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## فهرس المحتويات

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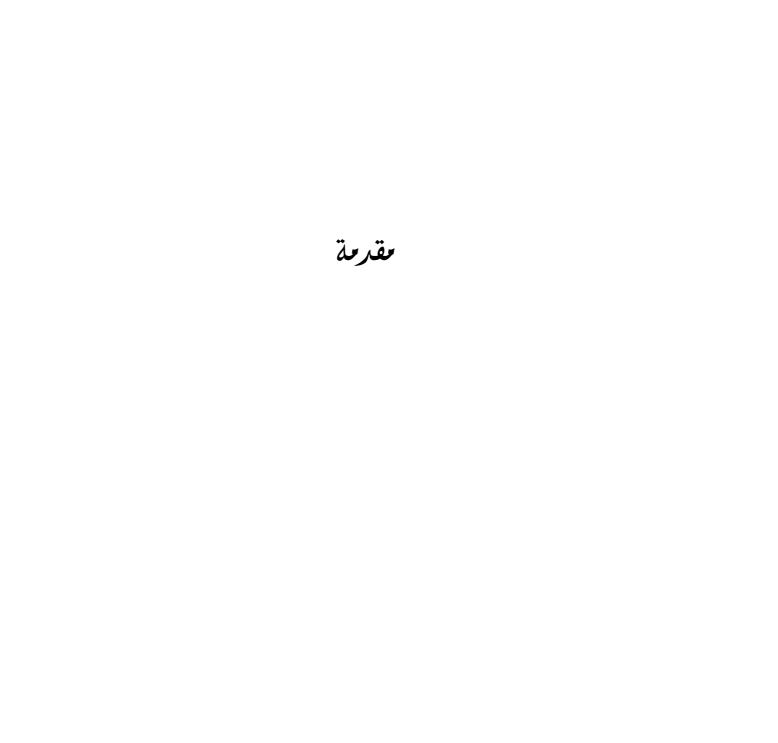
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## الفصل الأول مرخل الرراسة

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(الفصل الثاني: الثقافة التنظيمية

تنمهير

مفهوم الاثقافة

معنى الثقافة

مفهوم الثقافة التنظيمية

ملارنات وعناصر الثقافة التنظيمية

خصائص (الثقافة (التنظيمية

وظائف (الثقافة (التنظيمية

أنواع الثقافة التنظيمية

مراخل وراسة الثقافة التنظيمية

العوامل المؤثرة في الثقافة

كيفية تكاوين ثقافة تنظيمية قوية

العوامل المساعرة على نشؤ ثقافة تنظيمية

قياس (الثقافة التنظيمية

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              ( Swartz & Jordan,1980)
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(Kroeber, Kluckhohn)

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(Deal&kennedy,1990) .(Robert,Denise,1988,245)"

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(Pettigrew,1979)

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                 (Kotter, Heskett, 1992)
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            (Weelen,1995)
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                                           (Francessco, Gold. 1997)
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         (Koss, )
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               (Clampitt, 2001,)
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(Pettigrew,1979)

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اللغة: هي الشعارات المنطوقة التي تمثل وسيلة لتحقيق الأثر المرغوب.

الايديولوجيات: هي نظام من المعتقدات بشأن البيئة الاجتماعية المحيطة،وتتضمن دلالات عن مدى صحة بعض التصرفات الاجتماعية ، وأنماط التصرف التي يجب القيام بها في ضوء تلك الدلالات.

الطقوس: يعرفها بيتيجرو (Pettigrew,1979)

(Pettigrew, 1979)

(Hofestede, et al. 1990)

" (,1995.Dafts)

(Trice, Beyer, 1984)

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(Pettigrew,1979)

(Pettigrew,1979) (Smirchich)

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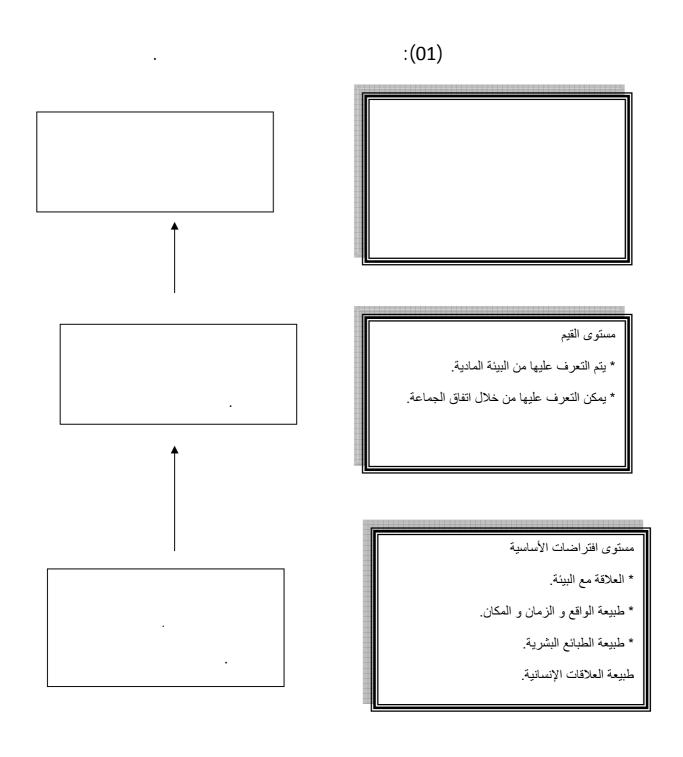
(Schein,1992)

