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ROLE OF EMOTIONAL INTELLIGENCE AND SOCIAL SUPPORT IN PSYCHOLOGICAL WELL-BEING AMONG MOTHERS OF CHILDREN WITH DISABILITY

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ABSTRACT

The journey of motherhood is an extraordinary one, filled with triumphs, challenges, endless love and happiness. But this happiness turns into sadness when a child with disability diagnosed in the family. Mothers of disabled children play a critical role in the lives of their disabled children, facing unique challenges and demonstrating remarkable strength and resilience. Although it affects both the parents but it affects the mother most. The purpose of the present study was to examine the role of emotional intelligence and social support in psychological well-being among mothers of children with disability. Additionally the study investigated the relationship between emotional intelligence and social support with psychological well-being. The study sought to determine the relative contribution of emotional intelligence and social support with psychological well-being among mothers of children with disability. Purposive sampling technique was adopted. 200 mothers of children with disability were taken within the age range from 25-55 years. Total four psychometric tools (Emotional Intelligence Scale, Mindfulness Scale, Social Support Scale and Psychological wellbeing Scale) were used for the present study. The results indicate that there are significant positive correlation found between emotional intelligence and social support with psychological wellbeing of mother of children with disability. The results also clear that social support was a most significant factor influencing the psychological well-being of mothers of children with disabilities. Additionally, emotional intelligence plays crucial roles in contributing to psychological well-being.

Keywords: Emotional Intelligence, Social Support, Psychological Well-being, Mothers of Children with Disability

INTRODUCTION

The journey of motherhood is an extraordinary one, filled with triumphs, challenges, endless love and happiness. But this happiness turns into sadness when a child with disability diagnosed in the family. Mothers of disabled children play a critical role in the lives of their disabled children, facing unique challenges and demonstrating remarkable strength and resilience. Caring for a child with disabilities requires a level of dedication, compassion, and advocacy that goes beyond the ordinary. These mothers navigate a complex journey, often filled with emotional, physical, and logistical demands, while simultaneously nurturing their child's growth and development. They become experts in understanding their child's specific needs, seeking out specialized resources, and advocating for their child's rights and inclusion. In the face of adversity, these mothers exhibit remarkable strength and resilience, challenging societal stereotypes and working towards creating a more inclusive and accepting world.

Accurately identifying mothers of children with disability who are at greater risk for poor psychological well-being creates an opportunity to increase the specificity of supports, and has the potential to improve outcomes for mothers and children with disability. McDougall and Miller (2003) cleared that disability is defined as a long-term motor, language, adaptive/cognitive, or personal/social impairment. Farmer and their associates (2004) claimed that childhood disability often imposes a social and emotional burden for children and their families

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(Webster, Majnemer, Platt, & Shevell, 2008), including considerable costs for health and social services (Newacheck, Inkelas, & Kim, 2004). Collectively, parents of children with disability are often resilient in the face of managing their child (Flaherty & Masters Glidden, 2000; Glidden & Schoolcraft, 2003; Hastings, Beck, & Hill, 2005; Scorgie & Sobsey, 2000). However, the process model of stress and coping (Lazarus & Folkman, 1984) suggests that some subgroups may be at greater risk for clinically significant psychological distress (Baker, Blacher, & Olsson, 2005; Brehaut et al., 2004; Mulvihill et al., 2005) and impaired coping (Grant & Whittell, 2000; Patenaude & Kupst, 2005).

Although it affects both the parents but it affects the mother most. Because, in the family, the mother is the primary caregiver, from whom the child is completely dependent. In such a situation, care giving of a child with disability, the mother is unable to self-care. Besides, child's problematic behaviour, mothers own physical and mental health is also at risk. Due to their child's disability, mothers have to suffer an unending sense of loss.

Psychological well-being

Psychological well-being refers to a state of optimal functioning and contentment in various aspects of an individual's psychological life. It encompasses subjective experiences, emotions, thoughts, and overall mental health. Psychological well-being is not simply the absence of mental illness but rather a positive state characterized by positive emotions, self-acceptance, personal growth, positive relationships, purpose in life, and a sense of autonomy and mastery (Oishi, Diener, & Lucas, 2007; Huppert, & So, 2013; Lyubomirsky, King, & Diener, 2005; and Ryff, & Keyes, 1995).

Psychological well-being is a multidimensional concept that has been explored from various perspectives within psychology. Martin Seligman (2012) focuses on the study of happiness, well-being, and optimal human functioning. Subjective well-being involves individuals' subjective evaluation of their overall life satisfaction and happiness, considering cognitive evaluations and affective experiences. Additionally, Eastern philosophies, such as Buddhism and Hinduism, have long recognized the importance of mental well-being and have contributed practices like meditation and mindfulness to Western psychology. These different perspectives have enriched our understanding of psychological well-being and provided valuable insights into promoting and enhancing individuals' overall well-being.

Emotional Intelligence

American psychologists Peter Salovey and John Mayer formally introduced the concept of emotional intelligence in 1990. They defined EI as the ability to monitor one's own and others' emotions, discriminate between different emotions, and utilize this emotional information to guide one's thoughts and actions. Individuals with developed emotional intelligence can effectively use their emotions to direct their behaviour and understand both their own feelings and the feelings of others accurately.

