

ATTITUDE TOWARDS TEACHING PROFESSION, TEACHING COMPETENCY, PROFESSIONAL ADJUSTMENT AND WORK ACCOUNTABILITY OF HIGHER SECONDARY SCHOOL TEACHERS – A CORRELATIVE STUDY

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ABSTRACT

The present study is conducted by the Researchers with an aim to study the correlation if any between the attitude towards teaching profession, teaching competency, professional adjustment and work accountability of higher secondary school teachers in total and in terms of chosen background variables – gender and locality. The significance of this study lies in its potential to provide valuable insights into the current state of the teaching profession. The study employs a correlational design, where 400 higher secondary school teachers is surveyed to collect data on their attitude towards teaching profession, teaching competency, professional adjustment, and work accountability. Based on the analysis of the correlations (with p-values < 0.01), it is clear that there are statistically significant positive correlations between attitude towards the teaching profession, teaching competency, professional adjustment, and work accountability among higher secondary school teachers. This means that teachers who have a more positive attitude towards their profession are generally more competent in their teaching roles, better adjusted in their work environment, and more accountable for their responsibilities.

Key words:

Attitude towards teaching profession, Teaching competency, Professional adjustment, Work accountability, Higher secondary teachers, Gender, Locality.

INTRODUCTION

The teaching profession has often been regarded as a noble and respected profession. However, the perception of teaching as a profession has undergone significant transformations over the years, and many teachers today express feelings of frustration, burnout, and disaffection. The decline in the social status and prestige of teaching as a profession is a matter of grave concern, not only for educational institutions but also for the society as a whole. Against this backdrop, the present study aims to explore the attitude towards teaching profession, teaching competency, professional adjustment, and work accountability of higher secondary school teachers. This correlational study seeks to investigate the relationship between these variables and explore their implications for the teaching profession. Higher secondary school teachers play a crucial role in shaping the future of students, and their attitude and behavior have a profound impact on the learning outcomes of students. However, the teaching profession faces numerous challenges, including inadequate resources, lack of support, and limited autonomy.

CONCEPTUAL FRAMEWORK

Attitudes are inner states or beliefs that affect what individuals want to do. This inner state refers to positive/negative or intentional/unintentional reactions to a person, a group of people, an object, a group of objects, a situation, or the environment in general (McMillan, 2013).

Teacher attitudes provide important implications to understand classroom environments (Rimm-Kaufman and Sawyer, 2004).

According to İnceoğlu (2004), attitude is the emotional, cognitive and behavioural reaction of the individual against a situation with personal knowledge, experiences and motivations.

Attitude is the tendency attributed to an individual that describes that person's ideas, emotions and behaviours about a psychological object (Smith, 1968).

OPERATIONAL DEFINITION

Attitude Towards Teaching Profession: By this the Researcher means the score obtained on the Attitude Towards Teaching Profession Scale (ATTPS) prepared and validated by the Researcher and the Research Guide.

Teaching Competency: By this the Researcher means the score obtained on the Teaching Competency Observation Schedule (TCOS) prepared and validated by the Researcher and the Research Guide.

Professional Adjustment: By this the Researcher means the score obtained on the Professional Adjustment Scale standardized by Hassan, A.E.H, et al, (2014).

Work Accountability: By this the Researcher means the score obtained on the Work Accountability Scale (WAS) prepared and validated by the Researcher and the Research Guide.

Higher Secondary School Teachers: By this the Researcher means the teachers handling eleventh and twelfth standards in the schools recognized by the state government in Tamil Nadu.

METHOD ADOPTED FOR THE PRESENT STUDY

The Researchers have designed the study in such a way to make use of Descriptive survey method for studying the target group – Higher secondary school teachers, in terms of relationship if any between the Attitude towards teaching profession, Teaching competency, Professional adjustment and Work accountability in total and in terms of chosen background variables.