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(Hatch,1993)

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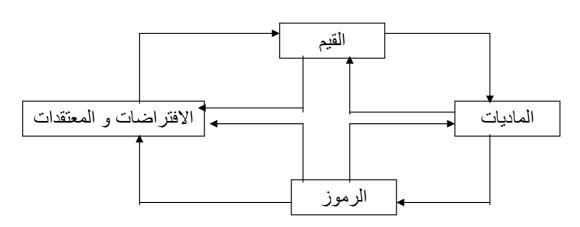


Edgar H.Shein,(1992)organizational culture and leadership,2<sup>nd</sup>(San : Francisco,Calif:Jossey-Bass).

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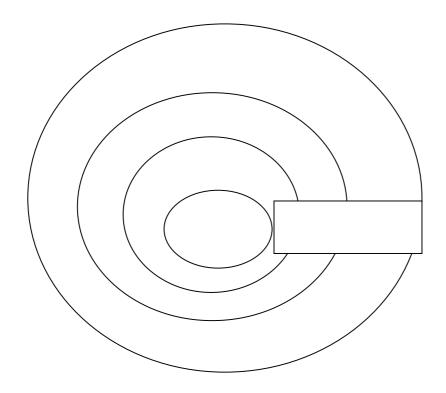




Mary Jo Hatch,"The dynamics of organizational : culture", Academy of management review, Vol. 18, No, 4, 1993.

:(1990)

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HofestedeG,B Neuijen,DD ohayv,andG.Sanders,"Measuring : organizational culture:A qualitative and quantitave study across twenty cases",ASQ,Vol,35,1990:286-316.

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(Creating "Schein" .togetherness)

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(314-305 1978 William G Ouchi ) :William G Ouchi

William G Ouchi :(1)

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Commitment to Employees
Evaluation

Careers
Control

	Decision
	Marketing
	Responsibility
	Concern for people

Moorhead.G & Griffin, Rick w. **Organizational** : **Behavior**,(New York: Houghton Company,2001)p.149.

(1978) Ouchi William

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.(Moorhead .G&Griffin2001,278-280)

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Hofstede, Geert, 2001, 176-)

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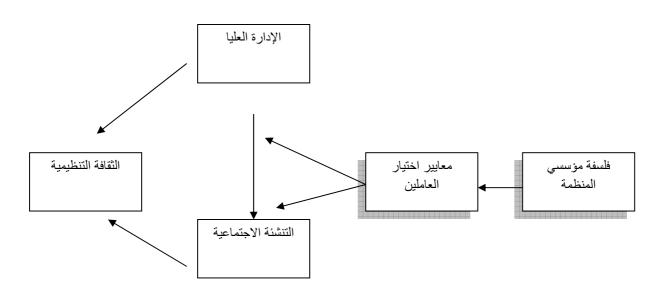
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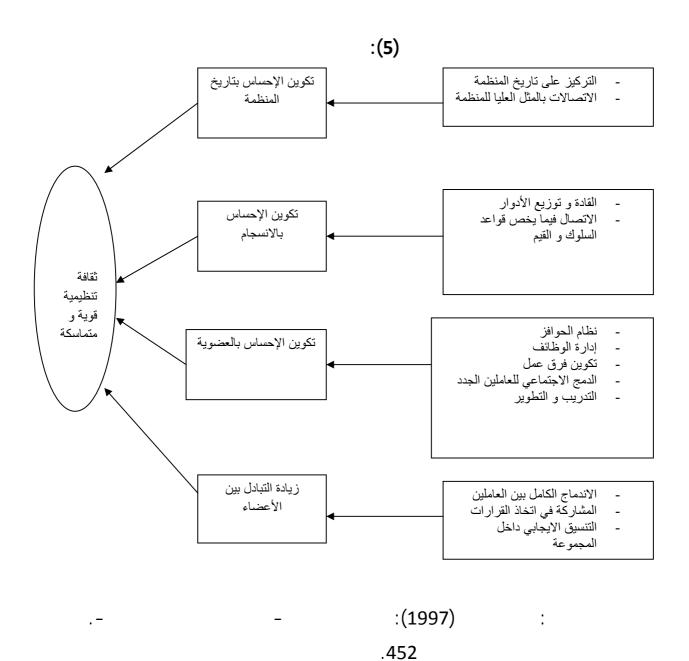
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ءة القيادات الإدارية في المستويات الدنيا من التنظيم وزيادة إحساسهم بالمسؤولية وتفهمهم لأهداف المنظمة.

