

Psychological Solidity and its Relation to the organizational commitment of teachers of  
the Institute of Science and Techniques of Sports and Physical Activities at the  
University of M'sila

الصلابة النفسية وعلاقتها بالالتزام التنظيمي لدى أساتذة معهد علوم وتقنيات النشاطات البدنية  
والرياضية بجامعة المسيلة

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**Abstract** : The study gains its significance through the method that has been chosen by the researcher; which is a scientific method. In order to define the nature of the correlational connection between the psychological solidity and its Relation to the organizational commitment of teachers of the Institute of Science and Techniques of Sports and Physical Activities at the University of M'sila, The researcher applied the descriptive method using the correlational exchangeable relations, moreover, the researcher used the survey as a tool to collect data and information. The sample of the study has been chosen using the comprehensive survey where the number of the study sample reached 60 teachers. The researcher deduced the following:

There is a correlational subsequent relation between commitment to responsibility and organizational commitment, There is a correlational relation between the control and the organizational responsibility, There is no relation between challenge and organizational responsibility .

- **Keywords:** Psychological Solidity, Organizational responsibility, Teachers University of M'sila

**الملخص :** تكسب الدراسة أهميتها من خلال نية الباحث إتباع منهج علمي يثري المعرفة، لمعرفة طبيعة العلاقة الارتباطية بين الصلابة النفسية بالالتزام التنظيمي لدى اساتذة معهد علوم وتقنيات النشاطات البدنية والرياضية بالمسيلة، حيث استخدم الباحث المنهج الوصفي بطريقة العلاقات الارتباطية المتبادلة، والاستبيان كأداة لجمع البيانات والمعلومات، وقد تم اختيار عينة الدراسة بطريقة المسح الشامل، حيث بلغ عدد عينة الدراسة (60) استاذ، وقد توصل الباحث الى أنه : توجد علاقة ارتباطية طردية بين الالتزام بالمسؤولية و الالتزام التنظيمي ، و توجد علاقة ارتباطيه بين التحكم والالتزام التنظيمي، و لا توجد علاقة بين التحدي والالتزام التنظيمي.

**الكلمات المفتاحية :** الصلابة النفسية- الالتزام التنظيمي- اساتذة معهد علوم وتقنيات النشاطات البدنية والرياضية بالمسيلة

- **The methodological steps followed in a scientific paper:**

**1-Introduction and problematic of the study:** should contain the theoretical basis of the study with specifying the problem and side issues, hypotheses, goals and research interests.

The concept of psychological solidity is relatively one of the modern concepts, it is one of the most significant psychological features to any individual and Sozan Kopasa is considered as one of first founders by putting the basis to the concept of psychological solidity through the studies she had done between the years of: 1979, 1982, 1983 and during the preparation of her doctoral degree under the supervision of her teacher Maddi. She deduced this concept after being influenced by the existentialism philosophy; a way of thinking which tells that human being is in a continuing operation, it also focuses in explaining the manner of human being in the future not in the past, and that the motivation of an individual basically comes from the continuing research of the meaning and the goal from life. (MaddiS, R 1994, p77)

Lang claims that psychological solidity is an acquired ability that may change, that is to say psychological solidity is an inner source rather than a personal feature for an individual, he also says that each individual shows some levels of solidity which arise or fall down according to the situation or the time an individual experiences (Abbes Midhet, 2010, p174)

The organizational commitment is considered as one of the major behavioral variables that has stolen the lights. Lots of researches and studies confirmed that the lowest level of organizational commitment leads to the arising of absence, getting late to work and the decrease of degrees of work's satisfaction, whereas the increase of the level of organizational commitment leads to the improvement of the performance of the organization and increases its effectiveness and achieves its goals. (Mohamed Elghalib 2005.p3)

Some early studies concluded that there are correlational relations between variables of psychological solidity and work pressures, also between psychological solidity and professional satisfaction. On the other hand some studies declared that there are no correlational relations between the variables which connect the psychological solidity to any of management variables .

According to what has been introduced and due to the importance of the psychological solidity subject in the field of institutions, this study came to examine the major dimensions of psychological solidity which may help in increasing the organizational responsibility of teachers of university. The problem of the

**-study focused on the following:**

- Is there a correlation relation between psychological solidity and organizational commitment for teachers of the Institute of Science and Techniques of Sports and Physical Activities at the University of M'sila?

