

# Professional Adjustment for the University Academic Staff at the University of Zalingei – Central Darfur State - Sudan

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## ABSTRACT

This study was conducted during 2012- 2013 academic years, in Zalingei - Central Darfur state- Sudan, The aim of the research to determine the professional adjustment problems for the university academic Staff in Zalingei University, The researchers used descriptive analytic method, Questioners technique is used as method of data collection, Group study formed from university academic staff about (150) teachers, The researchers selected randomly sample about (40) male and female .The data analyzed by using SPSS Statistical packaged for social sciences, Results indicate that the professional adjustment problems for academic staff are: They are feeling bad about been unable to save money, They are feeling that the salary is not rotational to nature of their work, They decided that the halls are not suitable with students number, They are feeling that the officials not estimate the working condition, They are feeling that officials not justice in dealing with them, They are feeling that some of their colleagues are interfering in their private work, and they are feeling very bad because the lack of financial incentives.

**Keywords:** *Staff, University, Professional*

## 1. INTRODUCTION

Adaptation is a subject of examining of lots of psychologists, sociologists, pedagogues as well as physiologists and biologists. It is so because of the fact, that this term designates "adaptation of a living creature, process of changing a particular living system [5]. In English language two denotations are used: adaption and adjustment, the former in the sense of biological adaptation and the latter – as social adjustment [7].

### 1.1 Professional Adjustment

Job professional engagements and progress play an important role in one's life, because the relative share of waking hours spent on work and preparations for it is big, that is why one might say that work is the main source of personal identity and role definiteness. Professional adjustment is along complex process which starts with entering into manpower and lasts as long as lifetime [1]. Akutev draws a general conclusion, that the notion professional adjustment includes the following three components: adjustment labour to man it means ergonomic conformity conditions of work and means of production with man; adjustment man to labour – it includes everything- starting with professional consultation (ascertainment ones labour and professional suitability for a certain activity) up to ones professional preparation, training and qualification. Adjustment man to man- ie. Activities, directed towards favorable form of cooperation, information and communication during the work process [2]. We agree with interpretation of some western authors who consider professional adjustment to be a process of entering a man upon a profession and harmonizing his interaction with the professional environment [4]. During

their development teacher pass through different professional career stages, connected with age and career development as follow: pre- career- investigation (15-22 years), early career – trial (22-30 years), early career establishing (30-38 years) middle career transition (38-45 years) middle career development (45-55 years), late career maintenance (55-62 years), late career retirement (62-70 years); it involves mastering certain work activities and solving psychological problems, necessary for each stage. Repeated cycle of career development, stabilization and transition in each stage requires from the teacher to go through a period of growth and development of new skills, followed by a period of stabilization, and as for the third one- transition from the requirements of the present career stage to the anticipated needs of the next one [3]. The stage of growth is marked by excitement and challenge, borne by professional position; the stage of establishment is accompanied by bright professional contribution and creative work, and the stage of transition by revolution and anxiety about the occupied professional position and role. This characteristic of the transition once more proves the necessity of perpetual adjustment and re- adjustment to the professional obligations, positions and roles [5]. Donald Super points that professional adjustment goes through three stages establishment, maintenance and subsidence. Each stage has different problem to solve. In the stage of establishing career ones first task is to apply his professional preferences and become aware of necessity of stabilizing his career [6]. During the stage of maintenance one either finds stable job or resorts to less or more constant instability. And in the end one consolidates and makes progress in his professional career. A teacher's professional adjustment presupposes not only mastering certain achievements within the profession, but also forming social

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orientation as basis of a profession and values. That is why we can say that there is a connection between the process of individuality adjustment to the professional community and forming social orientation and stereotypes, typical for this professional group [8]. Most universities and institutions of higher education in the various Arab and foreign countries seek to achieve their goals, and objectives such as access to scientific distinguished status among the various educational institutions in the world, through its tasks, and the role of the functions of the highest level of efficiency and effectiveness, relying on a set of pillars, perhaps the more importantly are members of the faculty, and the extent of their ability to carry out their responsibilities and duties as required[9]. The interest of academic staff members in universities regarding preparation and training occupies a prominent place, because the academic staff member contributes an active and key role in achieving the objectives of the educational process, but the success of education and achieve its role in the development of life, depend on the of many elements, such as Professional adjustment for faculty members, and the most important courses they receive through their work, as does their specialties as well as exercises