(55 1995 )

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النماؤج النظرية المفسرة للضغط

مفهوم الضغط المهنى

النماؤج المقترحة للضغط المهنى

أثار الضغط

علاقة الضغط بعوامل الضغط

تشخيص الضغظ

مروو الطرق الإمصائية لقياس الضغط

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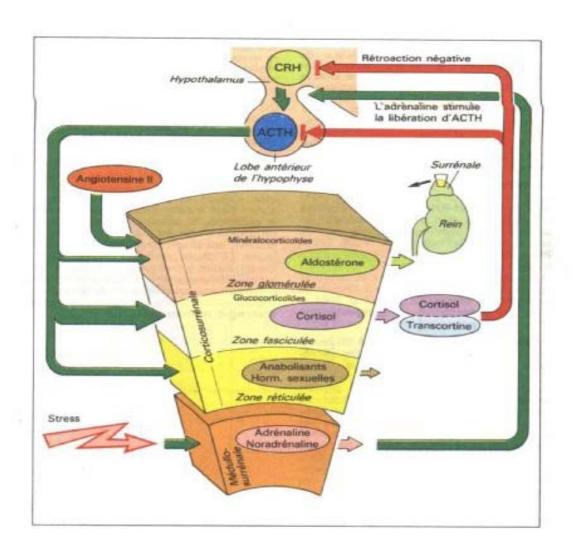
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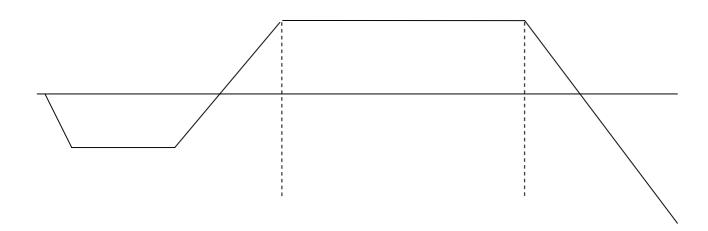
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Leurent.G.lestress, groupe de boeck s.a., 2012.p13.:

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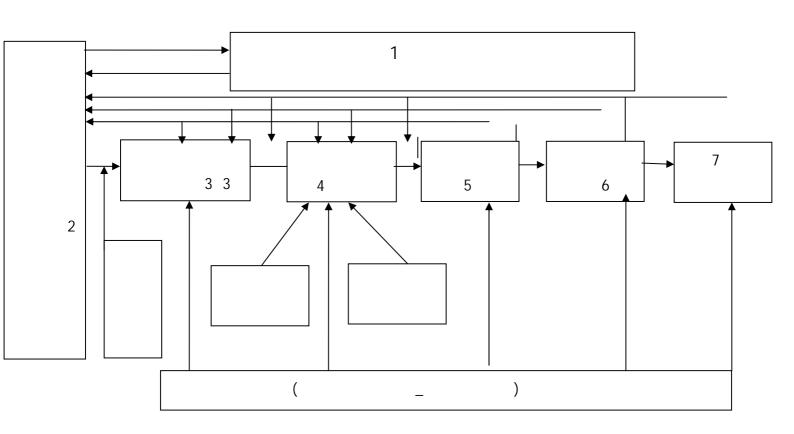
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Kagan et Levi 1975 \_ :( 8 )



Laurent Guillet: (2012): le stress. Goupe de boeck.bruxelles.pp16.:

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Laurent Guillet: (2012): le stress. Goupe de boeck.bruxelles.pp19.:

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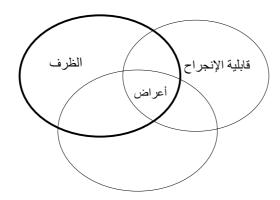
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## شكل رقم 10: نموذج ماك لين الضغط المهني 1974



Laurent Guillet: (2012): le stress. Goupe de boeck.bruxelles.pp29.:

1974 **Mc.Lean** 

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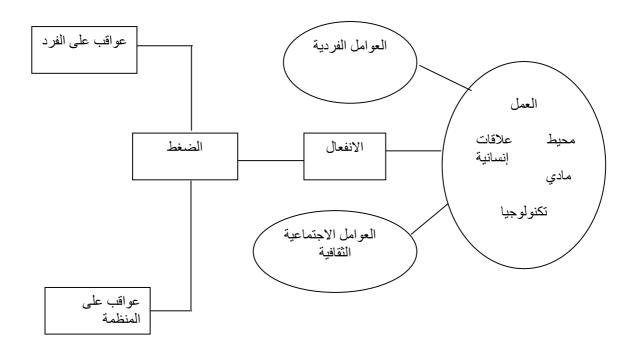
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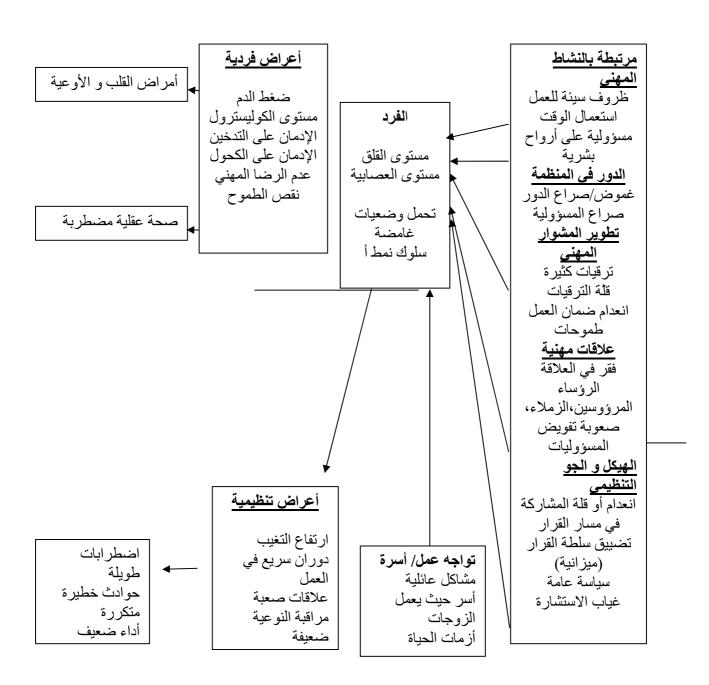
Laurent Guillet: le stress. Goupe de boeck.bruxelles.pp32.: (2012):

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Laurent Guillet: (2012) :c le stress. Goupe de boeck.bruxelles.pp58.:

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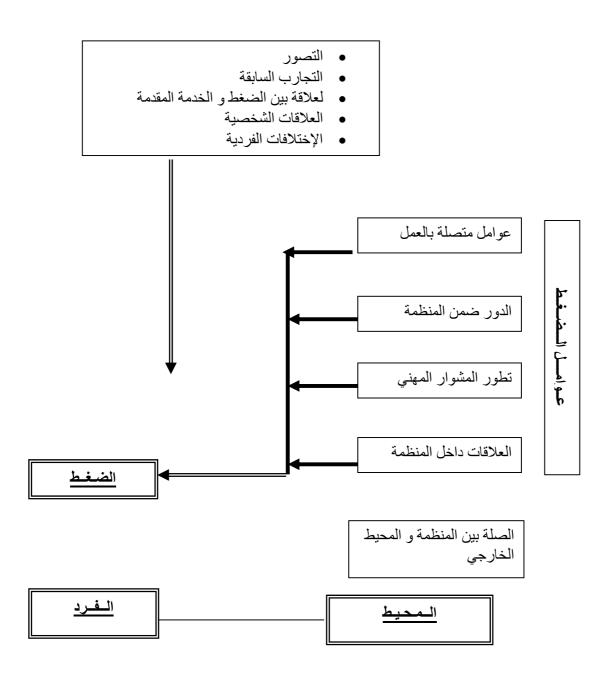
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ظروف العمل ضغوط ثابتة انعدام الأمن منافسة طموحات خائبة غياب الإثارة مبالغة في التخلص غياب المدلول صراع مشاكل اقتصادية غياب التحكم تخفيض الحركية مشاكل صحية ثقل العمل انعدام الشخصية تآكل مهني ارتياب غزلة سوء القرارات ضياع، إحباط شعور بالذنب

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.(1996 Parasympathique .( Chneiweiss.L1998 . John Howard, Herman.l et Hoch :(1986

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training schultz
                              Jackobson
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sophrologie
                         sophrologie
         (1998
                                         Klopfer1998
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           Cobb 1976
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## (الفصل (الرابع: (الولاء (التنظيمي

