Copyright is owned by the Author of the thesis. Permission is given for a copy to be downloaded by an individual for the purpose of research and private study only. The thesis may not be reproduced elsewhere without the permission of the Author.

## THE HIDDEN COSTS OF CARING:

## WOMEN WHO CARE FOR PEOPLE WITH

## INTELLECTUAL DISABILITIES

A thesis presented in partial fulfilment
of the requirements for the degree
of Doctor of Philosophy at
Massey University

Robyn Munford

1989

...the mother is really the one that looks after the handicapped children because the husband has to work. And then when he comes home tired from work he doesn't want to know how many times that day \_\_\_\_ wet on the floor or was sick or she had a row with the neighbour because of the kid or something else...

(Quote from a mother)

They're always in the caregiving roles. Direct hands on caregiving roles....I think it goes back to the traditional myth of women as being primary caregivers. The men in positions of power.

... I think mainly the men I've come into contact with within the IHC have been administrators or managers or executive staff, something like that, and it's the women who do all the hands on, all the middle management - not usually top management...

(Quote from a mother)

#### **ABSTRACT**

This dissertation examines the ways in which patriarchal systems structure and control the lives of women who care for people with intellectual disabilities. It is argued that the power relations which derive from these systems have remained hidden and that the richness and diversity of the experiences of these women have not been adequately portrayed.

In an attempt to authentically capture the lived experiences of women who cared for people with intellectual disabilities this dissertation provides an account of the perceptions of thirty women. These women were mothers of people with intellectual disabilities and/or paid workers employed by the New Zealand Society for the Intellectually Handicapped, a large voluntary Organisation providing services for people with intellectual disabilities in New Zealand, hereafter designated the Organisation.

Certain key principles of feminist theory and research are used to develop an analysis which seeks to not only reveal pertine t relations of power, but to examine and critique them. This process contributed to the development of a means for transforming both the practices that control the women's lived experiences and the meanings used to interpret these experiences.

The analysis of the relations of power that controlled women who care for people with intellectual disabilities was advanced in relation to two key sites: the household and the Organisation. The explanatory framework developed to explore the lived experiences of the women was derived from certain intellectual strands in the French tradition. Irigaray's writings were used to elucidate the ways in which patriarchal systems operate to control the women's lives. Foucault's theoretical concepts contributed to the development of certain technologies of power that operated in the household and the Organisation. These technologies of power which pervaded the daily

lives of women relate to both the material conditions of their existence and to the social meanings used to define their lives.

Several significant themes emerged from the analysis of the women's experiences. One of the most important of these related to the women's views on the policies of community care. In examining these the women's ambivalent feelings about the implications of these changes are articulated.

Associated with this finding the themes also clearly supported the view that new ways of explaining women's lived experience must be developed. A definitive example of this was the way in which feminist theory must continue to re-examine the explanatory usefulness of the now familiar private and public dichotomy as a concept for describing women's experiences. The present research identifies some alternatives for explaining and understanding women's experiences in the private and public realm. Some possibilities for extending this process further are also addressed.

#### **ACKNOWLEDGEMENTS**

The writing of this thesis has been a meaningful experience for me in that it has been both an important phase in not only my academic life but also in my personal life as a woman and a mother.

Many people have given me support and encouragement. I would like to thank my family and also those with whom I have worked over the past years. It is these people who introduced—me to and showed me the importance of this field of work. I would especially like to thank the women who influenced my decision to begin this research.

A special thank you must go to the women who shared so openly their stories with me. I felt very privileged to learn about some of their life experiences. This thesis belongs to these women and I hope it truly represents the 'reality' of their daily lives.

My supervisors have both been extremely supportive and have given many hours of their time. Thank you to Professor Graeme Fraser and to Merv Hancock for their interest and encouragement. They have always been available to provide me with stimulating and constructive feedback.

A very special thanks must go to Wendy Craig, Department of Social Policy and Social Work, Massey University. Thank you, Wendy, for providing the feedback and also the very practical support when I needed it!

Ephra Garrett and Bev James have also shared their knowledge and experiences with me.

My partner, Garth, and my son, Matthew, must also be thanked as they have helped me find the space to work and have helped me keep my commitments in perspective throughout this time. They have been patient in  $\infty$  ping with my lengthy absences away from the household.

A special thanks must go to Jill Cheer who had the task of typing the final draft and who managed through it all to keep smiling.

# TABLE OF CONTENTS

|              |        |   | Page No  |
|--------------|--------|---|----------|
| ABSTRA CT    |        |   | iii      |
| ACKNOWLEDGEM | ENTS   |   | ٧        |
| PART ONE     | CHA PT | ER ONE: INTRODUCTION  | 1        |
|              | -      | The Context: The New Zealand Society for the Intellectually Handicapped (IHC)                               | 8        |
|              | -      | Women Who Care  | 11       |
|              | -      | The Form of the Thesis  | 16       |
|              | CHA PT | ER TWO: THEORETICAL PERSPECTIVES  | 19       |
|              | -      | Feminist Theory and Research  | 19       |
|              | -      | Critique of Economic Explanations of Power  | 22       |
|              | -      | Foucault and Irigaray's Understanding of the Nature of Power  | 25       |
|              |        | - Michel Foucault<br>- Luce Irigaray  | 28<br>39 |
|              | -      | A Framework for Analysing the<br>Experiences of Women Who Care for<br>People with Intellectual Disabilities | 47       |
|              |        | <ul> <li>The Household - Women's Daily<br/>Lives and Experiences of Power</li> </ul>                        | 49       |
|              |        | <ul> <li>The Observation,<br/>Examination and<br/>Comparison of Women<br/>in the Household</li> </ul>       | 51       |
|              |        | <ul> <li>The Use of Knowledge to<br/>Control Women in the<br/>Household</li> </ul>                          | 53       |