The importance of the current study is that the sample targeted Zalingei university academic staff working in difficult circumstances and knowledge that the University of Zalingei located in the city of Zalingei state central Darfur - western Sudan province of Darfur has suffered many conflicts, most recently conflicts 2003, which affected in basic services such as education and health, where the destroyed infrastructure, and perhaps education is one of the most important services that have been destroyed, destroying schools and deprived a lot of people to receive educational services because of the wars [10]. the University of Zalingei is affected by conditions of war and conflicts, as a result the university was closed down in some period, it witnessed incidents of violence that led to the killing of a student and also the manger displayed of the shooting and kidnapping, these events led to the deterioration of the university environment and this has affected university academic staff, therefore many professors move to other universities, and thus leading to deteriorate, it has become imperative for the researchers to study the following questions: What are the levels of professional adjustment of academic staff at the University of Zalingei?

Study questions can be identified in this study, the following questions:

- a. What are professional adjustment problems for academic staff members on the nature of work?
- b. What are professional adjustment problems for academic staff members on salary and promotion?
- c. What are professional adjustment problems for academic staff members on the relationship with

the administrators?

- d. What are professional adjustment problems for academic staff members on the relationship with colleagues?
- e. What are professional adjustment problems for academic staff members on the relationship with the students?

## 2. METHOD AND TOOL

### 2.1 Method Research Approach

In this study the descriptive analytic research technique was used, the technique consists of questioner prepared by the researchers after adopt.

### 2.2 Study Group

In this study the researchers followed the simple random sample method, the sample formed from (40) university staff from Zalingei university (Zalingei university located in Central Darfur state - Sudan) from different faculties and schools. .

### 2.3 Questioner Technique

The Questioner formed from five categories: a) show the professional adjustment for the university professors related to the nature and conditions of work. b) Show the professional adjustment for the university professor connected with the salary and upgrade. c) Show the professional adjustment for the university professor connected with the relationship with officials. d) Show the professional adjustment for the university professor connected with the relationships with professors. e) Show the professional adjustment for the university professor connected with the relationships with students. In order to ensure the validity of the questioner form, it was distributed to sex instructors who had completed their doctorates and this form was developed in accordance with the opinions of the instructors. Then pilot applications were conducted some improvements, and after that the questioner forms became ready for application.

### 2.4 Practical Procedures

The principle of voluntarism was the pre-condition of participating in questioner. For the questioner, an explanation was prepared. The goal of the research and how the study would be carried out were clearly stated in it. In addition, it was emphasized that the identities of the participants would remain confidential. During the questioner written forms were used. Questioner took place between one to two weeks.

### 2.5 Data Analysis

After gathering data the researchers used percentages for ordering and giving opinions.

### 3. RESULTS

After analyzed the data the results are following:

#### 3.1 Question One:

What are professional adjustment for the university professor connected with the nature and conditions of work?

The result shows that there are positive and negative sides in the nature and conditions of work, the positive sides are; (92.5%) of professors pointed that they proud with their professions, (82.5%) of professors pointed that the work duties are specific, (75.0%) of professors pointed that they committed to official working hours, (67.5%) of professors pointed that the number of work hours appropriate, (55.0%) of professors pointed that the leave system is suitable. The negative sides are: (82.5%) of professors pointed that the halls are not suitable with the number of students, (70.0%) of professors pointed that they feel very exhausted at the end of working hours, (67.5%) of professors pointed that university facilities unprepared for the implementation of educational programs, (47.5%) of professors pointed that they feel hardship in the work with students, (27.5%) of professors pointed that they suffer from frequent administrative burdens incumbent on them.

#### 3.2 Question Two

What are professional adjustment problems for the university professor related to the salary and upgrade?