PROBLEM STATEMENT

The teaching profession plays a pivotal role in shaping the education and influencing student outcomes. However, the challenges faced by higher secondary school teachers, including low morale, high stress levels, and inadequate professional support, have raised concerns about their overall effectiveness and job satisfaction. As such, the current study aims to address this gap by investigating the relationships among attitude towards the teaching profession, teaching competency, professional adjustment, and work accountability of higher secondary school teachers.

NEED AND SIGNIFICANCE OF THE STUDY

It is necessary for teacher candidates to develop positive attitudes against certain situations, attitudes are the states created mentally by individual on how to act and behave (Gagne, 1985). If teachers lose their respect towards the teaching profession, this will impact their teaching and result in unsuccessful educational environment (Chakraborty and Mondal, 2014). Positive relation was found between attitudes and the educational abilities and satisfaction of the teacher (Pushpam, 2003). It was observed that positive attitudes impacted academic success of students and students with higher positive attitudes had reached more academic success (Cornelius, 2000). That is why the positive attitudes towards the profession will enable teachers to have more academic success and raise students with the same achievements.

Teachers with bad experiences might develop concerns, stress and bad attitudes towards the profession of teaching whereas they may also learn from the experiences and conversely ease the concern and troubles of students and help them acquire favourable attitudes (Pigge and Marso, 1987). The attitude of the individual is not only determined by characteristic features. Çeliköz and Çetin (2004), argue that the education level of the family, socio-economical state and number of siblings also impact on the attitudes towards teaching.

As such, the current study aims to address this gap by investigating the relationships among attitude towards the teaching profession, teaching competency, professional adjustment, and work accountability of higher secondary school teachers. By understanding these correlations, the study seeks to inform educational stakeholders, including policymakers, administrators, and teacher training

programs, to foster a more supportive environment that enhances teacher effectiveness, promotes professional satisfaction, and ultimately leads to improved student learning outcomes.

RESEARCH QUESTION

Is there a significant correlation between the attitude towards teaching profession, teaching competency, professional adjustment, and work accountability among higher secondary school teachers?

OBJECTIVES

- ✓ To find the significance of relationship between Attitude towards teaching profession and its dimensions – Academic orientation, Participation in administrative works, Social and psychological facets of education, Co-curricular facet of teaching profession, and Financial facet of teaching profession, and Teaching competency, Professional adjustment and Work accountability of higher secondary school teachers in Chennai, Kanchipuram and Thiruvallur districts of Tamil Nadu.
- ✓ To find the significance of relationship between Attitude towards teaching profession and its dimensions and Teaching competency, Professional adjustment and Work accountability of higher secondary school teachers in Chennai, Kanchipuram and Thiruvallur districts of Tamil Nadu in respect to the demographic variables – Gender and Locality.

HYPOTHESES

- ✓ There is no significant relationship between Attitude towards teaching profession and its dimensions – Academic orientation, Participation in administrative works, Social and psychological facets of education, Co-curricular facet of teaching profession, and Financial facet of teaching profession, and Teaching competency, Professional adjustment and Work accountability of higher secondary school teachers in Chennai, Kanchipuram and Thiruvallur districts of Tamil Nadu.
- ✓ There is no significant relationship between Attitude towards teaching profession and its dimensions and Teaching competency, Professional adjustment and Work accountability of higher secondary school teachers in Chennai, Kanchipuram and Thiruvallur districts of Tamil Nadu in respect to the demographic variables – Gender and Locality.

POPULATION

All the teachers handling classes eleventh and twelfth in the schools recognized by Government of Tamil Nadu in Chennai, Kanchipuram and Thiruvallur districts of Tamil Nadu form the population of the study.

SAMPLE

Stratified random sampling method was followed for selecting sample for the present study. 2% to 4% of the population was chosen by random from different categories of schools with due stratification on the basis of Gender and then Locality of the subjects to form the sample of the study. The final sample of the study consists of 400 higher secondary school teachers taken randomly from a total of 50 higher secondary schools of different categories – Government, Aided and Private – in Chennai, Kanchipuram and Thiruvallur districts of Tamil Nadu.