تمهير

مفهوم الولاء

علاقة الاولاء بالانتماء

أهمية الولاء التنظيمي

مراحل تطور الولاء التنظيمي

أبعاو الولاء التنظيمي

مراخل نظرية لرراسة الولاء التنظيمي

محروات الولاء التنظيمي

أثر الولاء التنظيمي

قياس (الولاء (التنظيمي

خلاصة

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                                                          (Loyalty)
                                   .(16 1982
                                                            )(
                            .(72 1972
            )
                                                (212
                     Kanto
   Mowday
                     (Kantor, R, M, Ibid, 499-517)
Mawday, R.T. Steers, RM., et al. op. cht.pp. 224-)
                                          Bruce.Buchanan
                                                              .(247
Bruce, )
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(Buchanan.op.cit.pp.533-546

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:Cook and Wall

.(Cook, J,& Wall, T.D, 1980pp39-52)

.(Near Janet p.op.cit.pp 281.)

Bruce.Buchanan

:(Bruce.Buchanan op.cit.pp 533-546.)

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Porter

Porter, L.W, et )

.(al..Mowday and P.V.Boulian.1974,509-603

Sheldon

Sheldon.M.E)

: Steers .(,1971, 142-50

.(Steers.R.M,1977,46-56)

: : Beeker

(Becker, H.S, 1960, 40-53)

O'Reilly .

(O'Reilly.C, Chatman, 1986

,492-499)

Mowday et al

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Porter

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1991 1987 ) Organizational Commitment (1997 1995 1993

Organizational Commitment

(1994 1988 )

Organizational Commitment

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			co	mmit	ment		
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يد الله ). (36 ،1995، ( )

(حزامي حلواني، 61، 1422)

: Romzek

Larson and Mowday, Porter and Dubin
Steers Fukami

Mottaz

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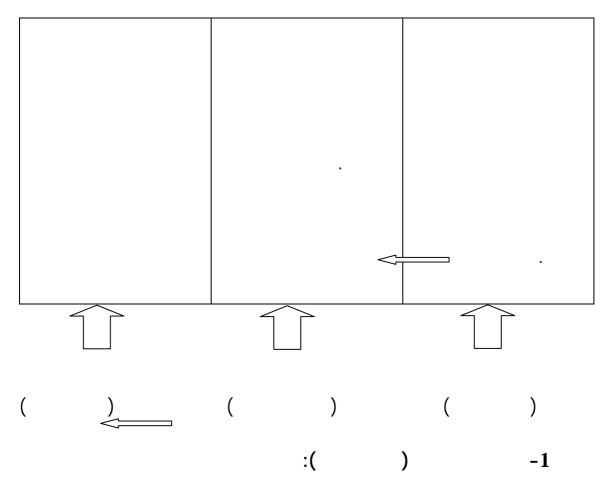
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Steers,1977

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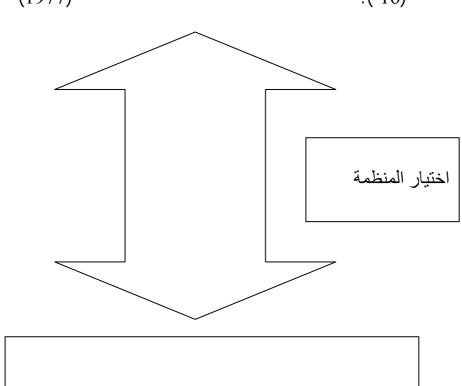
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Herzberg,Kallaberg,Katz,

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(لفصل الخامس: فعالية الزراك تمهير

مفهوم فعالية الزاك

علاقة مفعوم فعالية الازات ببعض المفاهيم السيكولوجية

ملاونات فعالية النرات

عمليات فعالية الزرات

مستويات فعالية (الزرات

نظرية نعالية (لزرات لا Bandura

أبعاو فعالية النزات

مصاور فعالية الزرات

أنواع فعالية النرات

لأثار فعالية اللزلات

خصائص فعالية الزرات

الخصائص العامة لزوى فعالية واك مرتفعة

خلاصة

Bandura

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.(Desmette ,Jaminon,Herman,2001 ).

Bandura et Wood . (1999 ).

Shell .(Bandura et Wood,1989,805)" .(Shell, 1989, 90). .(431 1990 ). (11 1994 ) ." 1994 .(15

.(134 1997

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1993 ).
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.(2003) Van Gerwen,et.al.
Shelley et ...
.(2004) Pakenham,2004

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.( ) (1908) William James

" James

(2001) .(31 1999 )."

) ." .(77- 45 2001

1994 Pagares et Miller

Pagares et Miller)."
.(195 1994

(1996) Pagares

Pagares).