The result shows that there are positive and negative sides in the salary and promotion, the positive sides are: (80.0%) of professors pointed that the promotion in their work related to efficient, (47.5%) of professors pointed that always they earn their salary regularly, the negative sides are: (80.0%) of professors pointed that they suffer from that the salary not insufficient to their needs, (77.5%) of professors pointed that they feel bad for not being able to save, (70.0%) of professors pointed that they feel very bad because the lack of financial incentives, (25.0%) of professors pointed that the salary proportional to nature of their work, (22.5) of professors pointed that they salary is proportional to the degree that I work.

#### 3.3 Question Three

What are professional adjustments problems for the university professor related to the Relationship with officials?

The result shows that there are positive points in the relationship with officials: the positive sides are: (85.0%) of professors pointed that they feel that the officials

respect them, (77.5%) of professors pointed that the officials estimate a performance for their business, (77.5%) of professors pointed that the officials respect their suggestions in meetings, (65.0%) of professors pointed that they feel the administrative penalties for offenders suitable, (62.5%) of professors pointed that the they feel the officials justice in dealing with them, (62.5%) of professors pointed that they feel the officials justice in dealing with them, (57.5%) of professors pointed that the officials contribute in solving the problems that their face, (55.0%) of professors pointed that the officials estimate the working conditions of university professor (52.5%) of professors pointed that The officials estimate the working conditions of university professor.

#### 3.4 Question Four

What are professional adjustments problems for the university professor related to the relationships with professors?

The result shows that there are positive in the relationship with professors: (100%) of professors pointed that they always be sure to form positive relationships with colleagues, (97.5%) of professors pointed that they coordinate with the colleagues at work, (92.5%) of professors pointed that they feel that the relationship with the colleagues is good, (92.5%) of professors pointed that they feel the colleagues appreciated them at work, (25.5%) of professors pointed that they feel that some of the colleagues are interfering in their private work, (12.5%) of professors pointed that always the colleagues criticize their work, (7.5%) of professors pointed that their suffer from disagreements with the colleagues.

#### 3.5 Question Five

What are professional adjustments problems for the university professor connected with the relationships with students?

The result shows that there are positive in the relationship with student: (100%) of professors pointed that they help the students to solve their problems and they feel happy of any improvement in student learns tasks, (97.5%) professors pointed they feel that the students appreciated their effort, (95.0%) of professors pointed that they award the students for their good performance, (95.0%) of professors pointed that they participate the students in social events, (77.5%) of professors pointed they interested in the participation of students in extracurricular activities, (75.0%) of professors pointed they jested the students during the lesson explained.

**Table 1:** show the professional adjustment problems for the university professors related to the nature and conditions of work

| #   | Phrases   | YES |       | NO |       |
|-----|---|-----|-------|----|-------|
|     |   | F   | %     | F  | %     |
| 1.  | I am proud with the professions   | 37  | 92.5% | 3  | 7.5%  |
| 2.  | My work duties are specific   | 33  | 82.5% | 7  | 17.5% |
| 3.  | Halls faculties are not suitable with the number of students.                   | 33  | 82.5% | 7  | 17.5% |
| 4.  | I committed to official working hours   | 30  | 75.0% | 10 | 25.0% |
| 5.  | I feel very exhausted at the end of working hours                               | 28  | 70.0% | 12 | 30.0% |
| 6.  | The number of work hours appropriate  | 27  | 67.5% | 13 | 32.5% |
| 7.  | University facilities unprepared for the implementation of educational programs | 27  | 67.5% | 13 | 32.5% |
| 8.  | The leave system is suitable  | 22  | 55.0% | 18 | 45.0% |
| 9.  | I feel hardship in the work with students                                       | 19  | 47.5% | 21 | 52.5% |
| 10. | I suffer from frequent administrative burdens incumbent on me                   | 11  | 27.5% | 29 | 72.5% |

