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THEME

Conflictual Situation in PSE, how to intervene to improve the exercise of leadership-pupils and the dynamics of group-classes.

Case of the pupils of the baccalaureate from the East and West of the department of Bejaia.

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ACHOUR YASSINE

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ACHOUR YASSINE

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List of abbreviations

Abbreviation	Definition
PSE	physical education and sports
PSAA	Physical sports and artistic activity
SPSS	Statistical Package for the Social Sciences

Introduction

GENERAL INTRODUCTION:

In society, social, inter-individual and interpersonal relationships are normative, that is, they respond to a number of conventions, criteria and rules, which govern our behaviors, attitudes, ways of being and beliefs. Therefore, in order to be an integral part of this group that is society, it is necessary to respect a set of rules and to conform to them, by modulating our behaviors, attitudes and opinions.

After having been focused on the interest and importance of child psychology as a necessary dimension of effective pedagogy in the educational system, the emphasis now shifts to the interest and importance of social psychology in pedagogical practice. For a long time the classroom has been a group with its own life, its specific dynamics, its particular effects on the individuals that make it up. The class group has its own history, intellectual and emotional, and the being-together intervenes in the individual reactions, the determinants sometimes integrally. Teachers are therefore invited today to concern themselves not only with the programs, the individual psychology of children and the stages of learning according to age, but also with the class group as a living environment, as a “primary group” with its original dynamics, and as a potential richness that can be exploited for the pedagogy itself. The psycho-social relationships of the students thus become a new field of knowledge and experimentation that pedagogues are required to take an active interest in. Although the principle, the necessity and the very importance of this new problem are not denied by anyone, the means offered to teachers have remained rather vague.

In our dissertation we tried to understand the impact of sociometry on the improvement of class group dynamics. Indeed, it consists in studying, in their different forms, the informal relations that exist between the members of a group. But, beforehand, it is a question of knowing that these relations exist and that they are strong; then, it is necessary to know that it is according to these relations that the life of the group is organized; finally, that there are scientific means to highlight them. When one has objectified these relationships, for oneself and for the individuals involved in them, one can act on them, to transform them, improve them, in the sense of a better adaptation of individuals and a better evolution of the society that they contribute to build.

In high schools, the circumstances are daily, where “the right pedagogical solution” appears not only as an individual or collective psychological need, but also as a group problem, to be

assessed at the level of socio-affective relationships.

Let's mention some examples: spontaneous collective reactions to certain events within the class, whether it is in the untimely reactionary laughter to a student's clumsiness, a reaction that situates a child in relation to the group, depending on whether he or she is subjected to or provokes the behavior of the class; spontaneous divisions of the class group into sub-groups during internal conflicts or difficult choices; the integration of the "new" or the integration of a "minority" existing as such only in relation to the characteristics, objectives or prejudices of the majority subgroup in the class; children whose group does not want to be part of any group, neither for work nor for collective clan or team games; conflicts between individuals and groups, conflicts that are resolved "at the exit" but whose premonitory signs are located in the class.

In our work, we have given great importance to the phenomenon of student leadership. It should be noted that the best performing school systems place the exercise of student leadership as a priority in their policies and school curricula. It is known to have several positive effects on the dynamics of class groups, it develops team spirit, limits conflicts, promotes interaction and cooperation among students and increases satisfaction, commitment and team spirit. The phenomenon of student leadership-leader is known to generate several positive effects on the dynamics of the class groups, it refers to the ability to mobilize students and their peers and to encourage their voluntary participation in the achievement of common goals. The exercise of student leadership-leader tends to define an ability to lead students towards the achievement of common goals. In other words, student leadership is associated with an individual or group of individuals in their ability to motivate, involve, impel, guide and influence others to make them more capable of contributing to the effectiveness and success of their class groups determining. The design of psycho-pedagogical interventions for PSE teachers, with the objective of developing leadership, conflict resolution and improving class group dynamics, occupies an important place in our research memory, and makes it possible to determine the most effective designs.

Our research thesis was carried out in two different territories of Bejaia County, the EAST and WEST territories, in each territory we chose 05 bachelor level classes.

In order to meet the requirements of this dissertation, it will be composed of three studies. The first study aims to determine the impact of the emergence of student-leaders on the dynamics of class groups, while the second study aims to determine the design of the psycho-

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pedagogical intervention of PSE teachers in order to develop the exercise of student-leadership-leader, improve class group dynamics and conflict resolution, the third study aims to compare the results of the two studies and put them in geographical maps, to visualize in interactive maps the effect of each territory on the exercise of student leadership and to distinguish the type of design of the psycho-pedagogical intervention of the teachers of the two territories.