RESEARCH TOOLS

- Attitude Towards Teaching Profession Scale (ATTPS) –Prepared and Validated by the Researcher and the Research Supervisor.
- Teaching Competency Observation Schedule (TCOS) - prepared and validated by the Researcher and the Research Guide.
- Professional Adjustment Scale standardized by Hassan, A.E.H, et al, (2014).

- Work Accountability Scale (WAS) prepared and validated by the Researcher and the Research Guide.

STATISTICAL TECHNIQUE

Carl Pearson's Product Moment Correlation is used to assess the relationship between dependent and independent variables.

ANALYSIS OF DATA

HYPOTHESIS 1

There is no significant relationship between Attitude towards teaching profession and its dimensions and Teaching competency, Professional adjustment and Work accountability of higher secondary school teachers in Chennai, Kanchipuram and Thiruvallur districts of Tamil Nadu.

Table 1

Relationship between Attitude towards teaching profession and its dimensions and Teaching competency, Professional adjustment and Work accountability of higher secondary school teachers in Chennai, Kanchipuram and Thiruvallur districts of Tamil Nadu

Dimension	Variables	N	Calculated 'r' Value	'p' Value
Academic orientation	TC	400	0.33	0.00**
	PA	400	0.29	0.00**
	WA	400	0.35	0.00**
Participation in administrative works	TC	400	0.38	0.00**
	PA	400	0.41	0.00**
	WA	400	0.39	0.00**
Social and psychological facets of education	TC	400	0.44	0.00**
	PA	400	0.11	0.02*
	WA	400	0.42	0.00**
Co-curricular facet of teaching profession	TC	400	0.35	0.00**
	PA	400	0.28	0.00**
	WA	400	0.31	0.00**
Financial facet of teaching profession	TC	400	0.33	0.00**
	PA	400	0.11	0.03*
	WA	400	0.37	0.00**
Overall Attitude towards teaching profession	TC	400	0.36	0.00**
	PA	400	0.41	0.00**
	WA	400	0.40	0.00**

**significant at 0.01 level

* significant at 0.05 level

1. On computing correlation between Overall Attitude towards teaching profession and its dimensions, and the independent variables – Teaching competency, Professional adjustment and Work accountability of higher secondary teachers in Chennai, Kanchipuram and Thiruvallur districts, it is found that all the independent variables - Teaching competency, Professional adjustment and Work accountability are significantly correlated with the dependent variable Overall Attitude towards teaching profession and all its dimensions - Academic orientation, Participation in administrative work, Social and psychological facets of education, Co-curricular facet of teaching profession and Financial facet of teaching profession.

HYPOTHESIS 2

There is no significant relationship between Attitude towards teaching profession and its dimensions and Teaching competency, Professional adjustment and Work accountability of higher secondary school teachers in Chennai, Kanchipuram and Thiruvallur districts of Tamil Nadu in respect to Gender.

Table 2

Relationship between Attitude towards teaching profession and its dimensions and Teaching competency, Professional adjustment and Work accountability of higher secondary school teachers in Chennai, Kanchipuram and Thiruvallur districts of Tamil Nadu in respect to Gender