**Keywords:** F means frequency total number: (40)

**Table 2:** show the professional adjustment problems for the university professor connected with the salary and upgrade

| N  | Phrases  | YES |       | NO  |      |
|----|--|-----|-------|-----|------|
|    |  | F   | %     | F   | %    |
| 1. | I suffer from that the salary not insufficient to my needs | 32  | 80.0% | 8%  | 20.0 |
| 2. | The upgrade in my work related to efficient                | 32  | 80.0% | 8%  | 20.0 |
| 3. | I feel bad for not being able to save                      | 31  | 77.5% | 9%  | 22.5 |
| 4. | I feel very bad because the lack of financial incentives   | 28  | 70.0% | 12% | 30.0 |
| 5. | Always I earn my salary regularly                          | 19  | 47.5% | 21% | 52.5 |
| 6. | My salary proportional to nature of my work                | 10  | 25.0% | 30% | 75.0 |
| 7. | My salary is proportional to the degree that I work.       | 9   | 22.5% | 31% | 77.5 |

**Keywords:** F means frequency total number: (40)

**Table 3:** show the professional problems adjustment for the university professor connected with the relationship with officials

| N  | Phrases   | YES |       | NO |       |
|----|---|-----|-------|----|-------|
|    |   | F   | %     | F  | %     |
| 1. | I feel that the officials respect me                                  | 34  | 85.0% | 6  | 15.0% |
| 2. | The officials estimate a performance for my business                  | 31  | 77.5% | 9  | 22.5% |
| 3. | The officials respect my suggestions in meetings                      | 31  | 77.5% | 9  | 22.5% |
| 4. | I feel that administrative penalties for offenders suitable           | 26  | 65.0% | 14 | 35.0% |
| 5. | I participate in decision-making in the university                    | 25  | 62.5% | 15 | 37.5% |
| 6. | I feel that the officials justice in dealing with me                  | 25  | 62.5% | 15 | 37.5% |
| 7. | The officials contribute in solving the problems that I face          | 23  | 57.5% | 17 | 42.5% |
| 8. | I feel that the Officials accept constructive criticism               | 22  | 55.0% | 18 | 45.0% |
| 9. | The officials estimate the working conditions of university professor | 21  | 52.5% | 19 | 47.5% |

**Keywords:** F means frequency total number: (40)

**Table 4:** show the professional adjustment problems for the university professor connected with the relationships with professors

| N  | Phrase  | YES |       | NO |       |
|----|---|-----|-------|----|-------|
|    |   | F   | %     | F  | %     |
| 1. | I always be sure to form positive relationships with colleagues       | 40  | 100%  | 0  | 0     |
| 2. | I coordinate with the colleagues at work                              | 39  | 97.5% | 1  | 2.5%  |
| 3. | I feel that the relationship with the colleagues is good              | 37  | 92.5% | 3  | 7.5%  |
| 4. | I feel the colleagues appreciated me at work                          | 37  | 92.5% | 3  | 7.5%  |
| 5. | I feel that some of the colleagues are interfering in my private work | 10  | 25.0% | 30 | 75.0% |
| 6. | Always the colleagues criticize me at work                            | 5   | 12.5% | 35 | 87.5% |
| 7. | I suffer from disagreements with the colleagues                       | 3   | 7.5%  | 37 | 92.5% |

**Keywords:** F means frequency total number: (40)

**Table 5:** show the professional adjustment problems for the university professor connected with the relationships with students

| N | Phrases   | YES |       | NO |       |
|---|---|-----|-------|----|-------|
|   |   | F   | %     | F  | %     |
| 1 | I help the students to solve their problems                                   | 40  | 100%  | 0  | 0     |
| 2 | I feel happy of any improvement in student learns tasks                       | 40  | 100%  | 0  | 0     |
| 3 | I feel that the students appreciated my effort                                | 39  | 97.5% | 1  | 2.5%  |
| 4 | I award the students for their good performance                               | 38  | 95.0% | 2  | 5.0%  |
| 5 | I participate the students in social events                                   | 38  | 95.0% | 2  | 5.0%  |
| 6 | I'm interested in the participation of students in extracurricular activities | 31  | 77.5% | 9  | 22.5% |
| 7 | I jested the students during the lesson explained                             | 30  | 75.0% | 10 | 25.0% |

