ATTITUDE TOWARDS PERSONS WITH DISSABILITY AND THEIR SATISFACTION IN WORK
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Abstract: Social assistance contributes not only to helping people with disabilities to integrate into work, but also to maintaining a favorable climate and an appropriate atmosphere at work, which are key elements of the employee's professional satisfaction. The research lent 28 people with disabilities who had a job for at least 6 months. The subjects were asked a questionnaire built out of 6 questions that concerned relationships with colleagues, bosses, job satisfaction, and the desire to change their workplace.

The results obtained show that work satisfaction is essential to staying on the job for a longer time. This satisfaction is directly influenced by the attitude of colleagues and bosses towards the person with disabilities who is being assisted.

Keywords: attitudes, workplace, people with disabilities

Theoretical frame

Through the intercession and intervention of social assistance, people in difficulty are supported and helped to obtain the necessary conditions for a decent life, and to develop their own capacities and skills for proper social functioning.

Aid usually takes a limited time until people with special needs find social, psychological, economic resources to lead a normal, self-sufficient life. Social assistance, as an important part of social protection, is an objective way of implementing programs, social protection measures for the following social categories, which are considered to be part of the population with special needs: poor families; children living in an adverse family or social environment; abandoned children; juvenile delinquents; young socially unintegrated; drug or alcohol addicts; people physically and sexually abused; physically and mentally...
handicapped; people with chronic illness without legal supporters; helpless old people; people who have suffered from natural, social, persecution and discrimination of any kind (Miftode, 2010).

Social assistance addresses issues at different levels:

At the individual level - economic, psychological, moral assistance to those in need, such as the unemployed, drug or alcohol addicts, those with problems of integration into employment, victims of abuse of any kind;

At interpersonal and group level - family therapies, couple, groups of marginalized people;

At community level - solving ethnic, group conflicts, mobilizing individual and collective energies to restore the resources needed for their normal integration (Buzducea, 2005).

Most often, social protection is defined as a set of policies, measures, institutions, bodies that provide support to people and groups in difficulty and who can not achieve normal living conditions through their own efforts. The social protection system seeks to redistribute the material and human resources of the community to those persons and groups in difficulty in order to eliminate the large gap between them and the majority population. Social protection aims not to create a chronic dependency state of those in need, but to reintegrate them into normal life by stimulating active forces, increasing their capacities to deal with these problems, reducing periods of crisis by mobilizing their own efforts.

In general terms, social protection is a set of measures geared towards ensuring a certain level of welfare and social security for the entire population and, in particular, for certain social groups. Social protection may also address the satisfaction of collective needs that can not be adequately achieved through its own efforts through the free market (eg support for education and training for all, promotion of culture, adequate public health, environmental protection, etc.) (Bucur, Mociovan, 2003).

Social protection can be placed at distinct levels:

- at the level of the whole community (eg, protecting the income of the population from inflation, ensuring a minimum level of consumption, minimum income per family, protecting the population in cases of natural or social calamities, protection against crime, violence, ethnic conflicts, mass illnesses, protection at work, protection of property rights, protection against corruption, political alienation, drugs and abuse, etc.);

- at different categories level (children, elderly, disabled, unemployed, etc.);

- at personal level (solving some personal problems related to the individual's state at a certain moment.) (Miftode, 2002).

Occupational health and safety legislation is a component of the national
regulatory system, which establishes the responsibilities of the institutions involved, the framework for the establishment and organization of the activity in the field and ensures the observance of the principles of prevention of occupational accidents and diseases. Its fundamental characteristic is that it is in a process of harmonization with the provisions of the European directives in the field.

The Romanian Constitution, stating the right to social protection, also refers to the measures of safety and hygiene of labor, and the Labor Code (Law no. 53/2003) contains legal provisions that, by their application, contribute to the protection of the life and health of the employees.

The legislative system in the field of occupational safety and health is a component of the social protection legislation system, which aims at ensuring the protection of workers from the risks of injury and occupational disease generated by work processes (Miftode, 2010).

Legislation in the field of health and safety at work is harmonized with European legislation in the field and is in a continuous process of transformation. By transposing the Framework Directive (89/391 / EEC) into Law 319/2006, the principles of prevention mentioned above, which, due to the global approach to occupational safety and health, determine the change in the attitude of employers and workers through their involvement in the prevention of accidents at work and occupational diseases. The law and the methodological norms for its application define the organizational framework of safety and health at work as well as the powers of the state institutions regarding the coordination and control of this activity. The provisions of Law 319/2006 apply to all sectors of activity, both public and private, to employers, workers and workers' representatives, except for armed forces, the police and other cases that contradict the provisions of the law.