|        |       |   | <u>Pa</u>   | ge No |
|--------|-------|---|---|-------|
|        |       | -   | The Use of Language to<br>Control Women's Experiences<br>in the Household | 55    |
|        | -     |   | echnologies of Power<br>ting in the Organisation                          | 55    |
|        |       | -   | The Observation, Examination and Comparison of Women in the Organisation  | 56    |
|        |       | -   | The Use of Knowledge to Control Women in the Organisation                 | 59    |
|        |       | -   | The Use of Language to Control Women in the Organisation                  | 60    |
|        | -     | Women's   | 's Resistance to the Power ions   | 61    |
|        |       | -   | The Process of Change   | 62    |
|        |       | -   | The Role of Change Agents in the Process of Change                        | 67    |
| CHAPTE | R THR | EE:   | THE RESEARCH PROCESS  | 71    |
| -      | Theor | y and I   | Research  | 71    |
| -      |       |   | Feminist Methodology in Factors That Have                                 |       |
|        |       | This Study: Factors That Have<br>Influenced the Research Design |   |       |
| -      |       |   | of Carrying Out the<br>Setting the Scene                                  | 75    |
| -      |       | rocedu<br>t the N   | res and Criteria Used to<br>Women   | 78    |
| -      | The I | ntervi  | ew s  | 80    |
| _      | The A | nalysi  | S   | 85    |

|          |       |   | Page No |
|----------|-------|---|---------|
| PART TWO | THE W | OMEN'S EXPERIENCES  | 88      |
|          |       | ER FOUR: WOMEN'S EXPERIENCES IN OUSEHOLD                                | 89      |
|          | -     | The Major Themes  | 89      |
|          | -     | The Daily Routines and Relationships<br>Associated with Caregiving      | 91      |
|          |       | - A Day in the Life of a Caregiver                                      | 91      |
|          |       | - Morning Routine   | 92      |
|          |       | - The Daily Routine   | 93      |
|          |       | - The Afternoon and Evening Routines                                    | 5 93    |
|          |       | <ul> <li>The Women's Feelings About Their<br/>Daily Routines</li> </ul> | 94      |
|          | -     | Health and Well-Being   | 99      |
|          | -     | Time and Waiting  | 101     |
|          | -     | Women's Commitment  | 103     |
|          | -     | Making Sacrifices   | 105     |
|          | -     | Support   | 109     |
|          | -     | Feeling Grateful  | 113     |
|          | -     | Feeling Worthless   | 114     |
|          | -     | Feeling Ambivalent - The Good and the Bad                               | 115     |
|          |       | TER FIVE: AN ANALYSIS OF WOMEN'S RIENCE IN THE HOUSEHOLD                | 117     |
|          | -     | Women's Daily Experience of Power                                       | 118     |
|          | -     | Observation, Examination and Comparison                                 | 119     |
|          | -     | Knowledge   | 123     |
|          | -     | Language  | 127     |
|          |       | TER SIX: WOMEN'S EXPERIENCES WITH THE NISATION                          | 130     |
|          | _     | The Major Themes  | 130     |

|   |  | Page No |
|---|--|---------|
| - | Work With the Organisation                                       | 132     |
|   | - Direct Caregiving Positions                                    | 134     |
|   | - Social Work and Support Positions                              | 134     |
|   | <ul> <li>Staff Training and Policy<br/>Development</li> </ul>    | 135     |
|   | <ul> <li>Management/Service Coordinator<br/>Positions</li> </ul> | 136     |
|   | <ul> <li>The Women's Feelings About Paid<br/>Work</li> </ul>     | 137     |
| - | Voluntary Work   | 143     |
| - | Feeling Worthless  | 147     |
| - | Decision-Making Processes  | 150     |
| - | Exchanging Information About the Organisation                    | 158     |
| - | Exchanging Information About Caregiving                          | 163     |
| _ | Support  | 166     |
| - | Work Without Reward  | 170     |
| - | Community Care   | 176     |
| - | Struggles and Resistances  | 189     |
| - | Feeling Ambivalent - The Good and the<br>Bad                     | 200     |
|   | TER SEVEN: AN ANALYSIS OF WOMEN'S RIENCES WITH THE ORGANISATION  | 202     |
| _ | Observation, Examination and Comparison                          | n 202   |
| - | Knowledge  | 205     |
| - | Language   | 209     |
|   | TER EIGHT: WOMEN'S RESPONSES TO THE TIONS OF POWER               | 212     |

|               |        |                                       | Page No |
|---------------|--------|---------------------------------------|---------|
|               | CHA PT | ER NINE: CONCLUSIONS                  | 222     |
|               | -      | Major Themes                          | 225     |
|               |        | - Private and Public Worlds           | 225     |
|               |        | - Mutuality and Conflict              | 228     |
|               |        | - Bringing About Change               | 229     |
|               | -      | - Community Care                      | 232     |
|               | _      | Future Research                       | 23 4    |
|               |        |                                       |         |
| APPENDIX ONE  |        | Personal Characteristics of the Women | 237     |
| APPENDIX TWO  | 0      | The Interview Schedule                | 243     |
| B IBL IOGRAPH | Y      |                                       | 251     |