Extensive research has highlighted the significant impact of emotions in various aspects of our lives across diverse fields. Coetzer, (2016) has claimed that notably, researchers have discovered that Emotional Intelligence (EI) can be equally, if not more, critical than traditional Intelligence Quotient (IQ). Mestre, MacCann, Guil & Roberts, (2016) have reported that the close association between emotion and intelligence underscores the profound influence of emotional awareness on our behavior, relationships, and success across multiple sectors. Rezvani and their associates (2016) have cleared that by being attuned to our own emotions and empathetically understanding others' feelings, we can effectively manage our behaviours, foster positive relationships, and make informed predictions for success in various domains.

Nowadays, many studies showed that emotional intelligence continues to be recognized as a vital factor for personal growth, wellbeing, and successes, contributing to individuals' ability to navigate emotions, manage relationship, and thrive in various aspects of life (Lopes, et. al., 2004; Brackett, et. al., 2004; and Cote, 2014).

Mayer and Salovey (1997) developed the Four-Branch Model of emotional intelligence, which elegantly combines cognitive and experiential aspects to form a comprehensive understanding of emotional intelligence.

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This model underscores the intricate interplay between emotional perception, reasoning, and management, encompassing four distinct branches that collectively illuminate the multifaceted nature of emotional intelligence.

Social support

Social support is an important aspect of human life, encompassing the assistance, resources, and emotional comfort provided by social networks in times of need or stress. It plays a vital role in promoting well-being, resilience, and coping with various challenges.

Research indicates that individuals with strong social support networks typically experience more positive physical health outcomes. Social support can positively influence health behaviours, such as adherence to medical regimens, healthy lifestyle choices, and engagement in preventive care. Moreover, social support can lower the risk of developing chronic diseases and improve recovery rates (Holt-Lunstad, Smith, & Layton, 2010; and Uchino, 2004).

In the context of mothers of disabled children, social support becomes particularly important. Many study reported that raising a child with disabilities can be demanding, emotionally challenging, and isolating at times. Chadda, Agarwal, Singh, & Raheja, (2016) have claimed that having a strong support network can provide these mothers with understanding, encouragement, and practical assistance. It can create a sense of solidarity, reduce feelings of isolation, and provide opportunities for shared experiences and information exchange.

REVIEW OF LITERATURE

Mothers of disabled children often experience increased levels of stress, emotional burden, and uncertainty. They navigate a complex journey that demands immense physical, emotional, and mental resilience. As primary caregivers, their well-being directly influences the quality of care they provide to their child (Huppert, & So, 2013; Diener, Lucas & Oishi, 2018).

Psychological well-being of mothers of disabled children is of paramount importance, considering the unique challenges they face in their caregiving role. Caring for a child with disabilities can have a profound impact on the mental and emotional state of mothers, making it crucial to understand and address their psychological well-being. Psychological well-being encompasses various aspects, including emotional stability, resilience, self-esteem, and a positive outlook on life. It goes beyond the absence of mental health disorders and emphasizes the presence of positive psychological functioning. Mancini and their associates (2020) have described that when mothers have good psychological well-being, they are better equipped to handle the challenges, cope with stress, and maintain a nurturing and supportive environment for their child.

Psychological well-being enables mothers to regulate their emotions and maintain a positive outlook, even in the face of adversity. It allows them to experience and express a range of emotions, process them effectively, and find ways to maintain emotional balance and stability.

Hayes and Watson (2013) have reported that psychological well-being encourages mothers to prioritize their own self-care and well-being. It involves recognizing and meeting their own needs, seeking support when necessary, and practicing self-compassion. Taking care of their own mental and emotional health allows mothers to better support their children and navigate the challenges they may encounter.

King and their associates (2004) have presents a comprehensive review of the literature on family-centered service for children with cerebral palsy and their families. The research evidence overwhelmingly supports the efficacy of family-cantered service in enhancing the psychosocial well-being of both children and their parents, along with increasing satisfaction with the services provided.

Hastings and Beck (2004) have found that higher emotional intelligence in mothers of children with intellectual disabilities was associated with better coping strategies and emotional resilience in dealing with stress. Baker and their associates (2005) have found that higher emotional intelligence in mothers of children with disabilities was associated with better coping strategies and reduced psychological distress. In a study by Zablotsky and their

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associates (2013) have reported that emotional intelligence was found to be a protective factor against parental stress and increased levels of resilience in mothers of children with autism.

Gonzalez (2021) has revealed that mothers with higher emotional intelligence were more sensitive, responsive, and empathetic in their interactions with their disabled children, leading to stronger parent-child relationships and bonding.

Alegre & Albert (2011) have demonstrated that higher emotional intelligence in mothers of children with disabilities was related to better parent-child relationships, including greater parental empathy and responsiveness. A study done by Ciarrochi and their associates (2001) have found that people with high emotional intelligence would be better able to establish and maintain close personal relationships and social support and people with close, supportive relationships would also have higher emotional intelligence.

