



PSYCHOLOGICAL COMPENSATION AND PROFESSIONAL SUCCESS OF INDIVIDUALS WITH ACQUIRED NEURO- MOTOR DEFICIENCY

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Abstract

Special psycho pedagogy is a field that studies the manifestations and symptoms of a certain type of disability and the means of recovery and/of compensation.

It is important to understand the diversity of processes and phenomena of psychological nature whose significance plays key functions in the way the individuals with neuro-motor disabilities are influenced.

By understanding these manifestations and phenomena, solutions can be found to optimize the professional experience of individuals with neuro-motor disability, thus leading to their better social integration.

This work aimed to study the influence which the psychological compensation has upon the professional success of persons with neuro-motor disability, more precisely, how the need of compensation is a variable which contributes positively to reaching the professional performance.

Keywords: *neuro-motor deficiency, psychological compensation, professional success.*

1. THEORETICAL FRAMEWORK

1.1. DEFINITION AND TERMINOLOGY

In each organism there is a relation of interconnection and interaction between motor structure and the structures of human psyche. Thus, the various disorders neuro-dynamics of the cortex negatively influences the quality of the function of cortical analysis of sensory stimulation, implicitly the quality of motor response

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and motor limiting influences negatively the mental organization, resulting in less information, which, in turn, has negative implications for intellectual development in general (Radu, 2000).

As shown in the literature, through its basic components, the psychomotricity makes possible: pragmatic adaptation (learning professional, manual, intellectual techniques), social adaptation (ways of interpersonal communication), aesthetic adaptation (techniques of body expression) and last but not the least, educational adaptation (Motet, 2001).

According to E. Verza, the deficiency involves a physical or organic affectation which determines a psychologically critical condition (Verza, 1998, apud Verza, 2002). According to the same author, psychomotricity is a complex function which integrates and subsumes the motric and psychological manifestations which determine individual behaviour regulation, including the participation of different psychological processes and functions that ensure both the reception of information and the proper execution of the response (Verza, 1994, apud Verza, 2002)

Although the psychomotricity includes in itself the motor activity, this being unable to separate from its psychological coordination, between the psychomotor and motor deficiency we cannot equate, because the motor deficiency is only the disorder of muscle reactions, through which the body moves, while the psychomotor deficiency involves motric, mental and sensorial difficulties, important elements in adapting to the environment (Radu, 2000).

The compensation process is triggered where there is a disagreement between the capacities of the person and the environmental requirements, or the very deficiency in this case is the disagreement, implying the loss of certain abilities which prevents him to cope with environmental demands. Backman and Dixon mention the need for two elements which impulses the trigger of compensatory behavior: contextual support level and severity of the deficit. If the support of which the subject enjoys increases, the compensatory behavior likelihood decreases (Backman, 1992, Dixon 1995 apud Martin, 2004).

1.2. PSYCHOLOGICAL EFFECTS OF NEURO-MOTOR DEFICIENCY

The phenomenon of frustration emerges as a result of the effort to adapt to the environment; it manifests in the relations of continuous interaction between the organism and environment and, in this respect, Vasile Pavelcu states: “The entire

civilization represents the effort, both of “assimilation”, of transformation of nature according to the aspirations and needs of society, of humanity and of individual, and the care to ensure the individual’s “accommodation”, the personality to nature and demands of the society” (Pavelcu, 1970, p.120-121).

It was noted that, wherever in the normal course of motivated behaviour an obstacle occurs, the body resorts to various reactions, more or less direct, more or less indirectly, in order to adapt to context and to achieve the target. The concept of frustration, in a broader sense, represents precisely this type of situation where an obstacle changes the subject’s behaviour (Rudica, 2006).

In people with neuro-motor deficiency, the frustration may be determined by the intensity of the difficulties incurred, by the entire complex of subjective and objective conditions characteristic to the subject, by the education and life experience and by the support they receive.

The feeling of failure, of incapacity delineates as long as there is a problem to solve, regardless of its nature. The human individual is endowed with a strong sense of inferiority, which constantly pushes him towards seeking security (Adler, 1995).

Regarding the compensation of inferiority, this is sought in a personal valorisation on another ground to counterbalance the first inferiority and to avoid total failure of Ego (Roco, 2004).

The inferiority may come from the existence of impairment, building on the background of subjective and objective failure caused by the deficiency and the natural tendency of comparing with the others.

1.3. MOTIVATION OF PEOPLE WITH NEURO-MOTOR DEFICIENCY

Mielu Zlate writes that motivation is designated as “necessary internal state of the body, which directs and guides the behaviour on the direction of its gratification” (Zlate, 2000, p. 387)

The motivation is underlying the human behaviour, being psychic regulatory mechanism. Knowing the motivation of a person, his dominant psychological needs, helps us to understand why he acted in a certain way, what was the purpose of his actions and if he will repeat the action or not (Aniței, 2010).

Therefore, human activity, in addition to establishing the precise purpose and in addition to providing all the instruments needed to achieve them (aptitudes, knowledge, skills) it is necessary to draw on a number of factors with stimulating

and determining role, a role of selective awareness and incentive (Neveanu, Zlate, Crețu, 1998).

In people with neuro-motor impairment, as for people without disabilities, the entire motivation manifests itself differently, depending on the individual characteristics and social context, family, economic and educational.

Motivation is a fundamental issue regarding the setting and achieving goals and performance, leading to professional success.

One of the variables on which is based the professional success of persons with neuro-motor impairment is this fundamental notion, studied and developed by specialists over time, called motivation.