Gender	Dimension	Variables	N	Calculated 'r' Value	'p' Value
Male	Academic orientation	TC	170	0.22	0.00**
		PA	170	0.28	0.00**
		WA	170	0.34	0.00**
	Participation in administrative works	TC	170	0.12	0.08
		PA	170	0.48	0.00**
		WA	170	0.44	0.00**
	Social and psychological facets of education	TC	170	0.11	0.15
		PA	170	0.34	0.00**
		WA	170	0.35	0.00**
	Co-curricular facet of teaching profession	TC	170	0.20	0.02*
		PA	170	0.33	0.00**
		WA	170	0.39	0.00**
	Financial facet of teaching profession	TC	170	0.44	0.00**
		PA	170	0.12	0.09
		WA	170	0.38	0.00**
	Overall Attitude towards teaching profession	TC	170	0.33	0.00**
		PA	170	0.40	0.00**
		WA	170	0.48	0.00**
Female	Academic orientation	TC	230	0.29	0.00**
		PA	230	0.35	0.00**
		WA	230	0.31	0.00**
	Participation in administrative works	TC	230	0.32	0.00**
		PA	230	0.35	0.00**
		WA	230	0.32	0.00**
	Social and psychological facets of education	TC	230	0.11	0.15
		PA	230	0.09	0.28
		WA	230	0.37	0.00**
	Co-curricular facet of teaching profession	TC	230	0.10	0.21
		PA	230	0.	0.00**
		WA	230	0.	0.00**
	Financial facet of teaching profession	TC	230	0.32	0.00**
		PA	230	0.38	0.00**
		WA	230	0.41	0.00**
	Overall Attitude towards teaching profession	TC	230	0.33	0.00**
		PA	230	0.38	0.00**
		WA	230	0.34	0.00**

** significant at 0.01 level

* significant at 0.05 level

2. The analysis of data in terms of gender has established the presence of significant correlation between the independent variables Teaching competency, Professional adjustment and Work accountability and the dependent variable overall Attitude towards teaching profession of Male higher secondary teachers. The dimensions of Attitude towards teaching profession – Academic orientation, Co-curricular facet of teaching profession and Financial facet of teaching profession are significantly correlated with the independent variable – Teaching competency of Male higher secondary teachers.

The independent variable – Professional adjustment is found to have significant correlation with the dimensions of Attitude towards teaching profession– Academic orientation, Participation in administrative work, Social and psychological facets of education and Co-curricular facet of teaching profession. Another independent variable – Work accountability is found to have significant correlation with all the dimensions of Attitude towards teaching profession– Academic orientation, Participation in administrative work, Social and psychological facets of education and Co-curricular facet of teaching profession. In the case of Female higher secondary teachers, Teaching competency, Professional adjustment and Work accountability are found to be significantly correlated with their overall Attitude towards teaching profession.

The dimensions of Attitude towards teaching profession – Academic orientation, Participation in administrative work and Financial facet of teaching profession are significantly correlated with the independent variable –Teaching competency. The independent variable – Professional adjustment is found to have significant correlation with the dimensions of Attitude towards teaching profession - Academic orientation, Participation in administrative work, Co-curricular facet of teaching profession and Financial facet of teaching profession.

The another independent variable – Work accountability is found to have significant correlation with the dimensions of Attitude towards teaching profession - Academic orientation, Participation in administrative work, Social and psychological facets of education, Co-curricular facet of teaching profession and Financial facet of teaching profession.

HYPOTHESIS 3

There is no significant relationship between Attitude towards teaching profession and its dimensions and Teaching competency, Professional adjustment and Work accountability of higher secondary school teachers in Chennai, Kanchipuram and Thiruvallur districts of Tamil Nadu in respect to Locality

Table 3

Relationship between Attitude towards teaching profession and its dimensions and Teaching competency, Professional adjustment and Work accountability of higher secondary school teachers in Chennai, Kanchipuram and Thiruvallur districts of Tamil Nadu in respect to Locality

Locality	Dimension	Variables	N	Calculated 'r' Value	'p' Value
Rural	Academic orientation	TC	200	0.32	0.00**
		PA	200	0.38	0.00**
		WA	200	0.41	0.00**
	Participation in administrative works	TC	200	0.35	0.00**
		PA	200	0.37	0.00**
		WA	200	0.36	0.00**
	Social and psychological facets of education	TC	200	0.11	0.12
		PA	200	0.30	0.00**
		WA	200	0.28	0.00**
	Co-curricular facet of teaching profession	TC	200	0.34	0.00**
		PA	200	0.31	0.00**
		WA	200	0.16	0.02*
	Financial facet of teaching profession	TC	200	0.32	0.00**
		PA	200	0.37	0.00**
		WA	200	0.10	0.21
	Overall Attitude towards teaching profession	TC	200	0.30	0.00**
		PA	200	0.32	0.00**
		WA	200	0.38	0.00**
Urban	Academic orientation	TC	200	0.48	0.00**