Further, Emotional intelligence can contribute to the quality of the parent-child relationship. Mothers with higher emotional intelligence may better understand and respond to their child's emotions, fostering a more supportive and empathetic bond. This can positively impact the child's emotional development and overall well-being. (Ziv-Beiman & Schlesinger (2013); Gray et al. (2013); Hastings et al. (2014); Valadi, Gabbard, Sadrolsadati, Elyasi, 2022). Papadopoulos (2021) has suggested that mothers of disabled children often prioritize their child's needs above their own. Emotional intelligence can help these mothers recognize and address their own emotions, self-care needs, and overall well-being. It involves understanding and managing one's own emotions, setting boundaries, seeking support, and maintaining a healthy balance in life. Emotional intelligence encompasses skills related to problem solving, decision making, and effective communication. Serrat (2017) has found that mothers with higher emotional intelligence may be better equipped to navigate the challenges and make informed decisions related to their child's care, therapy, and education.

Many previous studies showed that mothers of disabled children often face a wide range of emotions, including stress, anxiety, and sadness. Emotional support from family, friends, and support groups provides a safe space for them to express their feelings, receive empathy, and feel understood. Emotional support helps alleviate feelings of isolation and validates their experiences, promoting better psychological well-being (Hayes & Watson, 2013; Risdal & Singer, 2004). Blacher & Baker (2007) have reported that raising a disabled child can be physically demanding and challenging.

Liptak, Kennedy & Dosa, (2011) have reported that social support networks can be a valuable source of information and resources for mothers of disabled children. They can provide guidance on accessing appropriate services, therapies, and educational support for their child. Access to reliable information helps mothers make informed decisions, increases their confidence, and reduces anxiety about their child's care and development.

Chadda, Agarwal, Singh, and Raheja, (2016) have claimed that in the context of mothers of disabled children, social support becomes particularly important. Having a strong support network can provide these mothers with understanding, encouragement, and practical assistance. It can create a sense of solidarity, reduce feelings of isolation, and provide opportunities for shared experiences and information exchange. Currie and Szabo, (2020) have demonstrated that being part of a supportive community can boost self-esteem, reduce feelings of guilt or self-blame, and promote positive psychological well-being.

RATIONALE OF THE STUDY

1. Having and caring for a disabled child can evoke a wide range of emotional problems, including grief, sadness, guilt, loneliness and stress. Emotional intelligence can help these mothers recognize and address their own emotions, self-care needs, and overall well-being.
2. Mothers of disabled children often face stigmatization, social isolation, and increased risk of mental health issues due to societal misconceptions, resulting in loneliness, decreased self-esteem, and high rates of depression and burnout. Social support for mothers of disabled children fosters belonging, acceptance, and understanding, mitigating isolation and building a supportive community.

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3. Mothers of disabled children face strain, isolation, and mental health risks. The challenges of caregiving, lack of support, and additional financial burdens can impact on their psychological well-being, leading to stress, loneliness, and potential mental health concerns. Psychological well-being enhances coping, promotes mental health, and fosters positive relationships, creating a healthier family dynamic.

OBJECTIVES

1. To examine the relationship of emotional intelligence and social support with psychological well-being of mothers of children with disability.
2. To investigate the relative contribution of emotional intelligence and social support in predicting psychological well-being of mothers of children with disability.

HYPOTHESES

- 1- Emotional intelligence and Social support would be positively correlated with psychological well-being among mothers of children with disability.
- 2- Emotional intelligence would be emerged as significant predictor of psychological well-being among mothers of children with disability.
- 3- Social support would be emerged as significant predictor of psychological well-being among mothers of children with disability.

METHODOLOGY

SAMPLE

The sample of the present study was conducted on mothers of children with disability. Purposive sampling technique was adopted for the selection of participants in the present study. Total 200 mothers were taken within the age range from 25-55 years. The Participants have been taken from various centres situated in different district of Varanasi, Chandauli and Gorakhpur.

Inclusion Criteria

- Mothers having the child with disability.
- Mothers within the age group between 25-55 years.
- Able to communicate in Hindi language.
- Willingness to provide informed consent and participate in this study.

Exclusion Criteria

- Mothers with psychiatric illness or severe medical condition.
- Mothers having physical disability.

Measuring Tools

1. Emotional Intelligence Scale

Mayer, DiPaolo & Salovey (1990) developed the Multidimensional Self-Report Emotional Intelligence Scale. It was adapted in Hindi language by Pandey and Anand in 2008. This scale consist of 51 items that are based on the 4 dimensions of Emotional Intelligence i.e., ability to express and appraise emotions, ability to utilize emotion, ability to manage emotion in self and ability to manage emotions in others. It is a 6 point Likert Scale with scores ranging from “strongly disagree” to “strongly agree”. The reliability indexes as ascertained by cronbach’s alpha-coefficient for the scale as a whole were found to be .9153. The validity of the was determined by computing inter-factor correlation between the dimensions of scale.

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3. Social Support Scale

The Social Support Scale (SSS), developed by Asthana and Verma in 2005, is a self-report questionnaire designed to assess the perceived social support received by an individual. The social support scale typically consists of three aspects of social support: emotional support, informational support, and instrumental support. The SSS is a brief, easy-to-administer self-report questionnaire containing 35 items, of which 25 items are positive and 10 items are negative. Participants provide responses on a 5-point scale, ranging from "strongly agree" to "strongly disagree." The test-retest reliability of the scale was found to be .81, indicating high reliability. Construct validity of the scale was determined by calculating the coefficient of correlation between scores on the SSS and the P.G.I. Social Support Questionnaire (Nehru and others, 1998), which was found to be .59, showing moderate validity.