Literature review

1. Leadership-pupils :

1.1 Definition of pupil's leadership :

From the outset, it is important to understand that even today practitioners and researchers still do not agree on a precise definition of pupil leadership, on the one hand because its definitions are numerous and on the other hand because it covers a very considerable number of diverse activities and behaviors, we will try to see it more clearly and thus be able to identify the definition that best suits the present subject of the thesis.

Pupil leadership is defined as the ability for the team leader to influence peers so that he can perform tasks without constraint, with all the motivation needed to achieve common goals.

(htt)

A leader is an individual who significantly affects the thoughts, feelings, and behavior of a significant number of people. According to this definition, leadership can be exercised by any learner who has an influence on the behavior of the class group. Gardner, Howard. *Leading Minds: An Anatomy of Leadership*. New York: Basic Books, 1995.

Leadership is a concept that lends itself to very many definitions; in his monumental "Handbook of Leadership", **Stogdill** 1 reports about fifty, which he groups together under 11 different categories or points of view. The study of these definitions, although tedious, shows however that certain elements tend to come back more often than others. The first of these elements is represented by the word "influence" and it appears, in some form or in an other, in almost all the definitions collected by **Stogdill**. The second element is defined by words such as "activity", "Behavior", "action"; the importance of this element is due to the fact that to be practical and effective, the study of leadership must focus on specific behaviors that can be identified and taught to future directors. A third element which appears essential to any definition of leadership is the voluntary aspect of the response which is given by the leader's entourage to his attempts to influence: the policeman who by a sign of the hand forces a motorist to stop performs an activity which has obvious influence, but no one will not say that he has shown leadership. These three elements, associated with fact that what interests us here is "organizational" leadership, (the leadership of an individual who already holds a position of legitimate authority in an organization).

Lead use to define leadership as follows: the set of activities by which a hierarchical superior influences the behavior of his subordinates in the sense a deliberately more effective achievement of the organization's objectives. (STOGDILL)

According to **Alain Duluc**, leadership designates: «the ability to mobilize free individuals, collaborators, subordinates to encourage their voluntary participation to achieve objectives ».

(Duluc Alain)

The group process refers to the fact that the leader is at the center of the group and the activities and guides the group in achieving common goals. The group process is the first way to perceive leadership.

Graen and Schiemann (1978) carried out a study to verify the processes by which a leader and his employees develop interdependencies. This study highlighted the importance of expectations and interactions between leaders and employees, implying that the achievement of organizational objectives is intimately linked to the expectations of the latter. This leads us to consider the notion of leadership as a conceptualization of transactional (goal-oriented sanctions/rewards) and transformational (changing the situation by increasing the effectiveness of employees) exchanges. Consequently, leadership is related to the quality of the relationship between the leader and his peers, that is to say: the higher the quality of the interaction between the pupil leader and his peers, the more satisfied and productive they will be. Although the exchange relationship is important, leadership cannot exist without the presence of influence. In the process of leadership, influence comes from the individual who formulates a common goal and so there seems to be a sense of fusion between Individual and collective destiny.

Without the help and stimulation of exchange with one's peers, the leader cannot exercise leadership. Peers play an essential role in this relationship. If they follow the pupil leader, it is because they are motivated and have expectations of him or her.

The leader-pupil tends to define an ability to lead peers towards the achievement of goals, In other words, the pupil leader is associated with his peers in his ability to motivate, involve, impel, guide and influence his peers to make them more capable of contributing to the effectiveness and success of the class group of which they are members.

From these various definitions, we then come to the idea; the leadership that the leader of a class group exercises, results in the overall interpersonal communications by which he influences the behaviors of his peers, it is therefore personal and based on communication.

There can be no leader if there is no group to give him the said power if there are no students who follow the leader it is impossible to be able to define pupil as a leader.

1.2 Leadership theories:

1.2.1 Research family on leader attributes:

As its name suggests, the Leader Attributes research family states that it is the leader's traits, characteristics, behavior or communication style that are believed to be the source of his or her ability to influence.

1.2.2 Approach to liens :

The leader is conceptualized here as an individual who possesses a personality, values or skills that distinguish him or her from non-leaders and make him or her natural leader. The theory of the great man. Very often associated with the myth of the natural leader. *Fisher*, (1986.) by the "great man theory" of (Carley)

Among others, has inspired several authors of this family of research on the attributes of the leader. (Mongeau) (*Freedom translation*).

This theory suggests that leadership is innate and identifiable through the presence or absence of traits. Consequently, individuals with characteristics associated with leadership would be identified as leaders and considered out performing non-leaders the trait schools.