.( 546 -1996.542

Bandura

.(13 1996 Mayor et Sutton).

Bandura

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1967 cooper Smith

1967 Ziller et all ."

.(84 1967 Ziller et all) ."

## Resemberg

## Bockearts 1991 Brokner1988

1992 Mitchell Gist .(Desmette, Jaminon, Herman, 2001). (2003)

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Bandura

.( Bandura,1977).

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3 - فاعلية الذات وتحقيق الذات:
                                 (1990)
            .(32 1990
                                                (1993)
      ( 2000)
                                     .(72 1993
2000
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                                         Schwarzer
                                    .(1 1999 Schwarzer).
                                                         -4
                                                 Bandura
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	:(17)				
<	<del>«</del>				

Bandura .A. 1980: l'apprentissage social. Pierre mardaga edition.:

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1986 Modden Ajzen .

Terry .

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Spakers () .( ).() -3 :(Hendry,et.al.,2005) .(Kranz,2003) .(Hendry,et.al.,2005) (2005)

:(18)

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	سعة الذات	توجيه الذات	ضبط الذات		
ثبات الذات	قوة الذات	قيادة الذات	الثقة بالذات	مقاومة الذات	
مواجهة تقوى الذات الذات	ترويض الذات	تزكية الذات	مرونة الذات	معاهدة الذات	رشد الذات
إيجابية للذات الذات	تماسك الذات	تحدي الذات	يقين الذات	الإكتفاء بالذات	اصلاح الذات
تصویب الذات الذات	مغزى الذات	مكونات الفعالية	صبر الذات	تحمل الذات	استبشار الذات
التوقعات استقامة الإيجابية الذات للذات	تهذیب الذات	الذاتية	تأكيد الذات	جهاد الذات	شكر الذات
مسئولية موازنة الذات الذات	إعمال الذات	المحافظ على الذات	تمحيص الذات	نهي الذات	هدى الذات
ي الذات الذات	التوظيف الإيجابي	انصاف	دافعية الذات	تحديد الذات	طمأنينة الذات
رة جدية	بصير الذاد	عزم الذات	إنجاز الذات	بادة ات	
	تحصير	تذكير	صداقية الذات		

.230-229 2005

Brown : .(Brown,et.al.,2005)

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(2005) Sanders et Woolley

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.(Sanders et Woolley,2005)

## :Bandura

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(1986-1977) Bandura,A

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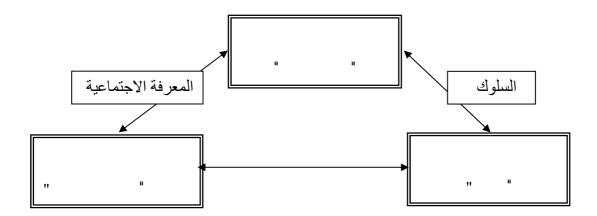
.(24 1999 ).

Bandura

Bandura .

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Bandura :(19)



**Zimmerman, B.J. (1989)**. A social cognitive view of self - regulative: academic learning. *Journal of Educational Psychology*, *81*, 329-339.

.(1988·24 Bandura)

(1977) **Bandura** 

Bandura

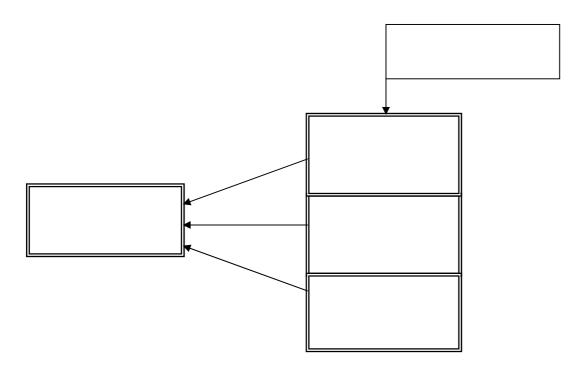
(1997 1977)

.(Bandura,1997,25)

Bandura

(20)

.Bandura :(20 )



**Bandura**, **A.** (1977) self-efficacy. Toward a unifying theory of behavioral: change psychological review, 84, pp. 191-215.