In order to provide the necessary framework for the participation and information of workers on safety and health at work, Law no. 319/2006 provides for the creation of health and safety committees at the level of the economic units with more than 50 employees, obliging the employers to ensure the conditions of their activity.

The field of assistance for people with special needs takes on terms, concepts from other disciplines whose significance is used in a distinct interdisciplinary manner, depending on the variety of forms of deficiency and inadequacy following the type of deficiency (Străchinaru, 1994).

The study of professional integration is carried out by completing a complex route that includes prevention, detection, diagnosis, therapy, recovery, education, school and professional orientation of the person, social integration and monitoring of the subsequent development of the person in difficulty. Stages in work with people with disabilities can be included in a formula.
specific to this area that largely justifies its pragmatic, actional nature - psycho-pedagogical and social assistance. The psycho-pedagogical and social assistance of persons with special needs constitutes a set of psychological, pedagogical and social measures for the detection, diagnosis, recovery, education, training, professionalisation, adaptation and social integration of persons with a special need a series of intellectual, sensory, physical, psychological, behavioral or language deficiencies as well as people at risk due to the environment they live in, insufficient subsistence resources or the presence of chronic diseases or degenerative phenomena that affect integrity their biological, physiological or psychological (Watts, Law, Killeen, 1996).

The social assistance of people with special needs is a fundamental component of the general assistance provided to these persons, and from the point of view of the effectiveness of the intervention it must be correlated with the psychological, pedagogical, medical intervention, etc. at the level of an interdisciplinary team.

In accordance with Law no. 292/2011 The Law on Social Assistance, these terms and expressions have the following meaning:

"g) deficiency is the consequence of loss or an abnormality of the body structure or of a physiological function;

h) Disability is the generic term for impairments, limitations of activity and participation restrictions, in the context of the interaction between the individual with a health problem and the contextual factors in which he/she finds, respectively the environmental and personal factors;

q) incapacity is the partial or total reduction of the possibility of performing a motor, cognitive or behavioral activity;

r) invalidity is a forensic law that expresses the particular status of a person who has limited work capacity and is insured in the public pension system and enjoys rights under the law;

x) Special need is the set of indispensable requirements for ensuring the social integration of people who, due to health, genetic or life-long illnesses, present a disability, as well as persons who, for various social reasons, are disadvantaged in personal development;

aa) persons with disabilities are those persons with long-lasting physical, mental, intellectual or sensory impairments, which, in interaction with various barriers, can limit the full and effective participation of people in society on an equal basis with others. Law No 292/2011).

As aging progresses, it begins to study the various disciplines of education that lead to the crystallization of the field and the content of the work of many professions. It is a period of exploration, career aspirations, a time when the child dreams of becoming a cosmonaut, footballer or actor. Upon entry into the middle school, there is a need for self-knowledge and skill
testing, and at the end of this period, the first important option for the future career will be: choosing the appropriate way to continue studying (in secondary education). The importance of this moment for the child's future requires prior training so that the decision is not taken at random (Tomsa 1999).

There is than a period of accumulation of new knowledge and clarification of areas of interest. In addition to the theoretical training, the teenager now needs self-knowledge, exercising the skills to face the labor market, to make a second important decision regarding his career: continuing education (in higher education) or inserting (hiring in the workplace and practicing a craft). It is very important to know and analyze the advantages and disadvantages of both variants in order for the option to be made in accordance with the possibilities (talent, skills), but also with the socio-cultural and economic realities of the environment in which the individual lives (Botnariuc, 2001).

Modern concepts on career counseling emphasize that choosing and shaping careers is thus a process that continues after school years. The adult may be vulnerable to social or economic realities and, in turn, needs guidance, information and support. The process of adult career counseling appears as a social and individual need, requiring specialists with specific knowledge and working methods.

The integration methods used vary depending on the purpose of the engagement. Thus a person can be hired for an execution post or for his / her potential of knowledge and experience or intellectual qualities, creativity, skills, dynamism in a position of leadership. In the first case, it is possible to use direct integration methods and direct guidance, and in the second the discovery of the organization and the assignment of a mission (Porlier, 2001).

**Hypothesis and objectives**

In our research we have assumed that the degree of job satisfaction of people with disabilities is influenced by the nature of the relationships they have with their colleagues and direct bosses.