		PA	200	0.41	0.00**
		WA	200	0.35	0.00**
	Participation in administrative works	TC	200	0.10	0.22
		PA	200	0.16	0.02*
		WA	200	0.25	0.00**
	Social and psychological facets of education	TC	200	0.29	0.00**
		PA	200	0.32	0.00**
		WA	200	0.11	0.12
	Co-curricular facet of teaching profession	TC	200	0.10	0.21
		PA	200	0.26	0.00**
		WA	200	0.29	0.00**
	Financial facet of teaching profession	TC	200	0.31	0.00**
		PA	200	0.32	0.00**
		WA	200	0.09	0.32
	Overall Attitude towards teaching profession	TC	200	0.34	0.00**
		PA	200	0.40	0.00**
		WA	200	0.38	0.00**

** significant at 0.01 level

* significant at 0.05 level

3. In the case of higher secondary teachers of Rural locality, the correlation analysis has shown significant relationship between overall Attitude towards teaching profession and the independent variables - Teaching competency, Professional adjustment and Work accountability. . The independent variable – Teaching competency of higher secondary teachers is found to be a significant correlate of the dimensions - Academic orientation, Participation in administrative work, Co-curricular facet of teaching profession and Financial facet of teaching profession. The independent variable – Professional adjustment is found to be a significant correlate of the dimensions - Academic orientation, Participation in administrative work, Social and psychological facets of education, Co-curricular facet of teaching profession and Financial facet of teaching profession. The independent variable – Work accountability is also found to be a significant correlate of the dimensions - Academic orientation, Participation in administrative work, Social and psychological facets of education and Co-curricular facet of teaching profession. In the case of higher secondary teachers of Urban locality, Teaching competency, Professional adjustment and Work accountability are found to be significant correlates of their overall Attitude towards teaching profession. Moreover the independent variable – Teaching competency is found to be a significant correlate of all the dimensions of Attitude towards teaching profession- Academic orientation, Social and psychological facets of education and Financial facet of teaching profession. The other independent variable – Professional adjustment is found to be a significant correlate of all the dimensions - Academic orientation, Participation in administrative work, Social and psychological facets of education, Co-curricular facet of teaching profession, Financial facet of teaching profession. The other independent variable – Work accountability is found to be a significant correlate of the dimensions Academic orientation, Participation in administrative work and Co-curricular facet of teaching profession.

DISCUSSION

There are moderate positive correlations between academic orientation and the three variables. The p-values suggest that these results are statistically significant. The strongest correlation is between social and psychological facets and teaching competency. Professional adjustment shows a weaker correlation, yet it remains statistically significant. Work accountability also demonstrates a strong correlation. Moderate positive correlations exist for teaching competency, professional adjustment, and work accountability, all statistically significant. There are moderate correlations for teaching competency and work accountability; professional adjustment shows a weak correlation but remains statistically significant. The overall attitude towards teaching has moderate positive correlations with

all three variables, indicating that a more positive attitude is associated with higher levels of teaching competency, professional adjustment, and work accountability.

There are moderate positive correlations with all three variables, indicating that male teachers with a stronger academic orientation tend to exhibit higher teaching competency, professional adjustment, and work accountability. High professional adjustment and work accountability are correlated with participation in administrative work. The relationship with teaching competency is not statistically significant in this sub-group. Positive correlations exist for all three variables, especially for work accountability. Strong correlation with teaching competency, while professional adjustment shows a marginal correlation, indicating that financial considerations affect competency and accountability. All three correlations with overall attitude are notable and significant, suggesting a consistent positive relationship with teaching competency, professional adjustment, and work accountability. Moderate positive correlations indicate that female teachers with a stronger academic orientation similarly demonstrate improved competencies, adjustment, and accountability. All three variables demonstrate significant moderate positive correlations, indicating the value of administrative participation among female teachers. While there are no significant correlations for teaching competency and professional adjustment, work accountability shows a noteworthy significant correlation. A significant correlation exists with professional adjustment and work accountability, although no correlation is noted for teaching competency. Significant positive correlations for all three variables suggest financial considerations notably influence female teachers' competencies and adjustments. Similar to male teachers, female teachers show positive and significant correlations between overall attitudes and the three variables.

