

**“A STUDY ON FAMILY SUPPORT AND EMOTIONAL EXPRESSIVITY AMONG THE PARENTS OF ADULT WITH INTELLECTUAL DISABILITY”**

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**Abstract**

The present study is aimed “To study the family support and emotional expressivity among the parents of adults with Intellectual Disability”. A sample of 60 parents was taken by purposive sampling method at Jhansi Uttar Pradesh. The Emotional Expressivity Scale (EES) was designed by Ann M. Kring, David A. Smith and John M. Neale as a self-report measure of the extent to which people outwardly display their emotions. The Family support scale was adopted from Indo-US project “early intervention to IUGR children at risk for developmental delay” survey questionnaire is used to assess the Family support Scale of mothers of adult person with Intellectual Disability.

The questionnaire consists of 35 questions and mainly focused on to assess the Emotional Expression of mother and support of mother from the family. The statistical analysis of the study consists of Diagrammatic representation, percentages, ‘t’ test for testing the significant differences between the two groups, and Chi-square test to compare proportions was computed and is analyzed by using SPSS software.

The findings show that there is significant difference in scores of emotional expressivity among parents having adult with intellectual disability in terms for factors related to family support.

**INTRODUCTION**

Emotions play an important role in an individual’s life. Emotion is a response of the whole organism involving, (i) the physical arousal (ii) expressive behavior and (iii) conscious experience. Young (1961) defines emotion, as “An emotion is disturbed state of organism. An emotion includes visceral changes due to increased activity of Autonomic Nervous System and an emotion originates within the psychological situation” Emotions are both constructive and destructive.

**EMOTIONAL EXPRESSION**

Emotional expression, emotional experience and emotional arousal have been conceptualized as three primary components of emotion (Kennedy-Moore & Watson, 1999), with emotional reflection as a secondary component, involving thoughts about the three primary components. They regard emotional expression as having four central functions, the promotion of arousal regulation, self-understanding, the development of coping skills and finally, to help improve interpersonal relationships. In 1999, Kennedy Moore and Watson defined emotional expression as observable verbal and nonverbal behaviors that communicate and / or symbolize emotional experience. Expression can occur with or without self-awareness. It is at least somewhat controllable, and it can involve varying degrees of deliberate intent.”

**PROCESS OF EXPRESSION**

Before one can understand the role of emotional behavior in day to day life, the need is to understand how expressions and non-expression come about. Kennedy-Moore, Greenberg, and Wortman (1991) proposed a model for the process by which covert emotional experience is translated into overt emotional expression. This process involves a series of cognitive-evaluative steps that are driven by affective experience and in turn influence that experience. Disruptions at different points in this process results in different forms of non-expression

**Step 1: Pre-reflective Reaction**

The first step in the model involves pre-reflective reaction to an emotion-eliciting stimulus. This reaction entails perception of the stimulus. Preconscious cognitive and emotional processing and accompanying physiological changes Marla rapidly and automatically (i.e., without effort or intention) appraises the significance of the letter and reacts with some level of affective arousal. This arousal is a bodily signal that something important is happening that warrants attention and/or action.

**Step 2: conscious perception of Response**

In the next step, Marla becomes aware of her affective reaction-in effects, hearing the bodily signal. She consciously perceives that she is distressed. She might even notice specific bodily signs such as a racing heart or shaking hands.

**Step 3: Labeling and Interpretation of Response**

The bodily signal entailed in affective experience is fairly crude, so as soon as Marla becomes aware of such a response she begins to process this experience cognitively. Drawing upon internal as well as situational cues, Marla determines that the response is emotional rather than purely physiological. At this point, Marla recognizes that she feels angry and betrayed. She begins to flesh out the meaning of her experience.

**SOCIAL SUPPORT**

The family is nexus of daily interchanges both among household members and between these members and external setting, such as parent's place of work. Children's school and other community institutions. Each day family members participate in semi-regular patterns of interaction with each other and with people and with people and system's outside the family. In these interchanges, family members are affected by and affect others, sometimes in repeated ways.

The message is that social support is both good preventive and curative medicine. Its power is believed to be pervasive reasons for its effects are unknown, and knowledge of its qualities is wide spread and based of folk wisdom.