The formulation of this hypothesis required the establishment of the following research objectives:

- selecting the group of subjects on which to conduct the research;
- building a questionnaire that reflects job satisfaction;
- the statistical processing of the results and their qualitative interpretation in the context of the theoretical aspects presented in the previous chapters;
- establishing the design of the research.
Lot studied

A lot of 28 people with disabilities who have already had a job for at least 6 months has been studied. The disability they suffered was different and the distribution of our lot according to the forms of disability is presented in Table 1 and Figure 1.

<table>
<thead>
<tr>
<th>Type of disability</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical handicap</td>
<td>9</td>
</tr>
<tr>
<td>Somatic Handicap</td>
<td>10</td>
</tr>
<tr>
<td>Visual handicap</td>
<td>5</td>
</tr>
<tr>
<td>Mental handicap</td>
<td>4</td>
</tr>
</tbody>
</table>

Methodology

A questionnaire of 6 questions has been built that reflects the satisfaction of the subjects in their work, the attitude of their colleagues and their attitude towards them, the desire to change the place of the mucus and the motivation of this change. The questionnaire was applied to all subjects by the examiner who actively participated in the discussion.

Results and discussions

To the question of the attitudes of colleagues at their new job towards them, the answers we have obtained from our subjects are grouped in Table 2 and Figure 2

<table>
<thead>
<tr>
<th>Colleagues' attitude</th>
<th>Subjects</th>
</tr>
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<tbody>
<tr>
<td>they behaved nicely</td>
<td>11</td>
</tr>
<tr>
<td>were indifferent</td>
<td>7</td>
</tr>
<tr>
<td>they treated me with contempt</td>
<td>10</td>
</tr>
</tbody>
</table>
For a number of 11 subjects, colleagues at the new job had a good attitude towards them, collegially, trying to help them with advice and make them integrate more quickly into the workforce.

A number of 7 subjects benefited from an attitude of indifference from their colleagues. This indifference is often more damaging, having worse effects than positive or negative attitudes. Subjects did not feel at ease with their workforce, often with the impetus that they did not even exist for their colleagues. A constant attitude of this kind from colleagues will inevitably lead to a decrease in the self-esteem of the subject and implicitly a diminution of self-confidence.

A total of 10 subjects had a despicable attitude from colleagues at the new job. Unfortunately, one of the great problems of our current society is the prejudices and the lack of openness to any aspect that does not fit into the so-called limits of normal. In the context of these prejudices and the associated mentality, people tend to treat with disdain and pity those who have a disability, regardless of its nature. It is one of the major challenges that current social assistance has to deal with, namely changing the mentality of people and their prejudices.

For the question regarding the attitude of the bosses towards the subject, we received the answers we received in Table 3 and Figure 3.

### Table 3. Bosses’ attitude towards the subject

<table>
<thead>
<tr>
<th>Atitudinea șefilor</th>
<th>Nr. subiecți</th>
</tr>
</thead>
<tbody>
<tr>
<td>correct</td>
<td>22</td>
</tr>
<tr>
<td>sometimes correct</td>
<td>6</td>
</tr>
<tr>
<td>have not behaved correctly</td>
<td>1</td>
</tr>
</tbody>
</table>
Figure 3. Bosses’ attitude towards the subject

It is, in our opinion, a gratifying aspect that no boss has had an inappropriate attitude towards our subjects. This demonstrates that at least at the level of management of companies or firms, we are dealing with a real understanding of subjects with different forms of disability and a fair attitude towards them.

However, in 7 cases the subjects considered that their bosses were behaving incorrectly against them. Here, however, we must not lose sight of the fact that this appreciation is subjective and is influenced by the perspective of the topic related to that attitude. If the subject is credited with the value of a box of horns because he forgot to let them know that they will soon expire, the subject felt ill-treated, but in reality the boss’s attitude was correct, announcing the expiry date of the product as part of the job's job which the employee occupies, that is, our subject.

That is why we are convinced that corporate governance shows a wide openness and understanding for employees, without discrimination between normal and disabled employees.

Subjects’ answers to the question of the consistency between the tasks and the capabilities of the subject are illustrated in Table 4 and Figure 4.

<table>
<thead>
<tr>
<th>Concordance</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>27</td>
</tr>
<tr>
<td>no</td>
<td>1</td>
</tr>
</tbody>
</table>

Most of the subjects (27 out of 28) consider that the job they occupy corresponds to the capabilities they have. The situation is positive for the subjects, because in this context, for the fulfillment of current tasks, it is not necessary to put additional volunteer and physical effort.