(2001)

.(48 :1994

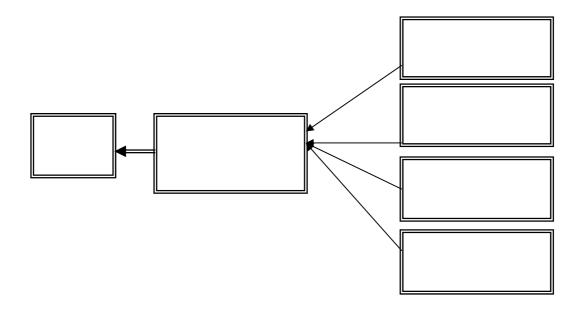
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.( Bandura,1977:85)

-3 . ( Bandura,1977:85) .( 510 :2001 (2000) Kim & Park -8 Bandura (21)

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Bandura :( 21 )



Elliot et al, 2000, **Educational psychology**. 3rd eds. : McGraw Hill Companies, Inc, New YorkAbdel pp222-224

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.(Bandura,1977:195)

(1988)

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.(Bandura,1982:140)

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( Bandura,1977:200) (1982)

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(Bandura, 1995:125)

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( Bandura, 1997:100)

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(Ji-Liang et Dan,2004) .(Choi,2005)

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.(Lamory et Wilcox,2005).

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.(Tasa etWhyte,2005) ...

.(Caprara,Steca,2005)

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(Kass et Friedman, 2005) .(Ali, et.al. 2005)

(Scott et Mallinckrodt, 2005)

(Bodenhorn et Skaggs,2005).

(Choi, 2005) ...

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.(Martincevic,2004)

(Kass et Friedman, 2005) (Eaton, et. Al., 2004) (2005)(256)(2005)(Hampton, 2005) .(Betz, et.al.,2005) (1832).(Hilloway,rt.al.,2005) ... .(Sanders et Woolley,2005) .(Maniadaki et Sonuga-Barke,2005)

(2005).(Caprara, et.al., 2005) (380)Social Self- efficacy .(Ferrari,2004) ... **Sexual Self-efficacy** (Halpern-Felsher, et, 2004). (Wong, et.al., 2004) Violence Self – efficacy (Benight, et.al., 2004)

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(2004) (49)

.(Tucker,et.al.,2004) (%25)

.(Kalichman,et.at.,2005).

.(Lu,et.al.,2005)

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.(Robbins et al.,2004)

(1993) Bandura .

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12 - الخصائص العامة لذوى فعالية ذات مرتفعة:

1986

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Bandura

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:(Bandura,1997)

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## الفصل الساوس: اللاجراءات المنهجية

تغهيىر

(المنهج (المتبع في البحث

ميران البمث

عينة (لبحث

تقنيات (البحث

الخصائص السيكومترية الأووات القياس

أوولات اللاحصائية

خلاصة

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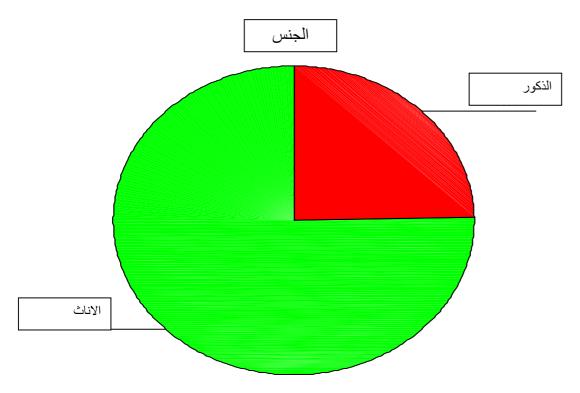
) ( 2009/03 2009/01 330 425 979 225 115 -2-2 \_1\_2\_2 330 %75.2 248 82 %24.8 :(3)

%24.8	82	
%75.2	248	
%100	330	

(21)

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5.25 32.55

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.%25 ( 46 -35 )

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		%75	247	35-25
5.25	32.55	%25	83	46 -36
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(05)

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%22.12	73	
%48.18	159	
%10.61	35	
%19.09	63	
%100	330	

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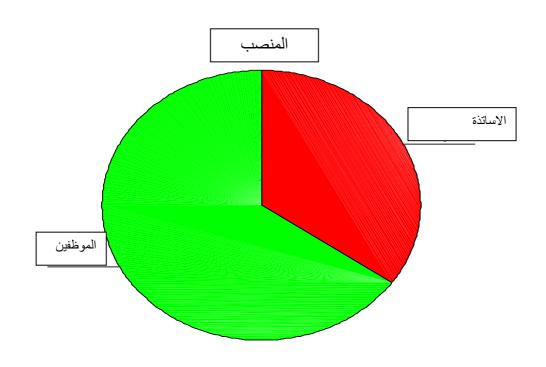
%34.80 %65.20

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%34.80	115	
%65.20	215	
%100	330	

:(23)



%1.21 %98.79 10 - 1

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%98.79	326	10 – 1
%1.21	04	20 – 11
%100	330	

.(1990 M.Grawitz ).

