

Psychological Pressures and their Relationship to Functional Performance among Teachers of the Institute of Sciences and Techniques of Physical and Sports Activities

الضغوط النفسية وعلاقتها بالأداء الوظيفي لدى أساتذة معهد علوم وتقنيات النشاطات البدنية والرياضية

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**Abstract :**

In this research, we have studied the relationship between psychological pressures and performance of university teachers, taking into account the degree of stress experienced by university teachers which can be a real obstacle for teachers in their educational processes, this study aims to identify the relationship between stress and teacher performance.

In this study, the descriptive approach was used on a sample of 60 teachers belonging to the Institute of Science and Technology of Physical and Sports Activities of the University of M'sila, selected with an exhaustive survey method, they were asked to answer a questionnaire as a data collection tool. The results show that stressors significantly affect job performance.

Suggestions: organization of scientific training on how to fight against stress at work and how to deal with stress.

**Keywords:** Psychological pressures, Functional performance.

### الملخص :

تناولنا في هذا البحث الضغوط النفسية وعلاقتها بالأداء الوظيفي لدى أساتذة معهد علوم وتقنيات النشاطات البدنية والرياضية، حيث في ظل الضغوط التي يواجهها الأستاذ والتي قد تعد حاجزا وعائقا يحول دون تبليغ رسالته بالشكل المطلوب، ارتأينا أن نخوض في غمار هذا الموضوع، والذي نهدف من خلاله إلى التعرف على العلاقة الموجودة بين الضغوط النفسية والأداء الوظيفي، وفي دراستنا هذه استخدمنا المنهج الوصفي على عينة تمثلت في 60 أستاذ ينتسبون إلى معهد علوم وتقنيات النشاطات البدنية والرياضية جامعة المسيلة، وقد تم اختيار العينة بطريق أسلوب المسح الشامل وأما في ما يخص الأداة استخدم الباحث الاستبيان كوسيلة لجمع البيانات، وبالنسبة لأهم النتائج المتوصل إليها بأن الضغوطات النفسية تؤثر بشكل كبير على الأداء الوظيفي، ومن أهم المقترحات: إعداد برامج ودورات تدريبية في كيفية التعامل أو مواجهة الضغوطات النفسية التي يواجهونها التي تعوق مشوارهم المهني، وتبصيرهم بالحلول العلمية من أجل التغلب عليها.

الكلمات المفتاحية: الضغوط النفسية، الأداء الوظيفي.

### 1- Introduction and problematic of the study:

Psychological stress within the work is one of a severe problems of life pressures; it is a psychological problem like anxiety, stress and others. So, it has to be addressed by specialists to enable the individual and help him to perform his work as required and this is what Lazarus pointed out "stress is a combination of disorders that occur as a result of stressors such as emotion and psychological trauma" ( p77, Rogers & al, 1988). Psychological stress at work, training or social adjustment is an important aspect of life stress. It is a psychological phenomenon like anxiety, aggression, that cannot be denied but must be addressed by specialists to help the individual adapt to his work.( Zaiouche Ahmed, Othmani Abdelkader,2001,p368 )

Work pressures have psychological repercussions that may harm teachers, in addition to negative effects on their behaviors and their level of job

performance, While it is important to manage the phenomenon of psychological pressure at work, it is much more important to deal with this psychological pressure in the teaching profession, given the seriousness of the persistence of the psychological pressures that eventually lead at the stage of burnout(AMANALLAH Rachid, HEBARA Mohamed,2013,p24).

the teaching profession is considered to be as one of the most stressed professions because it occupies an important place compared to other professions and this fact is confirmed by Jaber Abdul Hamid Jaber: "Teaching is hard and difficult work, and it is difficult to think about other professions that have these heavy mental, physical and social requirements that other works miss, teachers should have knowledge in more than one science, add to that they have to join a group of students or more and manage them and provide them with what guarantees their success and satisfaction... Yes, teaching is tough and hard, and that's the reason why a teacher has a lot of problems and pressures. (Mohammed Jaber Abdel Hamid, 2000, p. 224).