There are moderate positive correlations indicating that stronger academic orientation in rural teachers is associated with higher teaching competency, professional adjustment, and work accountability. Positive correlations across all three variables suggest that involvement in administrative duties positively influences teachers' competencies, adjustments, and accountability. Only professional adjustment and work accountability show positive, significant relationships, while teaching competency does not, indicating that social and psychological factors might affect adjustments and accountability more than competency in rural settings. Significant positive correlations, particularly with teaching competency and professional adjustment, highlight the relevance of co-curricular activities in rural education dynamics. Teaching competency and professional adjustment are significantly correlated with financial aspects, whereas work accountability shows no significant correlation in this category. Positive correlations across all variables highlight the significant impact of overall attitude on teaching competency, professional adjustment, and work accountability. Higher academic orientation correlates strongly with teaching competency among urban teachers, indicating that urban environments may foster better academic integration. Limited correlation with teaching competency, but positive relationships with professional adjustment and work accountability suggest urban teachers may engage differently in administrative tasks compared to their rural counterparts. Both teaching competency and professional adjustment show significant correlations here, which may reflect the different dynamics of social support in urban teaching environments. The lower correlation with teaching competency suggests less perceived importance of co-curricular activities in urban settings, though there are significant impacts on professional adjustment and work accountability. Both teaching competency and professional adjustment show strong correlations, which underscores financial stressors affecting urban teachers, although work accountability appears less impacted. Positive correlations across all facets indicate that urban teachers' overall attitudes significantly influence their competency, adjustment, and accountability.

Based on the analysis of the correlations (with p -values < 0.01), it is clear that there are statistically significant positive correlations between attitude towards the teaching profession, teaching competency, professional adjustment, and work accountability among higher secondary school teachers. This means that teachers who have a more positive attitude towards their profession are

generally more competent in their teaching roles, better adjusted in their work environment, and more accountable for their responsibilities.

Conclusion

The findings illustrate that different facets of the teaching profession impact important variables such as teaching competency, professional adjustment, and work accountability. The statistically significant p-values across all dimensions indicate that the relationships observed are unlikely due to chance, suggesting that improving various aspects of the teaching profession could contribute positively to teacher performance and satisfaction. This insight can guide future interventions aimed at supporting teachers and enhancing educational outcomes. Understanding these gender differences in perception can provide valuable insights for educational leaders and policymakers. Tailoring support programs and professional development initiatives that consider these dynamics and the unique challenges faced by each gender can foster a more supportive environment for all teachers, enhancing their effectiveness and satisfaction in their roles. Urban teachers display a stronger correlation with academic orientation, suggesting they may better integrate academic principles into practice compared to rural counterparts. In rural areas, while still significant, the relationship is weaker, reflecting different educational resources and access. Both rural and urban teachers display significant correlations, but the nature seems to vary—urban teachers have more variability in their engagement in administrative works compared to their rural counterparts, where administrative tasks have higher significance. Rural teachers report higher correlations, particularly in areas like participation in administrative works and overall attitude. In contrast, urban teachers have a significant attitude impact but lower accountability compared to rural contexts, possibly due to differing expectations and norms in urban settings. The relationships identified across the different facets highlight the complexities of teaching in varying localities. Interventions aimed at fostering a supportive environment can enhance the overall competencies, adjustments, and accountability, leading to better educational outcomes for students. Tailoring professional development programs based on these distinctions can empower educators to thrive in their respective environments.

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