The additional effort to carry out the tasks could lead to dissatisfaction with job conditions, increased mental and physical fatigue and more quickly installed in the subjects, and, last but not least, increased stress over their obligations under the occupied post.
Only one subject considers the job's job to be inconsistent with its capabilities. This is a topic for the job and an obligation to check the videos of the store's surveillance cameras. Because of his slight disability, the subject considers that any such requirements could aggravate his eye disease and consequently the degree of disability. Under these circumstances, he is unhappy with these job requirements, but at the same time he is very pleased with the job he is in because he is paid very well. As a result, there is an internal struggle for the reasons and, in the end, it will be decided whether the salary it receives or the possible (uncertain) possibility of aggravating the disability is more important. The subject is aware that he will never get a better job and he does not want to give up the job.

For the question regarding the wage appreciation by the subjects, the answers are included in Table 5. and Figure 5.

<table>
<thead>
<tr>
<th>satisfaction</th>
<th>subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>25</td>
</tr>
<tr>
<td>no</td>
<td>3</td>
</tr>
</tbody>
</table>

Almost all of our subjects are satisfied with the salary they receive at the new job. If we are to think, the salary, even if it is minimal in the economy, is more than the unemployment benefit they have received so far. Many employers also pay salary with meal vouchers or various bonuses on holidays. Under these circumstances, it is not surprising that most of the artists are content with the way they are paid. They now earn much better and can support their family, or they can maintain themselves without worrying anymore.
Three subjects say they are not satisfied with the salary they received. They consider the training they deserve a higher salary, without taking into account that their job does not need their training. In addition, we can include these three subjects in the category of discontented elders who, however they receive, are never pleased with the principle that there is always room for the better.

This type of subject would always be displeased, no matter how much you would pay, and no matter how small the task would be for that payment. Unfortunately, we still do not associate the nature of the tasks in the job with the payment they receive. The more post office tasks are more difficult the higher the payout. Subjects would like to have a job with minimal tasks but with the maximum pay if it can, which cannot be found in a market economy.

The fact that most people are satisfied with the payment urges us to believe that they will keep their jobs and will not try to look for new, better paid ones to get between two jobs again in the unemployed situation.

For the question of whether to change the job, we tried to illustrate the answers of our subjects in Table 6 and Figure 6.

<table>
<thead>
<tr>
<th>Table 6. Changing the job</th>
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<tbody>
<tr>
<td>change</td>
</tr>
<tr>
<td>yes</td>
</tr>
<tr>
<td>no</td>
</tr>
</tbody>
</table>

![Figure 6. Changing the job](image)

The satisfaction that the subjects feel about the new job, as well as the satisfaction of being with people and winning to support their family or them is also reflected in the fact that 26 out of 28 subjects do not want to change the work they have.

These subjects are aware that they have now made a very big step in their existence: they have escaped unemployment and found a job that meets their everyday needs. In addition to this, it is also added that the majority, as we
have seen from the analysis of previous answers, are being properly treated by colleagues and heads. If, until hiring, they were in a situation of isolation, not knowing what to do and how to do to correct the situation, they are now in a community where they are valued as workers and where they have established collegiate relationships and friendship with some colleagues. In this way, the material benefits of employment also enjoy the psychological benefits of creating a field of collegiate and social relationships, increasing self-confidence and self-esteem, based on the attitude of those around them.

The attitude of the team and the appreciation of the products of their work makes them feel useful and determines the disappearance of the sense of futility and inferiority that dominated them during the unemployment. This not only improves working-class relationships, but also improves family relationships. If, during the period of unemployment, many of our family relationships were damaged by continuous quarrels and the feeling of guilt that they can not contribute to family maintenance, now that they have a decent and steady salary, family relationships have become calmer and more affectionate, under threat of poverty.

The responses of the subjects that would change the job with another are motivated by better pay, closeness to the home, more flexible timetable, or even lighter working conditions. (See Table 7 and Figure 7)

<table>
<thead>
<tr>
<th>Tabel 7. Motivation of changing the workplace</th>
</tr>
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<tbody>
<tr>
<td>motivation</td>
</tr>
<tr>
<td>a      paid better</td>
</tr>
<tr>
<td>b      more flexible hours</td>
</tr>
<tr>
<td>c      near the house</td>
</tr>
<tr>
<td>d      lighter conditions</td>
</tr>
</tbody>
</table>