Social Support is a multi-dimensional construct that includes physical and instrumental assistance, attitude transmission, resources and information sharing and emotional and psychological support (Dunst and Trivette, 1986). There is general consensus among social system theories that social support system function to nurture and sustain linkages among persons that are supportive on both a day-to-day basis and in times of need and crises.

**NEED FOR THE STUDY**

Parent's interaction with adult with intellectual disability and how it affects the development of an individual with intellectual disability has fueled interest to study the emotional expressivity of parents having children with intellectual disability.

The emotional dispositions of the parents would definitely affect the growth and development of adult with intellectual disability. The parents of intellectual disability subjects are likely to have tremendous psychological and social problems and this need to be investigated thoroughly.

The role of parents has always been given great importance. Emotions of parents thus play a major role in bringing up of stable child or in normal development of child.

In conclusion, it can be said that the role of emotions of the primary Care givers cannot be overlooked, for it has a significant impact not only in the psychological development of children with disabilities but also in determining the efficacy of interventions as well as their overall rehabilitation.

**REVIEW OF LITERATURE****STUDIES RELATED TO FAMILY SUPPORT**

Ronald L, Simons, Frederic O. Lorenz, Rand D. Conger, Chyi-in Wu. (1992), presented a model regarding associations between economic strain and support from spouse, and quality of parenting. Analysis indicated that level of spouse support was positively related to supportive parenting, where as economic strain operated to undermine parental involvement. As posited, economic strain produced its defect through a direct relation with parenting and indirectly through its association with spouse support. This finding held for the mothers and fathers. Spouse moderated the impact of economic strain on supportive parenting for mothers.

Oka.S, Ueda. R. (1998) study focused on overt and covert problems experienced by mothers with disabled children and the resources that are available. Results indicated the following 1) The major source of strength for the mothers with disabled children was the availability of social support network, which consisted mainly of their own mothers and grandmothers, 2) Emotional support from mothers who shared the same experiences was effective for coping with problems associated with the acceptance of disabled children. The support of health care professionals, however, had little effect in helping the mothers who were under stress, though they could help to change such mothers' attitudes. These results support the concept of empowerment (Rappaport, 1984, Kieffer 1984)

Plant KM, Sanders MR. (2007), examined the predictors, mediators and moderators of parents, Strees, in families with developmental disability. The analysis demonstrated mother's level of social support had a moderating effect on the relationship between key independent variables and level of parental stress.

**STUDIES RELATED TO EMOTIONAL EXPRESSION**

Dossector DR, Nicol AR, Stretch DD, Rajkhowa SJ. (1994) measured Expressed emotion in the parental primary carer of adolescents with intellectual impairment to examine its associated characteristics. High expressed emotion is the result of high levels of emotional over involvement. High expressed emotion was associated with more psychological illhealth, a worse quality marriage, less practical social support, greater professional support

Lam D, Giles A, Lavander A. (2003) studies on Expressed emotion has been found to be high in families with children suffering from behavioral problems in children, which do not automatically lead to stress in carers. Furthermore, the perceived adequacy of social can also be an important factor in determining the family's level of stress. Result showed high expressed emotion carries appraised more of their children's behavior as definite problems and their available social support to be less adequate.

**OBJECTIVES**

1. To study the family support and its relation to emotional expressivity in parents of adults with intellectual disability.
2. To study the relationship between Level of Retardation and family support and Emotional expressivity.
3. To study the relationship between education, socioeconomic status of mother and Family support and Emotional expressivity.

**METHODOLOGY**

Sample comprised of 60 parents between the age ranges of 40 to 60 yrs having Mild and severe intellectual disability.

**INCLUSION CRITERIA**

- Parents age ranges from 40 to 60 yrs.
- Parents having adults with Mild and severe intellectual disability.

**EXCLUSION CRITERIA**

- Parents having adults with other disabilities were ruled out.

**TOOLS USED**

- Socio Demographic Data
- Emotional Expressivity scale
- Family support scale

**DATA COLLECTION**

The procedure used for collection of data was interviewing 60 parents individually depending upon their convenience at Jhansi, Uttar Pradesh.

**DATA ANALYSES**

The statistical analysis of the study consists of Diagrammatic representation, percentages, 't' test for testing the significant differences between the two groups, and Chi-square test to compare proportions.