4. Psychological Well Being Scale

The Psychological Well-Being Scale (PWBS) was developed by Sisodia and Chaudhary in 2005. The Psychological Well-Being Scale (PWBS) consists of 50 statements or items. It is an easy and quick measure rated on a 5-point Likert scale, with scores ranging from "strongly agree" to "strongly disagree." The test-retest reliability of the scale was found to be 0.87, indicating good stability over time. The consistency value for the scale was 0.90, showing high internal consistency. In addition to face validity, as all the items of the scale are concerned with the variable under focus, the scale demonstrates high content validity. The scale was also validated against external criteria, yielding a coefficient of 0.94, indicating a strong relationship with other established measures of psychological well-being.

PROCEDURE OF DATA COLLECTION

Data collection was sought from the different organizations situated in different district of Varanasi, Chandauli and Gorakhpur in Uttar Pradesh. After receiving the required permission, the tools were administered to the participants. All the participants were approached individually by the researcher and rapport was established with them. The necessary instructions and a brief description of the scales along with the objectives and importance of the study were explained to the mothers to ensure their honest, correct and sincere responses. When the participant completed the entire questionnaire, the researcher thanked to the participant for their cooperation in the study.

STATISTICAL ANALYSES OF DATA

The correlation analysis was computed to find the relationship of emotional intelligence, mindfulness and social support with psychological well-being. To determine the relative contribution of predictors (emotional intelligence and social support) on criterion variables (psychological well-being), separate stepwise multiple regression analyses were conducted. The SPSS 20.0 was used for the present study.

RESULTS

The present research paper planned to investigate the role of emotional intelligence and social support in psychological wellbeing among mothers of children with disability. The results of the present research paper were shown with the help of various tables.

Table-1: Correlation coefficient of Emotional Intelligence, Mindfulness and Social Support with Psychological Well-being

Variables	Emotional Intelligence	Social Support
Social Support	0.743**	
Psychological Well-being	0.712**	0.813**

****p<0.01**

Table-1 shows correlation analysis of emotional intelligence, mindfulness and social support (predictor variable) with psychological well-being (criterion variable). Result indicated that *psychological well-being* was significantly positive correlated with the *social support* ($r=0.813^{**}$, $p < .01$), *emotional intelligence* ($r =0.712^{**}$, $p < .01$). *Social support* was significantly positive correlated with the *emotional intelligence* ($r=0.743^{**}$, $p < .01$).

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Table-2: Result table of stepwise Multiple Regression Analysis using dimensions of Emotional Intelligence as predictor variables and Psychological Well-being and its dimensions as criterion variable

Predictors	R	R ²	R ² change	F Value	Beta (β)	t-value	p-value
Satisfaction (Criterion variable)							
Ability to express and appraise emotions	0.585	0.342	0.342	103.04	0.245	3.165	0.002
Ability to manage emotions in self	0.659	0.434	0.092	75.505	0.376	5.871	.000
Ability to utilize to emotions	0.677	0.458	0.024	55.298	0.2	2.977	0.003
Efficiency (criterion variable)							
Ability to express and appraise emotions	0.568	0.323	0.323	94.385	0.189	2.449	0.015
Ability to manage emotions in self	0.63	0.397	0.074	64.789	0.306	4.614	.000
Ability to utilize to emotions	0.673	0.453	0.056	54.159	0.226	2.95	0.004
Ability to manage emotions in others	0.682	0.466	0.012	42.475	0.145	2.124	0.035
Sociability (criterion variable)							
Ability to manage emotions in self	0.665	0.442	0.442	157.15	0.436	7.489	.000
Ability to express and appraise emotions	0.742	0.551	0.108	120.72	0.401	6.888	.000
Mental health (criterion variable)							
Ability to manage emotions in self	0.639	0.408	0.408	136.36	0.445	7.515	.000
Ability to utilize to emotions	0.723	0.523	0.115	108.05	0.271	4.369	.000
Ability to express and appraise emotions	0.734	0.538	0.015	76.181	0.182	2.541	.012
Interpersonal relations (criterion variable)							
Ability to express and appraise emotions	0.654	0.427	0.427	147.64	0.429	6.776	.000
Ability to manage emotions in self	0.708	0.501	0.074	99.084	0.305	4.899	.000
Ability to manage emotions in others	0.715	0.511	0.01	63.371	0.113	1.991	.048
Psychological well-being composite score (criterion variable)							
Ability to express and appraise emotions	0.65	0.423	0.423	145.07	0.305	4.332	.000
Ability to manage emotions in self	0.73	0.532	0.109	112.08	0.41	7.023	.000
Ability to utilize to emotions	0.743	0.552	0.019	80.359	0.178	2.906	0.004

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Result presented in Table-2 shows that ability to express and appraise emotions, ability to manage emotions in self and ability to utilize to emotions emerged as significant predictor of PWB (total) of mothers of children with disability. Table value reveals that ability to express and appraise emotions has emerged as a most dominant predictor of psychological well-being ($\beta = 0.305, p < 0.001$). Other effective predictors emerged in stepwise multiple regression analysis were ability to manage emotions in self ($\beta = 0.410, P < 0.001$) and ability to utilize to emotions ($\beta = 0.178, p < 0.001$). The results suggest that ability to express and appraise emotions for 42 % of total variance, followed by ability to manage emotions in self (10%), ability to utilize to emotions (1.9%), in the psychological well-being.