We find it interesting that although only 2 subjects want to change their jobs, 20 respondents are motivated to change. This can be explained on the one hand by the fact that the answers of the subjects to the questions were influenced by the social desirability, and on the other hand, because there is always a better hope, which satisfies and satisfies a greater number of conditions on the part of the subjects. That is why the analysis of these answers is done in a conditional way, if one wanted the change then he would want it for the following reasons.
We can not say that there is a large majority for one or the other of the reasons that would plead for the change of the job. However, most subjects (9) would change the current job for a better paid one. It is in the nature of people that when they reach a goal they will not be content with what they have achieved and raise the bar. From this perspective, we are not surprised that the subjects would want better paid jobs. Probably they think the next step in their career is not only to ensure the decent living of the family, but also to give them the joy of a holiday spent somewhere and small surprises on the occasion of anniversaries or celebrations.

A second reason why the subjects would change their workplace is the closeness to the house (5 subjects). Many subjects believe that being closer to home with the service is an advantage. Of course, this is true if we look at the fact that the time you lose on the road to or from work could spend it with your family. Some subjects have children who need supervision or even help in performing the themes, and then the division of these tasks between the two spouses becomes necessary. If one of them is not available because he's doing too much on the road at home and when he gets tired, then the whole responsibility falls on the other's shoulders. Moreover, the time you spend on the road makes you lose a series of essential moments in the development of children that are not repeated and that bring joy and feelings of pride and contentment to the good education your child has.

The third place as the frequency of the reasons invoked for the change of the workplace is the more flexible schedule. Here comes the same problem of the family and child-raising tasks of each parent. If the timetable is rigid from 7 to 15 for example, then there may not be any available parent to take the children to school, and then the subjects would prefer at least one of them to have a more flexible timetable from 8 to 16 for example, in order to be able to lead their children to school. This requirement is a must for most contemporary families who do not have grandparents or other caregivers to supervise children and who have a real problem in securing the supervision and support of children in learning.

The last motivation of changing the job, in terms of its frequency of occurrence, is a job with easier working conditions. Under heavy working
conditions, our subjects understand the state standing for a long time or the carriage of heavy objects. Naturally, nobody desires hard physical work, but when you have no qualifications, it is difficult to find a job that is easy and well paid. This inconvenience can change, we support, if the subjects will follow further training courses and continuing vocational training, which would certainly ensure that they can take jobs that are lighter.

Conclusions
The research carried out reveals that the hypothesis formulated at the beginning of the approach is validated and practiced. Relationships with colleagues and bosses directly influence the work satisfaction of people under study. An atmosphere of collegiality, fairness, appreciation of the results of the work has a positive effect on the satisfaction felt by each individual.

Of our group of subjects, only 2 wanted to change their current mucosa place due to some motivations such as: family proximity, flexible schedule, higher salary. We consider that these two subjects would also give up their desire to leave if there was a social worker who would negotiate with the leadership of the enterprise and with colleagues the tensions and demands that employees have. It is another proof of the need existetei the organizational scheme of any company, a social worker post that deal with improving relations in team work and to negotiate with management agajatilor intrepriderii desires.

Acknowledgement: We hereby state that the subjects involved in our research were informed about the voluntary character of participation in this research, about the understanding of information and of that fact that withdrawal from research is possible at any time without negative consequences upon the participant. The research complied with all ethical research standards, the research participants/participants’ guardians giving their consent to participate in the research.

References


Abstract: The period of adolescence includes an ensemble of transformations that tend to a bio-psycho-social and extremely nuanced evolution. This period represents a complex stage of development on the road to maturity and includes a series of conflicting states: revolt, annoyance, stress, anxiety, restlessness, pressure build-up, etc., all of which take place as a result of cognitive, social, emotional and physical transformations. The high school profile followed by adolescents can determine their involvement in achieving good results, and certain personality traits can influence their school outcomes.

Research hypotheses: 1. It is assumed that there is a significant correlation in student performance and their personality traits. 2. It is assumed that there is a significant difference in student performance and the profile of graduate high school.

Research instruments: To conduct this research we used the FFPI Questionnaire, and for evaluating students’ performances we analyzed the overall average of each year of high school and the average in the first semester of the 12th grade. Participants were trained to give the first answer that comes to mind that matches their usual behavior. To keep the data confidentiality were used only the questionnaire identification codes without mentioning personal data.

Lot of participants: Considering that normality and homogeneity conditions were met, we applied the T Test for independent samples to verify Pearson's first hypothesis and the correlation for verifying the second hypothesis. Sampling was stratified by choosing from each class the first five students and the last five students as school performance. The sample comprised 100 students in terminal classes from real and socio-human profiles.