**- Secondary questions:**

-Is there a correlational relation between commitment to responsibility and organizational commitment for teachers of the Institute of Science and Techniques of Sports and Physical Activities at the University of M'sila?

-Is there a correlational relation between control and organizational commitment for teachers of the Institute of Science and Techniques of Sports and Physical Activities at the University of M'sila?

-Is there a corellational relation between challenging and organizational commitment for teachers of the Institute of Science and Techniques of Sports and Physical Activities at the University of M'sila?

**- Aims of the study:**

This study basically aims to know if there are correlational relations between the dimensions of psychological solidity, organizational commitment, control, challenging and organizational commitment of teachers of the Institute of Science and Techniques of Sports and Physical Activities

**- Significance of the study:**

The study gains its significance through the method that has been chosen by the researcher; which is a scientific method. In order to define the nature of the correlational connection between the psychological solidity and its Relation to the organizational commitment of teachers of the Institute of Science and Techniques of Sports and Physical Activities at the University of M'sila, also, there is hope that this study might lead to a practical addition that will help

researchers in this academic field to recognize the most crucial elements of psychological solidity which might help in increasing the organizational commitment and so to increase the qualification, participation and interaction in university.

**- Hypothesis of the study:**

-There is a correlation relation between the dimension of commitment to responsibility and organizational commitment for teachers of the Institute of Science and Techniques of Sports and Physical Activities at the University of M'sila.

-There is a correlational relation between the dimension of control and organizational commitment for teachers of the Institute of Science and Techniques of Sports and Physical Activities at the University of M'sila.

-There is a corellational relation between the dimension of challenging and organizational commitment for teachers of the Institute of Science and Techniques of Sports and Physical Activities at the University of M'sila.

**2- Definitions and concepts:**

-Psychological solidity: Kobaza defines it by saying "it's a body of personal features which works as a source of resistance when facing the pressuring events, she also defines it as "it is a general belief to an individual's ability in using all the available psychological and environmental resources in order to realize, explain and strongly face the pressuring events of life (Ali Askar, 2003, p155).

-Carver and Scheier defines it as "it's the welcoming and acceptance of an individual to the changes or pressures which he encounters where psychological solidity works a s a protecting source against the bad consequences a body faces (Hamada, Hasan, 2002, p230).

**-Procedural Definition of Psychological Solidity:** it's the ability of teachers of the Institute of Science and Techniques of Sports and Physical Activities on handling psychological solidity which represents commitment to responsibility, challenging and control.

**-Commitment to responsibility:** it's an individual belief, one that's concerned with his truth, importance and his self value and what he does. And that's revealed through the value of life which is hidden in the loyalty of an individual to some morals and values and to the belief that his life has a goal and a meaning he shall live for. (Farok Sayid Othman, 2008, p210)

**-Procedural Definition of commitment to responsibility:** It is a sort of psychological contract a teacher of university keeps commitment towards himself, his goals and morals and the others surrounding him.

**-Control:** Mokhaimar defines it as "believing that an individual has the ability to control the events that he faces and that he must held responsibility for his actions, and that it contains decision making, choosing between options, explaining and evaluating events and effective challenges (Mokhaimar Imed Mohamed, 1977, p17).

**-Procedural definition of control:** The ability of a teacher of university to make decisions, and the ability to explain events and being able to face effectively the pressures of work.

**-Challenging:** Mokhaimar defines it as "it's the believe of a person that what happens in many changing aspects of his life is an exciting and necessary thing for his evolution more than being a threat which helps in initiating and exploring the environment and knowing the psychological sod social sources that helps the person to strongly face the pressures (mokhaimar Imed Mohamed, 1997, p14).

**-Procedural definition of Challenging:** It's the belief of a teacher of university that the changes which happens in his life aspects is an exciting and necessary thing.

**-Organizational commitment:** "Chawadfi" has defined organizational commitment as the behavior made by employees in an organization and which expresses the degree of their commitment to the organization's aims and values of their workplace through the desire to make efforts to support the organization's goals and also to develop its participation. (El Amirie and El Ghalibie, 2008, p 265).