**Keywords:** F means frequency total number: (40)

#### 4. DISCUSSION

The discussion part of this study included five themes:

##### 4.1 The Professional Adjustment Problems For The University Professors Related To The Nature And Conditions Of Work

When the responses were analyzed it was determined that the vocational adjustment for the university professors related to the nature and conditions of work are: the positive sides are: they proud with their professions, the work duties are specific, they committed to official working hours, and the negative sides are: the halls faculties are not suitable with the number of students, they feel very exhausted at the end of working hours. The above results shows that for the professors the most dimensions which constitute sources of dissatisfaction are related to environmental conditions of work. This shows the university does not provide the required facilities and preparations necessary for them to do their teaching and research tasks efficiently. May be this is because the government policy is to expand horizontally in higher education rather than improving the quality of university education. So it is evident that state universities like

Zalingei is not well equipped with university requirements though its staff is well qualified and efficiently trained.

##### 4.2 The Professional Adjustment Problems For The University Professor Connected With The Salary And Upgrade

When the responses were analyzed it was determined that the vocational adjustment for the university professor connected with the salary and upgrade are: the positive sides are: the promotion in their work related to efficient, always they earn their salary regularly, the negative sides are they suffer from that the salary not insufficient to their needs, they feel bad for not being able to save. This result is in consistency with the general economic condition of the whole country, the government only provides the budget for the first chapter, the universities must depend on their own resources to complete the other items of their budgets. This force university to rely more and more on the fees paid by the students and their families. As for the none governmental universities they provide the offers for their staff relying completely on students' fees. The implications of these conditions are reflected mainly on the salaries and incentives offered for the staff. This also can explain why Sudanese university staff members prefer to work as expatriates especially in the Gulf States.

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### 4.3 The Professional Adjustment Problems For The University Professor Connected With The Relationship With Officials

When the responses were analyzed it was determined that the vocational adjustment problems for the university professor connected with the relationship with officials the positive sides are: they feel that the officials respect them, the officials estimate a performance for their business, the officials respect their suggestions in meetings, This may denote that the social interaction within the Sudanese society is high, that it is an open and collective society. So individuals interact positively regardless of the conditions. This maybe is the most important factor which makes settings in Sudan somewhat satisfactory and appealing. Even the financial support can be ensured through social contact with others. This may also explain the fact that many of the social occasions are held during work in Sudan because this where financial support can be available.

### 4.4 The Professional Adjustment Problems For The University Professor Connected With The Relationships With Professors

When the responses were analyzed it was determined that the vocational adjustment for the university professor connected with the relationships with professors are: the positive in the relationship with professors: they always be sure to form positive relationships with colleagues, they coordinate with the colleagues at work, they feel that the relationship with the colleagues is good, they feel the colleagues appreciated them at work, The explanations for the results of previous question can taken to explain these results also, but it is notable that a quarter of our sample complain of the others' interferences in their work. Here again we are face, maybe, with an indignant Sudanese social life. This could also be said about the criticism between members (12.5%), but the disagreement it is not clear on which issues members are in disagreement, so explanation can be difficult, but it appears that political disagreements are the most common than others dimensions, scientific, social, or other.

### 4.5 The Professional Adjustment Problems for The University Professor Connected With The Relationships With Students

When the responses were analyzed it was determined that positive in the relationship with student: they help the students to solve their problems and they feel happy of any improvement in student learns tasks, they feel that the students appreciated their effort, they award the students for their good performance they participate the students in social events, they interested in the participation of students in extracurricular activities, they jested the students during the lesson explained. It is observed that all percentages are below 50%, this means that the dimension of the relationship of the professors with their students is below average, and this can be taken as a limitation for the

quality of teaching among the staff. Jesting with their student is uncommon among the staff, and so is participating with their students' activities. The result shows that the professors are interested only with dimensions concerning their performance in their relation to students.

## 5. RECOMMENDATIONS

The following can be recommended, based on the findings obtained from this study:

- a. University administration should be support academic staff financial to improve their income.
- b. University administration should be looking for good environments to their academic staff.
- c. Very important to share the academic staff in decision- making in the university.

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