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(1990,D D.Francis et M.Woodcok)
"1995"

.(D D.Francis 1995,p3)

08 33 (8) ( 1990,D ) (D.Francis et M.Woodcok .[24-18-6-1] (

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(8)

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24-18-6-1	
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26-25-15-8-2	
20-16—9-3	
21-10-4	
33-31-30-27-22-17-11	
32-28-23-12	
29-13-5	

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(80)

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0,805

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0,62 0,24 .  $\alpha = 0,001$   $\alpha = 0,05$ 

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Mowday et others ) (1976

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 $\alpha = 0.001 \quad \alpha = 0.05$ 

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0,52 0,17

,Sherer (Barlow et 1982 Maddox ,Mercandaute

.al,1984)

.(227 2006 )

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17 -2) (15-13-9-8-3-1) (17-16-14-12-11-10-7-6-5-4

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 $\alpha=0.001$   $\alpha=0.05$ 

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## الفصل السابع: عرض وتحليل ومناقشة النتائج تمهير عرض وتحليل النتائج مناقشة النتائج

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. Friedman

(10)

6.92 7.97

4.81 5,48

1.84

:(10)

## . Friedman

Friedman			
7.97	5.68	23.85	
6.92	4.02	17.42	
5.48	3.39	13.77	
4.81	2.95	12.35	
3.22	3.95	10.59	
3.20	2.67	10.30	
2.57	2.08	9.69	
1.84	1.83	8.65	

(11)

 $\alpha$ =0.01

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:(11) .Friedman

0.01	7	1883.31	330

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(12) " " .24.78

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		11 11					
0.01	329	-48.36	0.62	11.35	24.78	330	

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. Friedman

(13)

14.42 13.63

12.44 13.05

. 12.14

## 11.40 11.59

6.40

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:(13)

			.(13)
Friedman			
14,42	,906	1,98	1
13,63	,946	1,77	2
13,05	1,051	1,68	3
12,44	,959	1,52	4
12,14	1,345	1,60	5
11,59	,810	1,36	6
11,40	1,255	1,34	7
11,28	1,009	1,37	8
11,14	1,075	1,31	9
11,08	1,089	1,42	10
10,77	,858	1,25	11
10,63	1,177	1,26	12
10,31	,989	1,19	13

9,26	1,050	,99	14
9,15	1,010	1,04	15
8,98	1,165	1,04	16
7,99	1,114	,79	. \ -17
7,94	,931	,80	18
6,40	,828	,55	19
6,40	,837	,52	20

friedman

$$1083.38$$
 (14)  $\alpha = 0.01$  19

:(14) .Friedman

0.01	19	1083.38	330

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. (15)

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\_ 13.31 " " (13)

 $\alpha = 0.01$  329

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		11 11					
0.01	329	-13.31	0.45	8.18	39	330	

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(16) " " .51.91

3.75 " "

 $\alpha = 0.01$ 

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. :(16)

		11 11					
0.01	329	3.75	0.24	4.40	51.91	330	

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п

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. " Pearson "

(17)

.r= 0.18 0,01

(17)

.r= 0.12 0.05

.r= 0.24 0.01

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. r=0.10

.r= 0.15 0.01 r= 0.16

.0.01

.r= 0.15 0.01

r= 0.08

: .r= 0.22 0.01

:(17)

	•	

0.01	0.186	/
0.05	0.125	/
0.01	0.247	/
	0.100	/
0.01	0,150	/
0.01	0.166	/
0.01	0.159	/
	0.083	/
0.01	0.225	/

:

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" Pearson ( 18 )

.r= -0.22 0,01

(18)

.r= -0.22 0.05

.r= - 0.15 0.01

.0.01

.r=-0.18

.r= -0.26 0.01

r = -0.09

0.01

.r= - 0.22

.r= -0,16

-0.09

r=

:(18)

0.01	-0.220	/
0.05	-0.229	/
0.01	-0.157	/
0.01	-0.188	/
0.01	-0.265	/
	-0.094	/
0.01	-0.227	/
0.01	-0.168	/
	-0.096	/

" Pearson

(19)

r= 0.03

(19)

.r= -0.06

r= - 0.03

r=-0.04

.r= -0.03

r = -0.04

.r= - 0.03

.r= -0.02

r= -0.03

:(19)

0.05	0.032	/
0.05	-0.066	/
0.05	-0.030	/
0.05	-0.041	/
0.05	-0.034	/
0.05	-0.04	/
0.05	-0.031	/
0.05	-0.025	/
0.05	-0.034	/

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" Pearson

(20)

0.01

.r= -0.22

0.01

: .r= -0.29

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0.01	-0.224	/
0.01	-0.293	/

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## (الخاسمة

## المراجع

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