- "Buchanan" has defined the term as the existential correlation between the organization's aims and its position and between the individual's role that is related to those aims and values. (Amer Lekbissi, 1998, p 553)

-The procedural definition of "organizational commitment": it is the internal desire of the university teacher to make the maximum efforts at work because of his faith in the university's aims and values.

-The continual commitment: the degree of the individual's commitment, in this case, it's how to control the exploratory values which are possible to be achieved by a person in return to what will he lose if he decides to work in other places. This kind is effected by a number of factors such as: being aged, long career (Mohamed Ben Ghaleb, 2005. p35,36)

- **The institute of sciences and techniques of the physical and sport activities at the University of M'sila** is a scientific edifice which has been established in 2010 in accordance with the executive act number 38/10 dated in Safar 9th, 1431 equivalent to January 25th, 2010 modified and edited by the executive act number 01/274 dated in The Second of Djumada 30th, 1422 equivalent to September 18th, 2001 which includes the establishment of M'sila

University especially its first clause which determines the number of faculties and institutes in that university as well as its specialties. The institute consists of 06 parts: “basic formation, athletic training, administration and athletic management, adaptation, education and athletic media.

### **3- Previous Studies:**

The study of “**Bader Ben Ouda Ben Nhir Chameri**” 2015 which is entitled: “psychological solidity and its relation to professional satisfaction”, Master degree in psychology at “Oum El Kora” University, Saudi Arabia. In general, the study aims to know the correlative connection between the indicators of psychological solidity which are: “commitment, control, challenge” and professional satisfaction of the teachers in private educational schools in “Hail” region. The researcher uses the descriptive analytical method and the survey as a tool to collect data and information. The study was applied on a sample estimated 246 teachers and it concludes that there are positive correlative connections between psychological solidity indicators “commitment, control, challenge” and professional satisfaction of teachers

#### **- The practical Part:**

##### **1-Followed Methodologies :**

**1-1-The exploratory study:** At first, I went to the center of the institute at the beginning of April 2019. The researcher uses the interview technique with chiefs of departments to know the volume and type of the study sample, also the study survey was distributed on a sample of researchers estimated with 20 teachers for the sake of counting the psychometrical features (validity and stability) of the study tool. The most important results obtained are:

- The adjustment of the study society and sample and the determination of the most suitable way to select that sample.



- The correlation coefficients for all the expressions which has a statistical indication which denotes that the survey expressions are valid to what they are put to measure in this study. Look at tables (3.4).
- The stability coefficients are high and have a statistical indication which denotes the possibility of the results stability which will be gained through the survey. Look at table number (05).

**1-2- Data and information collection tools:** In this study, I rely on two surveys; the first survey is related to the first variable in this study which is (the psychological solidity) and the second survey is related to the second variable in the study which is (the organizational commitment).

- Steps to design the survey of psychological solidity and organizational commitment
- The survey of psychological solidity: we have helped by some expressions for the criterion of psychological solidity that was done by (**Ahmed Abdelhamid Amara 2006**) where it contained three dimensions which are “commitment to responsibility, control, and challenge”.
- **The survey of organizational commitment:** we have helped by some expressions of the researcher “**Salem Layachi 2019**” under the title of organizational culture and its relationship with organizational commitment to the sport organizations’ employees “P.H.D in Science of the theory and methodology of physical and sportive education and the table below (number 01) illustrates the dimensions and number of expressions for both: survey of psychological solidity and organizational commitment.

-Table number 01: illustrates the dimensions and number of expressions for psychological solidity and organizational commitment surveys.

| Psychological solidity | Number of expressions | Organizational commitment  | Number of expressions |
|------------------------|-----------------------|----------------------------|-----------------------|
| commitment             | From 1 to 5           | Responsibility at work     | From 1 to 5           |
| control                | From 6 to 10          | The desire to keep working | From 6 to 10          |
| challenge              | From 11 to 15         | Faith in institution       | From 11 to 15         |

❖ Survey degrees: The survey includes five degrees:

-Table number (02): illustrates the degrees of psychological solidity and organizational commitment survey.

| Answers | firmly agree | agree | Not sure | disagree | Firmly disagree |
|---------|--------------|-------|----------|----------|-----------------|
| degrees | 5            | 4     | 3        | 2        | 1               |

1-3- The validity of the psychological solidity and organizational commitment survey:

We have calculated the internal harmony for the psychological solidity expressions on the exploratory study sample which is 20 words by calculating the correlation coefficient between the expression and the total degree of the dimension that it follows as illustrated in the table below:

Table number 03: the correlation coefficients between the expressions of the psychological solidity dimensions and the total degree of the dimension

| Value                                   | num<br>ber | content of expression   | correl<br>ation | Level of<br>indicati<br>on |
|---|------------|---|-----------------|----------------------------|
| Commitm<br>ent to<br>responsibi<br>lity | 01         | Whatever problems I face, I can realize my goals                            | 0.781           | 0.05                       |
|   | 02         | I do anything I think it can serve the university                           | 0.843           |                            |
|   | 03         | I feel responsible towards my college teachers and students and I help them | 0.941           |                            |
|   | 04         | I change my principles and values if it is needed                           | 0.798           |                            |

|           |    |   |       |      |
|-----------|----|---|-------|------|
|           | 05 | I really care about what is happening at the university concerning matters and events | 0.917 |      |
| Control   | 06 | I think that failure is caused by the person himself                                  | 0.899 | 0.05 |
|           | 07 | I think that my life has a goal and a sense which I live for                          | 0.852 |      |
|           | 08 | I participate in the activities that serves the university                            | 0.769 |      |
|           | 09 | I care about the university matters and I participate when it is possible             | 0.947 |      |
|           | 10 | When I set my future plans, I'm often sure about my capacity to achieve them          | 0.794 | 0.05 |
| Challenge | 11 | Most of the time, I endeavor to achieve specific aims                                 | 0.872 | 0.05 |
|           | 12 | I initiate by standing beside my colleges teachers when they face any problem         | 0.763 |      |
|           | 13 | The professional life deserves challenge and perseverance                             | 0.951 |      |
|           | 14 | I plan for my professional matters and I don't let it for coincidence                 | 0.773 |      |
|           | 15 | I think that any person can build his future by himself                               | 0.857 | 0.05 |

-By looking back at the previous table number (03), it seems obvious that: the subsidiary dimensions of the psychological solidity survey (Commitment to responsibility, control, and, challenge) and the total degree of the survey, the coefficient of their correlation is estimated between (0.634 and 0.952) and it is considered indicative at the indication level (0.05-0.01), for that reason, the expressions of the psychological solidity survey are considered valid to what they are put to measure.

-Table number (04): the correlation coefficients between organizational commitment expressions and the total degree of the survey

| Value                    | number | content of expression   | correlation | Level of indication |
|--------------------------|--------|---|-------------|---------------------|
| The emotional commitment | 01     | My university deserves honesty and loyalty from the people who are working there              | 0.881       | 0.05                |
|                          | 02     | My existence at this institute is an indication to my competence                              | 0.863       |                     |
|                          | 03     | I anticipate that other people have a strong desire to belong to this university              | 0.841       |                     |
|                          | 04     | We can get too many profits when we belong to this university                                 | 0.918       |                     |
|                          | 05     | I feel proud as a member of this university   | 0.717       |                     |
| The moral commitment     | 06     | I talk with my friends about the university which is a wonderful place to work at             | 0.799       | 0.05                |
|                          | 07     | I want to stay in my job even if I alternative opportunities are available                    | 0.842       |                     |
|                          | 08     | The work atmosphere at the university where I work is comfortable and stable                  | 0.769       |                     |
|                          | 09     | I really care about the situation and the future of the institute where I work                | 0.647       |                     |
|                          | 10     | I'm permitted to participate in decision making that has a relation to my work                | 0.894       |                     |
| The continual commitment | 11     | I look forward to get a special professional position at the university                       | 0.772       | 0.05                |
|                          | 12     | I look forward to participate in of the committees that serves the benefits of the university | 0.863       |                     |
|                          | 13     | I will accept any occupation I will be given at the university as far as I keep working there | 0.751       |                     |
|                          | 14     | I will be happy if I stay for the rest of my life at the university where I work              | 0.873       |                     |

|  |    |   |       |  |
|--|----|---|-------|--|
|  | 15 | I want to keep the relationship between me and my mates at the university | 0.757 |  |
|--|----|---|-------|--|

-By looking back at the previous table number (04), it seems obvious that: the correlation coefficients between each expression from the subsidiary dimensions (except, the desire to keep working and faith in institution) and the total degree of the survey is between (0.914 and 0.647) and it is considered indicative at the indication level (0.05-0.01), for that reason, the expressions of the organizational commitment survey are considered valid to what they are put to measure.