Pedagogy and university environment and other various social stimuli may pose some burdens to the teacher and thus lead to what is known as professional pressure, which may have a clear impact on a his functional performance, therefore we found it important to study the existing relationship between psychological pressures and performance to improve and increase the effectiveness of work and enhance his teaching, scientific research and service capabilities. From what have been said, we raised the general question as follows: Is there any relationship between psychological stress and functional performance among the teachers of the Institute of Science and Techniques of Physical and Sports Activities at the University of M'sila?

### **1-2- Partial questions:**

- Is there any relationship between the burden of role and functional performance among the teachers of the Institute of Science and Techniques of Physical Activities and Sports of University of M'sila?

- Is there any relationship between the ambiguity of the role and the functional performance among the teachers of the Institute of Science and Techniques of Physical Activities and Sports of University of M'sila?

- Is there any relationship between the struggle of role and the functional performance among the teachers of the Institute of Science and Techniques of Physical Activities and Sports of University of M'sila?

**1-3- Hypotheses:** There is a statistical significant relationship between psychological stress and functional performance among the teachers of the Institute of Science and Techniques of Physical Activities and Sports of University of M'sila.

**Partial hypotheses:**

- There is a statistical significant relationship between the burden of role and functional performance among the teachers of the Institute of Science and Techniques of Physical Activities and Sports of University of M'sila.

- There is a statistical significant relationship between the ambiguity of role and functional performance among the teachers of the Institute of Science and Techniques of Physical Activities and Sports of University of M'sila.

- There is a statistical significant relationship between the struggle of role and functional performance among the teachers of the Institute of Science and Techniques of Physical Activities and Sports of University of M'sila.

**1-4- Study objectives:**

- Knowing the existing relationship between the burden of role and functional performance.

- Knowing the existing relationship between role uncertainty and functional performance.
- Knowing the existing relationship between role conflict and functional performance.

**1-5- The importance of study:** The importance of the study appears in the necessity of highlighting the subject of psychological pressures more realistically through the problems suffered by teachers in the university, especially the problems that may stand in the way of teaching. And all of this has been linked to the functional performance in the subject of the study so that the teacher can accomplish tasks or objectives entrusted to him successfully and so avoid psychological pressures which results in a increasing the level of his adequacy.

## **2- The significant terminology of the research:**

### **2-2- Psychological Pressures:**

**Idiomatic Definition:** The pressure of work is defined as any existing characteristics in the working environment that create a threat to an individual, it also means a combination of environmental factors such as role ambiguity, role conflict, poor working conditions and excess burdens that are related to the performance of a particular work. (ElamyanMahmoud, 2004, p. 160)

**The Procedural Definition of Psychological Pressures:** It is a state of psychological emotions which cause an individual's inability to adapt to the environment surrounding him, and due to the requirements that he is responsible for.

### **2.2. Functional Performance:**

**Idiomatic Definition:** It is the different activities and tasks a person does within his job (Abdul Malik Mazhouda, 2001, p. 86)

**The Procedural Definition of Functional Performance:** It is the behaviors and activities a person does in a continuous manner in all of his actions to achieve certain objectives and in order to reach his specific needs and purposes, whether in the scientific field or in the educational one.

### **3-The art condition and similar studies:**

**3-1- Study Entitled: "Sources of Psychological Pressures among Teachers of Physical and Sports Education" Mohamed Habara, Master's Thesis, 2006/2007, University of Algiers**<sup>3</sup> This study followed the descriptive approach, and the research tool consisted of two scales (the measure of psychological combustion of the sports coach designed by Rainer Martens, 1987, and it was organized by Mohammed Hassan Allawi in 1998, the measure of the combustion causes of the sports trainer of Mohammed Hassan Allawi 1996), and the study aims for: Determining the levels of psychological pressures among the teachers of physical and sports education. Identify the most important causes and sources of psychological pressures that affects mostly on the professors of physical and sports education

**The obtained results:** The results of the study confirmed the exposure of teachers of physical and sports education to a high level of Psychological pressures on most of the sources of the same field, which is a clear indication of the suffering of teachers, and this supports the assumption that teachers of physical and sports education suffer from psychological pressures that may enable high levels of conflict.