1.4. PROFESSIONAL SUCCESS

The concept of competence was introduced by David McClelland in 1960, in order to make the transition from traditional testing in terms of descriptions of competence, by focusing on knowledge, aptitudes and skills, focusing on self-esteem, values, features and motric dispositions which are constantly found at a person in the process of achieving performance (McClelland, 1973).

David McClelland is the one who substantiated the theory of need for achievement. He studied in particular the need for achievement, power and need of affiliation. The author believes that the most important is the need for achievement, this having a stable character and being visible in the behaviour. The need for achievement is the need of the individual to reach high standards, to acquire knowledge, skills and abilities at a higher level, all leading to the desire performance. (McClelland, 1973).

In people with deficiency, as for people without deficiency, a number of conditions and steps must be met, in order to achieve professional success. For those in the first category, it is important that the field of work to be optimal for the physical condition, to be able to fulfil their duties. Another condition is that the profession to provide suitable working conditions, to be an environment where they can develop and be rewarded according to their effort.

As regards to the perspective of people with disabilities on professional success, it varies depending on the experience and personality of each, this perspective being subjective.

The professional success may consist of the professional status of a particular area, the benefits it has, the balance between the professional and personal life, the

level of his expectations. An important element in achieving professional success for disabled people is the need of psychological compensation, which manifests itself in situations where a person cannot achieve a task and tries to compensate through other activities, finding the necessary method to fix the problem.

A good example of people with neuro-motor disabilities who succeeded and acquired success in the professional fields are: Stephen Hawking, famous physicist, Jean-Do, journalist and editor of ELLE magazine, Christy Brown, Irish painter and poet who suffered from cerebral palsy, Frida Kahlo, renowned painter, Franklin Delano Roosevelt, the thirty-second president of the United States (1933 – 1945), the athlete Aimee Mullins, and the list could continue.

2. OBJECTIVE AND HYPOTHESES

2.1. OBJECTIVE

- The main objective of the current study is to analyze and set a correlation between the psychological need of compensation and the acquired success in the professional field, as a necessity of socio-professional adaptation in people with neuro-motor disabilities.

2.2. HYPOTHESES

- Hypothesis: We presume that satisfaction of compensation need with its elements: inferiority feeling, frustration level, competitiveness, discrimination feeling, professional motivation, ambition, self-image, represents an essential key for obtaining professional success for people with neuro-motor disabilities.

3. METHOD

3.1. PARTICIPANTS

We have 30 subjects for this study random selected from different professions. They participated voluntarily being motivated by their contribution to the researched domain. The age of the subjects was between 20 and 45 years, the mean average being 30.67 years. The gender distribution was 18 women and 12 men. All the participant subject had jobs at the moment of the study.

3.2. INSTRUMENTS

For this research we use questionnaire method. We adapted an instrument after motivational questionnaire of Bazin, R. and the Rosenberg Self-Esteem Scale of self-image questionnaire.

Measurement of professional success was achieved by the questionnaire of Edgar Schein "Success Measurement for Professional Career Anchors".

For analysis and processing statistical data we used Pearson Test from SPSS 20.

4. RESULTS

After data analysis, we obtain the following:

Table 1. The correlation between psychological need of compensation and professional success

Elements of psychological compensation		Correlation Index
Inferiority	Pearson Correlation	,419*
	Sig. (2-tailed)	,021
	N	30
Frustration	Pearson Correlation	-,194
	Sig. (2-tailed)	,304
	N	30
Competitiveness	Pearson Correlation	,141
	Sig. (2-tailed)	,457
	N	30
Discrimination	Pearson Correlation	,457*
	Sig. (2-tailed)	,011
	N	30
Social Affiliation	Pearson Correlation	-,100
	Sig. (2-tailed)	,600
	N	30
Professional	Pearson Correlation	-,221
	Sig. (2-tailed)	,241
	N	30
Self-Image	Pearson Correlation	-,149
	Sig. (2-tailed)	,433
	N	30
Ambition	Pearson Correlation	,586**
	Sig. (2-tailed)	,001
	N	30
Compensation need – total results	Pearson Correlation	,154
	Sig. (2-tailed)	,418
	N	30
Professional success	Pearson Correlation	,419
	Sig. (2-tailed)	,010
	N	30

After revealing the results, it came out that the need of psychological compensation, with all its elements: feeling of inferiority, discrimination, social affiliation, the level of frustration, the competitive spirit, self-esteem and ambition, is not an essential element in reaching the professional success, for people with

neuro-motor acquired impairment, but only some elements exist which positively correlates with the professional success, as shown in tab. 1

Thus, after data analysis, came out that in the case of inferiority there are positive correlations with the professional success ($P=0,419$; $p<0.05$).

Ambition, as a component of compensation need, correlates positively with reaching the professional success ($P=0,586$; $p<0.01$).

And in case of discrimination, the resulted data show that there is a positive correlation between this and the professional success ($P=0,457$; $p<0.05$).

As regards to the other components of the need of psychological compensation (frustration, social affiliation, self-esteem), have revealed negative correlation with the professional success.

But three of the components of the need of compensation (ambition, discrimination and inferiority) have confirmed as influencing the professional success of people with neuro-motor impairment. The statistical results revealed from this study may provide nearly a perspective regarding the modality in which the deficiency influences someone's life and the related changes that occur. Specifically, what psychological processes are influenced by life experience of a person with deficiency, with all its variables. Once studied, we can move on to see how these processes change the individual's personality, subsequently following to find some solutions and some areas of development, for optimizing his social and professional integration.

For a better socio-professional integration of persons with neuro-motor acquired deficiency, it is recommended the formulation of some questionnaires to identify the needs, aspirations, individual limitations, in order to facilitate meetings of professional orientation, in order to obtain suitable job, within which the person to develop and achieve personal and professional performance, thus increasing his professional success.

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