In addition, different subsets of dimensions of emotional intelligence have been found to be significant predictors for different dimensions of psychological well-being, which are as follows:

The first dimension of psychological well-being viz. satisfaction was significantly positively associated with ability to express and appraise emotions ($\beta = 0.245, p < 0.001$) explained 34% of variance, ability to manage emotions in self ($\beta = 0.376, p < 0.001$) explained 9.2% of variance and ability to utilize to emotions ($\beta = 0.200, p < 0.001$) explained 2.4% of variance.

The second dimension of psychological well-being such as efficiency was significantly positively associated with ability to express and appraise emotions ($\beta = 0.189, p < 0.001$) explained 32% of variance, ability to manage emotions in self ($\beta = 0.306, p < 0.001$) explained 7.4% of variance, Ability to utilize to emotions ($\beta = 0.226, p < 0.001$) explained 5.6 % of variance and ability to manage emotions in others ($\beta = 0.145, p < 0.001$) explained 1.2% of variance.

In the same way the third dimension of psychological well-being viz. sociability was significantly positively associated with ability to manage emotions in self ($\beta = 0.436, p < 0.001$) explained 44% of variance and ability to express and appraise emotions ($\beta = 0.401, p < 0.001$) explained 10% of variance in sociability.

Further, the fourth dimension of psychological well-being viz. mental health was significantly positively associated with ability to manage emotions in self ($\beta = 0.445, p < 0.001$) explained 40% of variance, ability to utilize to emotions ($\beta = 0.271, p < 0.001$) explained 11% of variance and Ability to express and appraise emotions ($\beta = 0.182, p < 0.001$) explained 1.5% of variance.

Lastly, the fifth dimension of psychological well-being viz. interpersonal relations was significantly positively associated with ability to express and appraise emotions ($\beta = 0.429, p < 0.001$) explained 42% of variance, ability to manage emotions in self ($\beta = 0.305, p < 0.001$) explained 7.4% of variance and ability to manage emotions in others ($\beta = 0.113, p < 0.001$) explained 1.0% of variance.

Table-3: Result table of stepwise Multiple Regression Analysis using dimensions of Social Support as predictor variables and Psychological well-being and its dimensions as criterion variable

Predictors	R	R ²	R ² change	F Value	Beta (β)	t-value	p-value
Satisfaction (Criterion variable)							
Instrumental Support	0.752	0.566	0.566	257.75	0.571	9.814	.000
Emotional Support	0.782	0.612	0.046	155.05	0.281	4.828	.000
Efficiency (criterion variable)							
Instrumental Support	0.749	0.562	0.562	253.6	0.523	8.556	.000
Informational Support	0.785	0.617	0.055	158.52	0.326	5.327	.000
Sociability (criterion variable)							
Instrumental Support	0.759	0.576	0.562	253.6	0.589	10.191	.000
Emotional Support	0.785	0.616	0.04	158.28	0.263	4.556	.000
Mental health (criterion variable)							
Instrumental Support	0.797	0.635	0.635	344.83	0.609	9.816	.000

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Emotional Support	0.811	0.657	0.022	188.85	0.156	2.732	0.007
Informational Support	0.815	0.665	0.007	129.48	0.126	2.084	0.039
Interpersonal relations (criterion variable)							
Instrumental Support	0.8	0.64	0.64	351.58	0.614	11.778	.000
Emotional Support	0.83	0.688	0.048	217.4	0.288	5.534	.000
Psychological well-being composite score (criterion variable)							
Instrumental Support	0.817	0.667	0.667	396.96	10.259	0.589	.000
Emotional Support	0.84	705	0.038	235.64	4.108	0.217	.000
Informational Support	0.844	0.713	0.007	162.05	2.255	0.126	0.025

Result presented in Table-3 shows that instrumental support, emotional support and informational support emerged as significant predictor of PWB (total) of mothers of children with disability. Table value reveals that instrumental support has emerged as a most dominant predictor of psychological well-being ($\beta = 0.589$, $p < 0.001$). Other effective predictors emerged in stepwise multiple regression analysis were emotional support ($\beta = 0.217$, $P < 0.001$) and informational support ($\beta = 0.126$, $p < 0.001$). The results suggest that instrumental support for 66% of total variance, followed by emotional support (3.8%), informational support 0.07(%) in the psychological well-being.

In addition, different subsets of dimensions of social support have been found to be significant predictors for different dimensions of psychological well-being, which are as follows:

The first dimension of psychological well-being viz. satisfaction was significantly positively associated with instrumental support ($\beta = 0.571$, $p < 0.001$) explained 56% of variance and Emotional Support ($\beta = 0.281$, $p < 0.001$) explained 4.6% of variance. The second dimension of psychological well-being such as efficiency was significantly positively associated with instrumental support ($\beta = 0.523$, $p < 0.001$) explained 56% of variance and Informational Support ($\beta = 0.326$, $p < 0.001$) explained 5.5% of variance. In the same way the third dimension of psychological well-being viz sociability was significantly positively associated with instrumental support ($\beta = 0.589$, $p < 0.001$) explained 57% of variance and Emotional Support ($\beta = 0.263$, $p < 0.001$) explained 4.0% of variance. Further, the fourth dimension of psychological well-being viz. mental health was significantly positively associated with instrumental support ($\beta = 0.609$, $p < 0.001$) explained 63% of variance, Emotional Support ($\beta = 0.156$, $p < 0.001$) explained 2.2% of variance and Informational Support ($\beta = 0.126$, $p < 0.001$) explained 0.07% of variance.