**3-2- Study entitled:"The Pressures That Teachers identify from Special Education and regular Education through the arising stress from the nature of the profession", Abbot Kock Study (1986).** The study aims to identify the psychological pressures of teachers in special education and teachers in regular

education, the study was conducted on a sample of (264) teachers from (07) schools of regular schools and special education schools; and a survey with 30 statements related to pressures. The results deduced that there are five sources of psychological stress for the teacher: - the excess burdens of the role of the teacher. - The struggle of the role- being unable to participate in the decisions of the school.

How to benefit from previous studies to guide the current one:

Based on previous studies which helped the researcher in deducing the most important results of the ongoing studies.

### **The practical chapter**

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

**1-1- Questionnaire :**The purpose of the questionnaire is to ensure that the study site is suitable for research and the extent to which the tool used is corrected on the subject of the research. The sample of the questionnaire is consisted of (20) teachers, who belong to the Institute of Science and Techniques of Physical Activities and Sports of University of Mesilla, which is sufficient to conduct this purpose, through which we were able to obtain approval by the responsible authorities, and we conducted the technique of exploratory interview with chiefs of classes. These interviews enabled us to see even if relatively, on the reality of the study variables, and on this basis I conducted a questionnaire which took three weeks, the aim of which was:

Correlation coefficients for all phrases are statistically functioning, which indicates the possibility of stable results which will be gathered using the survey.

(See Tables 02 and Table 03)

**1-2- The Used Methodology in the Study:** According to the nature of the study, we followed the descriptive approach which is defined as: "The method that

aims to collect data and tries to test the assumptions or answer the related questions to the current state of the sample members and the descriptive study determines and decides the thing as it is in fact. (Othman Hasan Othman, 1988, p 29,30).

### 1-3- Community and Sample of Study:

**Society of the Study:** Society means all individuals (or objects or elements) that have the same characteristics that could be noticed. (Raja Mahmoud Abu al-Allam, 2006 p. 154)

The current study community is the teachers of the institute who teach at the Institute of Physical and Sports Science and Techniques at The University of M'sila, and they are about 95 teachers.

**The sample of study:** selecting a research sample is one of the most important steps and significant stages of a research and its selection is based on the problem of research and its objectives, because the nature of the research controls the steps of its implementation and the selection of its tools. (Abdal-Yamin Boudaoud, 2010, p. 50) As for the selection of the sample study, it is a survey that was selected in the comprehensive survey method, where at the beginning 20 teachers were excluded from the original community of the survey, and therefore the questionnaires were distributed to a group of individuals estimated of 75 teachers, and 68 questionnaires were recovered (i.e. 07 forms weren't recovered), and after examining the recovered questionnaires, 08 questionnaires were excluded as they didn't fit the conditions of answering the questionnaire, bringing the number of questionnaires studied to 60.

### 1-4- Used Tools in Collecting Information and Data:

**Stage One:** The design stage or the initial version in which the questionnaire collected (42) statements, questionnaire for the first axis: "Psychological pressures" (22) statements prepared by researcher Shamma Mohammed Khalifa

Al Khalifa (1999) for the purpose of measuring psychological and occupational pressures among teachers of physical education and sports, and the questionnaire of the second axis: "Functional performance" (20) statements, prepared by Khaled Ahmed Al-Sarayra, published in the journal University of Damascus and entitled as: functional performance among the teaching staff in Jordanian universities, volume 27 issue I and II (2011).

**Stage Two:** The judgment scale, which is the stage after the design phase, in which the experts was reduced the size of the items to become 36 words, after judging and adjusting notes, the tool was designed into a single form divided into three axis.

The first axis: for the questionnaire instructions.

The second axis: the items of psychological pressure numbered from 01 to 18.

The third axis: the terms of the job numbered from 19 to 36.

The questionnaire is finally produced with 36 words.

#### **Method of unloading the tool (correction):**

The researchers relied on the closed format that determines the possible responses to each questionnaire, i.e. on a five-year old course in relation to the psychologist Francis Leckert, and asked the researchers to determine the extent to which these terms are approved.