**RESULTS**

The data obtained in the present study were analyzed using parametric statistics. Information obtained on the demographic sheet by semi-structured interview was analyzed in terms of frequency and percentage. Results obtained on the family support scale was analyzed using t test for comparing parents who are high and low on emotional expressivity with respect to each domain of family support scale. The effect of education, socioeconomic status of the mother, and level of retardation on emotional expressivity of parents was analyzed using chi-square test. The percentage of family support with respect to different sources of family support in mothers high and low on emotional expressivity was found out.

**Table 01:** shows the Means, SD, DF and 't' values for low and high emotional expressivity of parents on all six factors of family support.

Factors	Expressivity	N	Mean	Standard Deviation	Def	T
Informal Kinship	Low	19	1.790	0.535	28.000	0.625
	High	11	1.640	0.809		
Social Organization	Low	19	0.790	0.419	28.000	-1.655
	High	11	1.000	0.000		
Formal Kinship	Low	19	1.680	0.820	28.000	-3.992
	High	11	2.820	0.603		
Immediate Family	Low	19	0.840	0.602	28.000	-4.772
	High	11	1.820	0.405		
Specialized Professional	Low	19	1.260	0.806	28.000	-2.782
	High	11	2.000	0.447		
Generic Professional	Low	19	1.680	0.946	28.000	-0.761
	High	11	1.910	0.302		
Total	Low	19	8.050	1.929	28.000	-4.644
	High	11	11.180	1.471		

This table shows 't' test for comparing low and high emotional expressivity of parents on different domains of family support scale.

The "t" test value for comparing low and high emotional expressivity of parents on the informal kinship of family support was found to be 0.625 with 28 DF which is not significant.

The "t" test value for comparing low and high emotional expressivity of parents on social organization of family support was found to be -1.655 with 28 DF which is not significant.

The "t" test value for comparing low and high emotional expressivity of parents on formal kinship of family support was found to be -3.992 with 28 DF which is highly significant.

The "t" test value for comparing low and high emotional expressivity of parents on immediate family support was found to be -4.772 with 28 DF which is highly significant.

The "t" test value for comparing low and high emotional expressivity of parents with specialized professional of family support was found to be -2.782 with 28 DF which is significant.

The "t" test value for comparing low and high emotional expressivity of parents on generic professional of family support was found to be -0.761 with 28 DF which is significant.

**Table 02:** Shows the "low" and "high" emotional expressivity of mothers with respect to level of retardation of the adult.

Level of retardation		Emotional Expressivity		
		Low	High	Total
Mild	Count	8	7	15
	% within level	53.30%	46.70%	100.00%
Severe	Count	11	4	15
	% within level	73.30%	26.70%	100.00%
Total	Count	19	11	30
	% within level	63.30%	36.70%	100.00%

Chi-square: 1.29, df=1, p>0.05, NS

The chi-square value for comparing low and high emotional expressivity with respect to the level of retardation of the child was found to be 1.29 with 1 DF which is not significant.

**Table 03:** Shows "low" and "high" emotional expressivity of mothers with respect to the level of education of the mother.

Level of retardation		Emotional Expressivity		
		Low	High	Total
Literate	Count	10	9	19
	% within level	52.60%	47.40%	100.00%
Illiterate	Count	11	2	11
	% within level	81.80%	18.20%	100.00%
Total	Count	19	11	30
	% within level	63.30%	36.70%	100.00%

Chi-square: 2.56, df=1, p>0.05, NS

The chi-square value for comparing low and high emotional expressivity with respect to the level of education was found to be 2.56 with 1 DF which is not significant.

#### The findings of the study are as follows:

1. There is a significant difference in scores of emotional expressivity among mothers having an adult with mental retardation in teroffor factors related to family support.

2. In terms of degree of retardation, there is no significant difference in the emotional expressivity experienced by mothers of mild and severe adult with mental retardation.
3. In terms of education and socio economic status, there is no significant difference in Emotional Expressivity by mothers.

**LIMITATIONS OF THE STUDY**

1. The size of the sample in each of the groups being rather small the findings of the study must be viewed with caution. The replication of the study on larger sample would help in the generalization of the findings.
2. The occupation and the urban Vs rural background, which was not taken into consideration in this study, could have influenced the results.
3. In addition, the differences between the mild and severe adult with mental retardation is rather narrow. Hence, the difference in the emotional expressivity may not be apparent. Therefore taking all the subgroups of mental retardation would give a comprehensive picture about the level of expressivity in terms of degree of retardation.