Lastly, the fifth dimension of psychological well-being viz. interpersonal relations was significantly positively associated with instrumental support ($\beta = 0.614$, $p < 0.001$) explained 64% of variance and Emotional Support ($\beta = 0.288$, $p < 0.001$) explained 4.8 % of variance.

Table-4: Result table of stepwise Multiple Regression Analysis using total of Emotional intelligence and Social Support as predictor variables and dimensions as well as composite score of Psychological well-being as criterion variable.

Predictors	R	R ²	R ² change	F Value	Beta (β)	t-value	p-value
Satisfaction (Criterion variable)							
Social support	0.76	0.578	0.578	270.86	0.625	9.201	.000
Emotional intelligence	0.77	0.593	0.015	143.27	0.182	2.683	0.008
Efficiency (criterion variable)							
Social support	0.74	0.548	0.548	240.16	0.536	7.792	.000
Emotional intelligence	0.763	0.582	0.034	137.22	0.275	4.004	.000
Sociability (criterion variable)							

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Social support	0.758	0.574	0.574	267.29	0.373	5.167	.000
Emotional intelligence	0.811	0.657	0.025	125.14	0.235	3.759	.000
Mental health (criterion variable)							
Social support	0.774	0.599	0.599	295.67	0.546	8.566	.000
Emotional intelligence	0.801	0.641	0.042	176.05	0.307	4.82	.000
Interpersonal relations (criterion variable)							
Social support	0.807	0.651	0.651	369.68	0.554	8.047	.000
Emotional intelligence	0.83	0.689	0.009	144.69	0.141	2.371	0.019
Psychological well-being total (criterion variable)							
Social support	0.813	0.662	0.662	387.2	0.519	7.754	.000
Emotional intelligence	0.829	0.688	0.026	216.78	0.238	4.107	.000

Table-5 indicated that the finding obtained from stepwise regression analysis, using total scores of emotional intelligence and social support as predictor variables, and psychological well-being total and its dimensions (satisfaction, efficiency, sociability, mental health, and interpersonal relations) as criterion variable. The obtained findings revealed that psychological well-being (total) of mothers of children with disability was positively associated with social support has emerged as dominant predictor of psychological well-being ($\beta=0.519$, $p < 0.001$). Second effective predictors emerged in stepwise multiple regression analysis were emotional intelligence ($\beta =0.238$, $P < 0.001$). The results suggest that social support for 66% of total variance, followed by emotional intelligence (2.6%), in the psychological well-being.

Further, different subsets of these predictor variables were found to be significant predictors for different dimensions of psychological well-being, which are as follows:

Result presented in Table-5 shows that the first dimension of psychological well-being viz. satisfaction was significantly positively associated with social support ($\beta = 0.625$, $p < 0.001$) explained 57% of variance and emotional intelligence ($\beta =0.182$, $p <0.001$) explained 1.5% of variance. The second dimension of psychological well-being such as efficiency was significantly positively associated with social support ($\beta = 0.536$, $p < 0.001$) explained 54 % of variance and emotional intelligence ($\beta =0.275$, $p < 0.001$) explained 3.4% of variance. In the same way the third dimension of psychological well-being viz. sociability was significantly positively associated with social support ($\beta = 0.373$, $p < 0.001$) explained 57% of variance. Further, the fourth dimension of psychological well-being viz. mental health was significantly positively associated with social support ($\beta =0.546$, $p < 0.001$) explained 59% of variance and emotional intelligence ($\beta =0.307$, $p < 0.001$) explained 4.2% of variance.

Lastly, the fifth dimension of psychological well-being viz. interpersonal relations was significantly positively associated with social support ($\beta =0.554$, $p < 0.001$) explained 65% of variance, and emotional intelligence ($\beta =0.141$, $p < 0.001$) explained 0.9% of variance in interpersonal relations.

DISCUSSION

The present study aimed to investigate the Role of emotional intelligence and social support in psychological well-being among mothers of children with disabilities. The present study also aimed to investigate the relationships between emotional intelligence and social support, with psychological well-being among mothers of children with disabilities. By examining emotional intelligence and social support as potential factors influencing their psychological well-being. Finally, the research sought to determine the relative contribution of emotional intelligence and social support to psychological well-being among mothers of children with disabilities.

Mothers of disabled children face a multitude of challenges that can take a toll on their well-being and daily lives. Emotionally and psychologically, they experience stress, guilt, and grief due to the constant demands of caregiving and their child's disability. *Financially*, they bear the burden of medical expenses, therapy, and specialized education. *Socially*, they may become isolated, unable to engage in social activities and disconnected

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from support networks. Moreover, they may encounter stigma and discrimination towards their disabled child, exacerbating emotional distress. Uncertainty about the future and concerns about long-term care weigh heavily on them. Despite these obstacles, mothers of disabled children demonstrate tremendous resilience and love, dedicating themselves to the well-being of their children and seeking ways to overcome these difficulties.