**1-4- The stability of psychological solidity and organizational commitment survey:**

the researcher has measured the stability of a tool using “alpha cronbach  $\alpha$ coefficient” and we should indicate that the stability coefficient “ $\alpha$ cronbach” is between (1 and 0), and whenever it gets closer to 1, it indicates a high stability and when it get closer to 0, it indicates the absence of stability and the following

**-Table number (05): illustrates the value of “Alpha Cronbach” for the stability of psychological solidity and organizational commitment survey.**

| Number | Survey                    | Number of expressions | Alpha cronbach coefficient |
|--------|---------------------------|-----------------------|----------------------------|
| 01     | Psychological solidity    | 15                    | 0.750                      |
| 02     | Organizational commitment | 15                    | 0.800                      |

- By looking back at the previous table number (05) it becomes clear that: Alpha cronbach coefficient of the psychological solidity survey reaches 0.750 and the organizational commitment survey reaches 0.800. This indicates that the stability value is high which leads us to be truly sure about the authenticity and validity of the psychological solidity and organizational commitment survey for analysis, explanation of the study results, and for testing their hypotheses.

**1-5- The study method:**

the researcher uses the descriptive method and exactly the method of mutual correlative relations.

**1-6- Society and study sample:**

the study society is consisted of all the teachers of the institute of sciences and techniques of the physical and sport activities at the University of M'sila which are 90 teachers. As far as the study sample which is a survey has been selected through the comprehensive survey process where 20 teachers were excluded at the beginning form the original society who were under the exploratory study. Hence the surveys were distributed on a group of people estimated as 70 teachers and 60 surveys were given back that are valid for statistical treatment. As a result, the number of surveys under study is 60 surveys.

**1-7- The statistical manners:**

the researcher uses the statistical program called "the statistical bag of the social sciences (SPSS)" and he depends on the following statistical techniques:

The stability coefficient "Alpha Cronbach" to know the stability of the survey.

The correlation coefficient "Pirson" to know the correlative relation between the variables of the work internal environment and the administrative creativity where the value of the correlation coefficient is estimated between (-1) and (+1), and the correlation results are explained by the following manner:

If the correlation coefficient is positive, we say that we have a subsequent relation

If the correlation coefficient is negative, we say that we have an inverse relation

Whenever the correlation coefficient gets closer to (+1) or (-1), the correlation becomes high (positive or negative)

Whenever the correlation coefficient gets closer to (0), the correlation becomes weak. (Rajaa Abou Alaam 2011.249)

**2-Exposure , analyses and result exam :**

2-1- presentation, explanation, and discussion of first hypothesis results which pretends the existence of a correlative relation between commitment to responsibility and organizational commitment for the teachers of the institute of sciences and techniques of the physical and sport activities.

**-Table number (06): the correlation coefficient "Pirson" between commitment to responsibility and organizational commitment.**

| The variable                 | members | correlation | The indication level | decision   |
|------------------------------|---------|-------------|----------------------|------------|
| commitment to responsibility | 60      | 3240        | 0.034                | Indicative |
| organizational commitment    |         |             |                      |            |

- By looking back at the previous table number (06) it becomes clear that: the correlation coefficient "Pirson" between commitment to responsibility and organizational commitment reaches 3240, and the indication level of this coefficient is estimated 0.034 which is less than the indication level we have used and relied on which is 0.05, hence, it indicates that the correlation coefficient has a statistical indication.

**-The explanation of the results' discussion:**

For the sake of knowing the correlative relation between the psychological solidity dimension "commitment to responsibility" and "organizational commitment", the correlation coefficient "Pirson" has been counted between the members' degrees of the recent sample research, in this way, the correlation coefficient value has reached 3240 which is a positive correlation coefficient and it indicates a weak subsequent relation between the variables that has a statistical indication. This can be explained as follows: whenever the university

teacher gets the psychological solidity' features, his organizational commitment increased, it means that when the university teacher can overcome the professional obstacles and initiates works that are helpful for the university and he feels responsible towards work and he is flexible in changing his principles towards the best option, his commitment towards work increased and this is what has been mentioned by "(Wiebe, 1991)" that when the person acquires commitment to responsibility features and his opinion about the necessity to hold specific values and goals towards the different life activities (Farouk Said Othman, 2008, p 210)

-The previous result somehow resembles the study of "Ben Ouda" who concludes that there is a correlative relation between "commitment to responsibility" and the professional satisfaction for teachers.