The link between the "great man" theory and the school of traits is easily highlighted by the hypotheses it puts forward. According to this school, individuals have natural abilities to lead; the leader has superior qualities and traits that differentiate him from followers. (Stogdill, Ralph M. 1974. *Handbook of leadership, a survey of the literature*. New York: The Free Press, P 613 .)

Approach to interaction styles and behaviors:

Here the focus is on the style of interaction, conceived as trait or characteristic of the leader in his or her relationship with the members of the group.

The focus is on the leader's communications, Behaviors and actions and his or her leadership style. The hypothesis underlying the models of this approach is that there are better ways to lead than others.

((Meda, 2005; Jordan, 2005; Mongeau and Saint-Charles, 2005).)

This theory suggests that there are three styles of leadership: democratic, authoritarian and laissez-faire. According to this theory, democratic style leadership would be the best style to adopt.

1.2.3 Research family regarding on adequacy:

Proponents of approaches within the adequacy research family, consistent with Yukl, Gary A. 2006. *Leadership in Organizations / Gary Yukl, 6. New Jersey: Upper Saddle River, 542 p.* And the literature, which states that situations also have characteristics that need to be considered, argues that the 'success' of leadership is linked to a match between certain styles, behaviors or characteristics of the leader and certain attributes of the group's situation" ((Mongeau and Saint-Charles, 2005, p.116).)

1.2.4 . Situational or personal approach:

For the situational approach, it would be the situation that establishes my leadership style, therefore the leader.

The situational model, the Authors, Hersey, P., and K. H. Blanchard. 1969. *Management of Organizational Behavior -Utilizing Human Resources.* New Jersey: Prentice Hall Have set up a model where the leader's interaction style is either task-oriented or relationship-focused and should adjust to the maturity of the other members of the group: the followers (Ayman, Roya. 2004. «Situational and Contingency Approaches to Leadership».) . Contingency approach:

As for the contingency approach, several variables would overlap and interplay (Ayman, 2004) and the leadership style to adopt would depend on them.

The contingency model, the contingency model of Fiedler, F.E. 1968. «Personality and Situational Determinants of Leadership Effectiveness». In *Group Dynamics Research and Theory*, Dorwin Cartwright and Alvin Frederic Zander, p. 362-380. New York: Harper & Row, Argues that the effectiveness of the leadership exercised would depend on the relationship between the leader and the members, the task at hand and the position of power held by the leader.

2. *Research Family on Dyadic Relationships and Communication Networks:*

The different theories that conceive of leadership as a process of influence are grouped here in the family of research focusing on dyadic relationships and communication networks. (Hunt, James G. 2004. «What is Leadership».)

2.1 *A. Dyadic relational approach:*

Within the dyadic relational approach, it is the relationship between the leader and follower that is considered to be decisive for leadership. According to (Ayman, Roya. 2004. «Situational and Contingency Approaches to Leadership».) this approach to macro leadership was originally based on what was known as the vertical dyad linkage theory of Dansereau Lateral and distributed. Within this approach is the “lateral and distributive” model. The so-called lateral angle emphasizes the relationships maintained outside the leader's hierarchical line of authority. The distributive angle focuses on the division of roles and peer leadership (Hunt, 2004).

2.2 *Network approach:*

Finally, studies on social networks are also relevant here since they focus on the ties that unite individuals and the structure of influence that emerges from them ((Mongeau and Saint-Charles, 2005).)

The theory of centrality. Several researches have confirmed the links between the degree centrality that derives from the “popularity” (Moreno, 1934) number of direct relationships of an actor and influence and power in organizations, (Burkhardt) . Indeed, centrality is identified as a predictor of power (Burkhardt) The idea is that central individuals are more likely to emerge as leaders, in part because actors in this position have better access to resources and can control access to them. (Brass)

In the same vein, the inner half degree centrality (the number of times an individual is chosen is also important since Knoke and Burt 1983) point out that the orientation of the bond can demonstrate the difference between the leader and non-leaders. In this regard, Brass and Labianca (1999) argue that centrality measured by the choices made (outer half degree) and the choices received (inner half degree) may indicate the difference between leaders and followers.

3. *Research family focusing on content and construction of meaning:*

According to Mongeau and Saint-Charles (2005), the approach to content and the construction of meaning is affiliated with the general movement in cognitive science aimed at accounting for the process of co-construction of reality (Varela)

Cognitive approach:

The reflection *Eden, Dov, and Uri Leviatan. 1975. «Implicit Leadership Theory as a Determinant of the Factor Structure Underlying Supervisory Behavior Scales»*. (Journal of Applied Psychology. vol. 60, no 6, p. 736-741.) Which led to the idea that leadership factors can be found in the minds of individuals gave rise to the “leadership and cognition” approach. According to this cognitive approach, leadership is considered to be socially constructed through the cognition (Hunt, 2004) of individuals. Here we seek to understand how an individual's patterns would enable him or her to distinguish or identify a leader. It is therefore by matching the leader's actions and behaviors with the cognition of the person being influenced that the leader could play his role and thus brings about behavioral changes in the follower. The role of leader is considered here as one of the roles that the manager must play; this approach is therefore part of a macro-leadership approach.

