islamic perspectives the child are encourages to respect the mothers like in the hadith by Bukhari & Muslim "Be kind to your mother". So, adolescents should be kind and helping their mother, to ensure their mother can take care their responsibility well. This study recommends practitioners to use the experiential therapy because the goals of experiential therapy are to increase the awareness and expression of feelings, to promote flexibility in response to problems, and to promote spontaneity and playfulness within the family. Besides, it can provide experience to clients and then create an environment to reflect this experience in their life. This study has some limitations in regard to the participants. Future research ought to involve the whole family so it can illustrate the family functioning and family structure. Next, the sample of this study is limited to only the adolescents with the first pregnancies due to the inclusion criteria. Other researchers can conduct studies on the second or next unwanted pregnancy of the adolescents to discover the root course of the occurring incident.

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