Major Findings of the Study

- There are significant positive correlations found between social support, emotional intelligence and psychological well-being among mothers of children with disabilities.
- Social support was a most significant factor influencing the psychological well-being of mothers of children with disabilities. Additionally, emotional intelligence plays crucial roles in contributing to psychological well-being.

The findings presented in Table-1 demonstrate significant positive correlations between emotional intelligence and, psychological well-being among mothers of children with disabilities. The findings highlight the importance of emotional intelligence in predicting the psychological well-being of mothers of children with disabilities. Studies on emotional intelligence and psychological well-being demonstrate that higher levels of emotional intelligence are associated with lower stress levels, better coping strategies, and improved well-being.

Ravindranadan and Raju (2008) have explained that the parents of children with special needs are significantly different from parents of normal children on the level of emotional intelligence & quality of life. Al-Saree and Al-Shurman (2015) have found that there is no significant relationship between emotional intelligence and psychological loneliness. Nastasa and Mindu (2016) have cleared that high level of emotional intelligence can be high beneficial both for family members and for a disabled child.

Emmanuel (2015) has explained that there is significant relationship between parental support, self-esteem and emotional intelligence with social anxiety of mentally challenged children. He also reported that parental support, self-esteem and emotional intelligence were joint impact on social anxiety of mentally challenged children.

On the basis of these finding, it can be said that mothers who possess higher levels of emotional intelligence are more likely to experience greater psychological well-being. Emotional intelligence enables individuals to effectively navigate and manage their own emotions, which may contribute to reduced stress and increased resilience in the face of the challenges that come with parenting a child with a disability. Also, emotional intelligence facilitates better understanding and empathy towards their child, which may lead to stronger parent-child relationships and increased satisfaction with the parenting role. Moreover, mothers with higher emotional intelligence may also be more adept at seeking and utilizing social support, which can positively impact their psychological well-being.

The findings presented in Table-1 reveal significant positive correlations between social support and psychological well-being among mothers of children with disabilities. These findings highlight the importance of social support in promoting psychological well-being among mothers of children with disabilities.

Previous studies have consistently demonstrated the positive impact of social support on the psychological well-being of mothers of children with disability. Social support is the interaction mechanism in relationships that enhance coping, respect, belonging and competence through real or perceived exchange of physical or psychosocial resources and it improves mental wellbeing and serves as a defense against traumatic life experiences (White & Hastings, 2004). In the same way, Helgeson (2003) reported that social support is a highly complex construct with structural and functional measures. The perceived usefulness, reliability and flexibility of these supports can impact on caregiver's well-being and quality of life. Dunst and Trivette (1990) have found that formal social support such as school programmes, parents' education specialist, therapists and respite- care agencies and informal social supports encompass relationships between family members, relatives, neighbors, friends and community group. Dabrowska & Pistula (2010) said that parental coping styles and presence of social support in relationship with developmental disabilities can impact the level of parental distress. Totiska et al

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(2011) reported that when caregivers are supported, they better able to cope with the challenges of providing care for a child with special needs.

In conclusion, the significant positive correlations between social support and psychological well-being provide evidence for the importance of social support in promoting positive mental states and social functioning among mothers of children with disabilities.

The findings presented in Table- 2 of this study demonstrate the significant predictive role of emotional intelligence dimensions in the psychological well-being (PWB) of mothers raising children with disabilities. The dimensions of emotional intelligence, e.g, the ability to express and appraise emotions (E1), the ability to manage emotions in self (E3), and the ability to utilize emotions (E2), emerged as significant predictors of psychological well-being among mothers of children with disabilities. Among these dimensions, the ability to express and appraise emotions (E1) was found to be the most dominant predictor. The ability to manage emotions in self (E3) and the ability to utilize emotions (E2) were also effective predictors respectively.

Furthermore, the study revealed that different subsets of emotional intelligence dimensions were significant predictors for specific dimensions of psychological well-being. For instance, the dimension of satisfaction (PWB1) was positively associated with the ability to express and appraise emotions (E1), the ability to manage emotions in self (E3), and the ability to utilize emotions (E2), explaining significant proportions of the variance. Similarly, the dimension of efficiency (PWB2) was positively associated with these three emotional intelligence dimensions as well as the ability to manage emotions in others (E4), explaining varying proportions of the variance.

The dimension of sociability (PWB3) was significantly predicted by the ability to manage emotions in self (E3) and the ability to express and appraise emotions (E1). Mental health (PWB4) was positively associated with the ability to manage emotions in self (E3), the ability to utilize emotions (E2), and the ability to express and appraise emotions (E1). Lastly, the dimension of interpersonal relations (PWB5) was significantly predicted by the ability to express and appraise emotions (E1), the ability to manage emotions in self (E3), and the ability to manage emotions in others (E4).

Many previous studies have consistently demonstrated that individuals with higher emotional intelligence tend to exhibit better mental well-being, including lower levels of stress, anxiety, and depression, and higher levels of resilience and overall life satisfaction. The ability to understand and manage one's emotions, as well as empathize with others, appears to play a crucial role in promoting psychological well-being and fostering healthier coping mechanisms in the face of challenges and adversities. As a result, emotional intelligence has been increasingly recognized as a valuable factor in maintaining and enhancing mental health across diverse populations and life circumstances.