The questionnaire includes 05 degrees.

Table number one represents survey scores

Answer	always	Often	sometimes	rarely	never
Grades	5	4	3	2	1

#### **1.5. The psychometric characteristic of the tool:**

**The validity of the Tool:** The validity of questionnaire means making sure that it will measure what it is prepared to measure.

It also means “the questionnaire includes all the elements that must be included in the analysis on the one hand and the clarity of its paragraphs and vocabulary on the other so that it is understandable to everyone who uses it. (Fatima Awad Saber and Mervet Ali Khafaja, 2002, p.167-168)

To make sure the study tool is true: we have used the following types of honesty

**Virtual validity:** In order to verify the virtual validity of the tool

**True internal consistency:** The internal consistency of the questionnaire statements was calculated on the survey sample by calculating the correlation coefficients sought by Pearson between each item and the overall score of the questionnaire to which it belonged.

**Table number (02) illustrates the correlation coefficients “Pearson” between each item of the psychological pressure and the overall degree of its axis.**

The Items	The Axis	Item content	correlative coefficient	Level of signification
01	Role load	You feel that you are making an extra effort on and off duty	0.781	0.031
02		You see that work you are doing is beyond your power	0.843	0.021
03		Activity time allows you to perform whatever is expected of you	0.941	0.012
04		You are worried about high number of students in the group	0.798	0.019
05		You have difficulties of keeping the group in control	0.917	0.023
06		The lack of necessary educational means increases your tension	0.854	0.004

07	<b>Role ambiguity</b>	The intensity of the course worries you compared to your time allocated	0.836	0.041
08		You feel that your lack of functional training hinders you from improving your job performance	0.870	00.01
09		You are disturbed by the constant changes in the pedagogy system	0.899	0.041
10		You see the roles required of you are always clear	0.852	0.022
11		Trying to evaluate your competencies after delivering lessons	0.769	0.009
12		You think your responsibilities to the learners are enough	0.947	0.003
13		<b>Role conflict</b>	The struggle of the role you feel like you're having a good relationship with your colleagues	0.794
14	Your colleagues refuse to deal with you in functional matters		0.766	0.001
15	You feel that working with your colleagues helps you lift the effort		0.753	0.045
16	It bothers you to deal with a number of students, there are many differences between them		0.875	0.008
17	It bothers you to complete classes at the expense of good absorption		0.781	0.001
18	You feel your academic incompatibility and study programs		0.843	0.011

Taking a look at the previous table (2), it is clear to us that the sub-dimensions of the stress questionnaire (role load, role ambiguity, role conflict) and the overall degree of the questionnaire ranged from (0.947-0.766) and is considered a

function at the significant level (0.01-0.05), thus considered as questionnaire terms. The psychological pressures are honest to what they are put to measure.

**Table number (03) shows Pearson’s correlation coefficients between each item of the job performance statements and the overall score of its axis.**

The Item	The Axis	Item content	correlative coefficient	Level of significant ion
01	Knowledge of the requirements of the profession	You see you are always doing the job you’re required to do	0.872	0.011
02		You feel that your knowledge of educational methods is sufficient	0.763	0.031
03		Trying to assess the individual differences of learners	0.951	0.042
04		You do the tasks you need to do effectively	0.773	0.049
05		Explains concepts and ideas when they are put forward	0.857	0.033
06		You’re well absorbed	0.911	0.004
07	Quality of work	Interested in displaying scientific material sequencing, interconnection and gradient	0.932	0.011
08		Choose the right educational tools for the purposes and content of the lesson	0.748	0.045
09		Prepares educational means for the lesson	0.809	0.008
10		You are interested in reference to the latest source and information in your work	0.725	0.001
		You feel you have the ability to put forward	0.908	0.031