2-2- The explanation and discussion of the second hypothesis' results which claims that there is a correlative relation between control and organizational commitment for the teachers of the institute of sciences and techniques of the physical and sport activities.

**Table number (07): the correlation coefficient "Pirson" between control and organizational commitment.**

| The variable              | members | Correlation | Level of indication | Decision   |
|---------------------------|---------|-------------|---------------------|------------|
| Control                   | 60      | 0.219       | 0.033               | Indicative |
| Organizational commitment |         |             |                     |            |

By looking back at the previous table number (07) it becomes clear that: the correlative coefficient "Pirson" between the variables control and organizational commitment has reached 0.219 which denotes the existence of a weak subsequent relation between them and the indication level of this coefficient is estimated 0.033 which is less than the indication level we relied on 0.05 which denotes that the correlation coefficient has a statistical indication.



**-The explanation and discussion of results:**

For the sake of knowing the correlative relation between the psychological solidity dimension "control" and "organizational commitment", the correlation coefficient "Pirson" has been counted between the members' degrees of the recent sample research, in this way, the correlation coefficient value has reached 0.219 which is a positive correlation coefficient and it indicates a medium subsequent relation between the variables that has a statistical indication. This can be explained as follows: whenever the adjective of challenge increased for the university teacher, his organizational commitment increased which means that when the teachers acquires the adjectives of challenge, perseverance in professional life, interest in university matters and its activities, and planning for the professional future, his organizational commitment increased and this is what has been mentioned by "**Madjdi**" that the psychological solidity is the ideal usage to all the personal resources and the available psychological and social environment to comprehend, control, and to effectively encounter the pressing life events and to realize achievement and professional excellence .(**Madjdi Mahmoud Fahim, 2007, p75**)

The previous result somehow resembles the study of "Ben Ouda" who concludes that there is a correlative relation between "control" and "professional satisfaction" for teachers.

2-3- Presentation, explanation, and discussion of second hypothesis results which pretends the existence of a correlative relation between fair dealings and citizenship behavior of employees of the institute of sciences and techniques of the physical and sport activities.

**Table number (08): the correlation coefficient "Pirson" between fair dealings and citizenship behavior**

| The variable              | members | Correlation | Level of indication | Decision       |
|---------------------------|---------|-------------|---------------------|----------------|
| Challenge                 | 60      | 0.124       | -0.76               | Not indicative |
| Organizational commitment |         |             |                     |                |

By looking back at the previous table number (08) it becomes clear that: the correlative coefficient “Pirson” between the variables “challenge” and “organizational commitment” has reached 0.124 which denotes the absence of relation between them and the indication level of this coefficient is estimated - 0.76 which is bigger than the indication level we relied on 0.05 which denotes that the correlation coefficient hasn’t a statistical indication.

**The explanation and discussion of results:**

For the sake of knowing the correlative relation between the psychological solidity dimension “challenge” and “citizenship behaviour”, the correlation coefficient “Pirson” has been counted between the members’ degrees of the recent sample research, in this way, the correlation coefficient value has reached 0.124 and with the indication level, the coefficient is estimated -0.76 which is bigger than the indication level we relied on 0.05. This means that the correlation coefficient hasn’t a statistical indication. This is explained as follows: -

-the acquisition of challenge feature by the university teacher has no relationship with organizational commitment. The previous result disagrees with the study of “Ben Ouda” who concludes that there is a correlative relation between “challenge” and “professional satisfaction” for teachers.

**- Suggestions:**

- Designing guidance programs which aim at increasing the psychological solidity level of teachers.
- Making formations cycles that aim at acquiring teachers the skills of challenge, commitment to responsibility, and coexistence with the psychological shocks.

- Cherishing the employees feeling of self-confidence through facilitating the collective cooperative opportunities between teachers.

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