Maqsood, Naeem, Bibi, and Tabassum (2023) explored the relationship between emotional intelligence, family support, and mental well-being in mothers of children with cerebral palsy. The research revealed a significant positive correlation between emotional intelligence, family support, and mental well-being in these mothers. Moreover, the study found that family support acts as a significant mediating factor between emotional intelligence and mental well-being in this group of mothers.

In the same context, Bondar Kakhaki, Shid Anbarani, and Aghamohammadian Sharbaf (2021) investigated the relationship between psychological well-being, cognitive emotion regulation strategies, and parent-child relationships in mothers with intellectually disabled children. The results revealed significant positive correlations between psychological well-being and adaptive cognitive emotion regulation strategy, as well as a significant negative correlation between psychological well-being and maladaptive cognitive emotion regulation strategy. Alibakhshi et al. (2018) found that emotional intelligence has a significant impact on the quality of life of mothers with children diagnosed with Autism Spectrum Disorder (ASD). Finzi-Dottan, Triwitz, and Golubchik (2011) highlight the importance of emotional intelligence in promoting psychological growth among parents in general

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and, more specifically, among parents of children with ADHD. The findings emphasize that emotional intelligence is particularly crucial in coping with the ongoing strain experienced by parents of children with ADHD.

Table -3 indicate that different dimensions of social support, namely instrumental support, emotional support, and informational support, emerged as significant predictors of psychological well-being among mothers of children with disabilities. Instrumental support was found to be the most dominant predictor. Emotional support and informational support were also effective predictors.

Furthermore, the study revealed that different subsets of social support dimensions were significant predictors for specific dimensions of psychological well-being. The dimension of satisfaction was positively associated with instrumental support and emotional support, indicating the importance of these forms of support in promoting overall satisfaction. The dimension of efficiency was positively associated with instrumental support and informational support, suggesting their role in enhancing efficiency. The dimension of sociability was significantly predicted by instrumental support and emotional support, highlighting their impact on sociability. The dimension of mental health was positively associated with instrumental support, emotional support, and informational support, indicating their collective influence on mental well-being. Lastly, the dimension of interpersonal relations was significantly predicted by instrumental support and emotional support, emphasizing their contribution to positive interpersonal interactions.

Burn and Machin, (2013) have found that social support is a crucial psychosocial resource that has been extensively studied in relation to how individuals cope with stressful events and critical life experiences. Researchers have found that social support plays a significant role in helping people manage and adapt to challenging situations. Cohen and Wills (1985) have argued that in this context, the buffering model proposes that social support acts as a protective factor, mitigating the negative effects of stress on mental health.

Song and Kim (2015) have described that for parents of children with disabilities, social support can be particularly vital. Caring for a child with disabilities can bring unique challenges and stressors, and having a strong social support system can make a substantial difference in their well-being.

Schmitt, Branscombe, Postmes, and Garia (2014) have suggested that social support has been widely recognized as a crucial coping resource for parents of children with disabilities, as it can help alleviate stress and its negative effects. This support has been shown to have positive effects on both physical and psychological health (Taylor, 2011), making it an important resource for adapting to challenging environments and managing stress (Seo, Choi, and Jo, 2006).

Totiska and their associates (2011) have found that when caregivers of children with special needs receive adequate support, they are better equipped to cope with the challenges of caregiving. Having a strong support system can offer emotional reassurance, practical assistance, and a sense of understanding, which can significantly reduce the burden and stress experienced by parents in their caregiving role.

Social support is a valuable coping resource that plays a crucial role in the adjustment of individuals facing challenging circumstances, as noted by Fazil, Wallace, and Singh (2004). Research has consistently shown that those who receive more social support tend to experience greater well-being and are less affected by stressful situations.

Sandhya and Shetty (2015) found that mothers of physically disabled children greatly benefit from adequate social and psychological support. Such support enables them to cope more effectively with the challenges associated with their child's disability.

Finally, the present research paper aimed to investigate the relationship between emotional intelligence social support, and psychological well-being among mothers of children with disabilities. Stepwise regression analysis was conducted using total scores of emotional intelligence, mindfulness, and social support as predictor variables,

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and psychological well-being total and its dimensions (satisfaction, efficiency, sociability, mental health, and interpersonal relations) as the criterion variable.

The findings revealed that social support emerged as the dominant predictor of psychological well-being. Emotional intelligence was also significant predictors. Overall, these findings highlight the importance of social support as a significant factor influencing the psychological well-being of mothers of children with disabilities. Additionally, emotional intelligence also play crucial roles in contributing to different dimensions of psychological well-being.

CONCLUSION

The present research paper highlights the challenges and strains faced by mothers parenting disabled children, emphasizing the importance of addressing their psychological well-being. However, the findings suggest that higher levels of emotional intelligence and social support positively impact the psychological well-being of these mothers. Social support is identified as a crucial factor for enhancing psychological well-being. Additionally, the research emphasizes the emotional burden experienced by mothers, including grief and coping throughout the child's adolescence and adulthood, with limited opportunities for sharing their emotions. Emotional intelligence is highlighted as a significant tool for expressing and managing emotions. Overall, the study emphasizes the importance of addressing the psychological needs of mothers of disabled children through social support, emotional intelligence and psychological wellbeing.

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