11		new ideas in the topics assigned to you		
12		Interested in finding an alternative in the absence of the means to be used	0.717	0.002
13	Amount of work	You are committed to be on time	0.740	0.001
14		Works to get learner to participate in different stages of lessons	0.798	0.001
15		Trying to rate the progress in the academic achievement	0.803	0.022
16		You can perform activities on time	0.877	0.019
17		Corrects the imbalances detected in learners during class	0.872	0.023
18		You see, you're actually taking advantage of lecture time	0.763	0.004

Taking a look at previous table (03), it is clear to us that the sub-dimensions of the job performance questionnaire (knowledge of functional requirements, quality of work, amount of work) and the overall degree of the questionnaire ranged from (0.95-0.717) is a significant level (0.01-0.05), so the functionality questionnaire statements are considered to be true to what they have been set to measure.

**Tool reliability:** one of the important factors that must be available for the validity of the use of any test or questionnaire, the reliability of the study tool means if we repeat the test multiple times on the individual, the results will show some stability by giving the test the same results if used more than once under the same circumstances and the same individuals. (Boudaoud Abdul-Yameen and Attalah Ahmed, 2009, p.106)

The researchers measured the reliability by using the Alpha Kronbach  $\alpha$  method.

Survey axis	Number of Items	Alpha Kronbach coefficient $\alpha$
Psychological pressure	18	0.821
functional performance	18	0.796

**Table 04:** shows that all alpha Kronbach stability coefficients for the questionnaire axis are high, with the first axis (**0.821**) and the second axis (**0.796**) respectively, indicating that the questionnaire has high stability.

**1-6- Field application procedures:**

**Spatial domain:** The study was carried out at the level of the Institute of Science and Techniques of Physical and Sports Activities at M’sila University.

**Temporal domain:** We started the research beginning with the exploratory study from late February 2018 to February 20, 2018, either for the basic theoretical and practical study from the end of March 2018 until May 20<sup>th</sup>, 2018.

**1-7- Statistical methods used in the study:** The researchers used the statistical program called the Statistical package of Social Sciences (spss) version 19 as he relied

on techniques for the following statistical processing:

- Alpha chrombach equation  $\alpha$  : to investigate the consistency of questionnaire questions.
- Pearson correlation coefficient: to find out the correlation relationship between the research variables and calculating the internal consistency

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

**2-1- Presenting, Interpreting and Discussing the Results of the First**

**Hypothesis:** Which provides for a correlation between the load of role and functional performance of the teachers of the Institute of Science and Techniques of Physical and Sports Activities.

**Table 05: Pearson correlation coefficient between role load and functional performance**

Variables	Sample members	Pearson correlation coefficient	Level of signification	Decision
Role load	60	0.343-	0.022	significant
functional performance				

Taking a look at the previous table (05), it is clear that: the Pearson correlation factor between role load and functional performance was (-0.343) and the significant level of this factor was estimated at 0.022, which is below the established level of indication approved by us 0.05, indicating that the correlation factor has statistical indication.

**Interpretation of the discussion of the results:** In order to know the correlation between the “role load” variable and the “functional performance”, Pearson correlation coefficient was calculated between the scores of the current research sample members, thus reaching the value of the correlation coefficient (-0.343), a negative correlation factor indicating that there is a weak adverse relationship between the two variables of statistical indication, the explanation is that the more the pressure variable of the load role, the less the performance from the point of view of the teachers of the Institute of Science and techniques of Physical and Sports Activities, i.e. the higher the pressure, the lower the level of performance and less efficiency, i.e. it causes the teacher to experience a state of anxiety and stress. The current study, which is based on abbott Kock’s findings, is the result of these pressures, i.e. the excess loads affects the role of the teacher.

From there, it can be said that the hypothesis that there is a correlation between the load of role and functional performance of the professors of the Institute of

Science and techniques of Physical and Sports Activities at M'sila University is achieved.

**2-2- Presenting, Interpreting and Discussing the Results of the Second Hypothesis:** Which provides for a correlation between the ambiguity of the role and functional performance of the teachers of the Institute of Science and techniques of Physical and Sports Activities.

Table (06): Pearson's correlation coefficient between role ambiguity and functional performance

Variables	Sample members	Pearson correlation coefficient	Level of signification	Decision
Role ambiguity	60	0.143	0.076	Not significant
Functional performance				

Taking a look at the previous table (06) it is clear that: the Pearson correlation coefficient between the variables "role ambiguity" and "functional performance" was (0.143), indicating that there was no relationship between them, and that the level of indication for this factor was estimated at 0.076, which is higher than the level of significance adopted by us 0.05, indicating that correlation coefficient is not statistically significant, and therefore denies the second alternative, which states that there is a correlation between the ambiguity of role and functional performance, and we accept the zero hypothesis that there is no statically indicative correlation between role ambiguity and functional performance.

**Interpreting and discussing the results:** For the purpose of knowing the correlation between ambiguity and functional performance, Pearson's correlation coefficient was calculated between the grades of the current research

sample, thus the value of the correlation coefficient was 0.143 and the level of indication for this factor was estimated at 0.076 which is greater than the level of indication applicable and approved by us 0.05, this indicates that there are no statically significant relationship between the two variables, which shows that the indicator of role ambiguity has nothing to do with functional performance from the point of view of the professors of the Institute of Science and techniques of Physical and Sports Activities, and this is possible because the roles and tasks directed to the professors are clear and it is clear that there is no ambiguity, or that the university professor's work lies in limited hours, enabling him to easily define his career.

### 2-3- Presenting, interpreting and discussing the results of the third hypothesis:

Which provides for a correlation between the struggle of role and functional performance of the professors of the Institute of Science and techniques of Physical and Sports Activities.

Table (07): Pearson's correlation coefficient between role conflict and functional performance

Variables	Sample members	Pearson correlation coefficient	Level of significatio n	Decision
Role conflict	60	0.328-	0.042	significant
Functional performance				

Taking a look at the previous table (07), it is clear that: the Pearson correlation coefficient between the variables "role conflict" and "functional performance" was (-0.328 and the level of significance of this coefficient was estimated at

0.042, which is below the estimated level of 0.05, indicating that the correlation factor is statically significant.

### **Interpretation of the discussion of the results:**

In order to know the correlation between the “role conflict” and “functional performance” variables, Pearson’s correlation coefficient was calculated between the scores of the current research sample members, thus reaching the value of the correlation coefficient (-0.328), a negative correlation factor indicating that there is a weak inverse relationship between the two variables with statistical significance, the explanation is that the more role conflict variable, the less the performance of the teachers of the Institute of Science and techniques of Physical and Sports Activities, i.e. the higher the level of conflict, the lower the level of performance they have, and it can be said that the atmosphere full of problems and conflicts inevitably leads to psychological effects reflected negatively on their performance and job satisfaction and this study agreed with the study of Mohamed Habara 2009/2007, which concluded that the teachers of physical and sports education suffer from psychological pressures that enable the conflicts between them to a high degree. From there, the third hypothesis, which states that there is a correlation between the conflict of role and functional performance of the Institute of Science and techniques of Physical and Sports Activities at M’sila University, is a realized hypothesis.

### **3- Conclusion and suggestions:**

**3-1- Conclusion:** - There is a statistical significant relationship between the conflict role and functional performance for the teachers of the Institute of Science and techniques of Physical and Sports Activities at M’sila University.

- There is no statistical significant relationship between the two variables, which indicates that the indicator of ambiguity role has nothing to do with functional

performance from the point of view of teachers of the Institute of Science and techniques of Physical and Sports Activities.

- There is a statistical significant relationship between the conflict role and functional performance of the teachers of the Institute of Science and techniques of Physical and Sports Activities at M'sila University.

**3-2- Suggestions:** - They need to pay attention to psychological pressure, especially with its high levels and causes, in order to carry out a periodic review and continuous evaluation of the psychological pressure of teachers, through detection and overcoming it in order to improve functional performance.

- Preparing programs and training courses on how to deal or cope with the psychological pressures they face which hinder their career and inform them of scientific solutions in order to overcome them.

-The need to continue to search and investigate the elements that have a real impact in developing the level of functional performance by linking it to psychological pressures, which is one of the cause of its decline, in order to find possible solutions

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