Cognitive categorization theories of leadership or implicit leadership theories. Implicit leadership theories, by Lord and colleagues (1982), are used to explain the attributions and perceptions of leadership (Lord, Foti, & Philips, 1982; Den Hartog et al. 1999). These theories focus on beliefs about a leader's (manager's) behavior and the expectations of that behavior (Eden & Leviathan, 1975). It is considered here that the identification of a leader is contingent on the degree of adequacy between the characteristics, attributes, traits or behaviors of the individual and the information included in the leadership category of the leader identifier. (Foti)

The social identity theory of leadership. It is suggested that the social identity theory of leadership suggests that the perception of leadership is linked to the prototype groupie (**Brown, Scott, & Lewis, 2004**). The prototypicality of a group's leadership is based on its values, attitudes, and norms. The identification of a leader in the person of the manager would therefore be contingent on his or her degree of fit with the groupie prototype. Since it is rare for an individual to be a perfect fit with the group prototype, an individual's prototypicality could still vary in gradation (**Brown, Scott and Lewis, 2004**). As social identity theory predicts, the

more important the group is to its members, the more likely they would be to adjust their perceptions of leadership in accordance with the groupie prototype and to accept the leader if the leader is prototypical of the group (**Brown, Scott, & Lewis, 2004**).

3.1 Approach to the creation of meaning:

Within the meaning-making approach, leadership would be associated, as its name suggests, with a person's contribution to the construction of meaning and the direction of action. Both the communicative content and the way it is communicated are investigated here.

Neo-charismatic theories. The theories of transformational and charismatic leadership, also known as neo charismatic theories (Meda, 2005; Jordan, 2005), new leadership theories, the transformational and visionary school. Antonakis, John, Anna T. Cianciolo and Robert I. Sternberg. 2004. «Leadership: Past, Present, and Future». (John Antonakis) . Californie: Thousand Oaks: Sage Publications. Would be associated with “[...] a process in which leaders and participants are called upon to surpass themselves on the basis of emotions, common interests or needs for self-actualization” (**Mongeau and Saint-Charles, 2005, p. 121**). Thus, the leader is a person who, through his or her communication and communication style, inspires and motivates others.

4. Effect of the pupil leader on the context of the class-group:

In a class group with no pre-designated role, while most roles are quickly and easily established, the role of the leader is one of the last to emerge. (Bormann)

Group members then spend a lot of energy on the issue of leadership, as it is important for the success of their group (**Bormann, 1972**) The lack of a common vision generated by a similarity of representations can lead to a divergence, even competition or conflict of representations within the group. The group's focus is therefore not on the task at hand, but rather on reducing tensions, on rallying, on the search for shared representations. This process can give rise to power struggles and affect Productivity, group cohesion and the emergence of leadership.

In the presence of a group whose members have divergent representations of the leader-student, one can expect that there will be a clash of these representations and, by the same token, believe that the emergence of leadership will be affected, because the leader cannot emerge until the representations of leadership are convergent since a decision cannot be made as to the ideal candidate for the leadership role.

However, Bormann and Bormann (1972) demonstrated that until the leader emerges, the role structure is unstable, the group expresses frustration and its members are irritated. Moreover, according to the authors, cohesion is weak in this type of group, the task is slowed down, it becomes more difficult to carry out, etc. the authors also show that the group is not very cohesive. (Bormann) The achievement of common objectives is difficult, thereby affecting the Group's performance.

At the same time, it is possible to envisage that, in the presence of confrontations between leadership representations, the group may be divided into cliques, each advocating the same representation (**Landry, 2007**), thus always affecting its cohesion. However, it would not be surprising in this type of context to predict tensions or conflicts between members that could lead to the dissolution of the group.

Based on these various studies, we then come to the idea that the student leader is the pillar of the group and plays an essential role in creating a classroom climate that is favorable to the conduct of the PSE session, thus facilitating communication and interaction among students, helps to regulate conflicts and bring all students to align themselves on a common goal, as it involves peers in different tasks which increases the sociability factor, ensures a certain degree of control of the group as it helps to improve group cohesion, harmony that keeps group members together.

5. Pupil-leader styles and their effects on the class-group:

In 1939, a group of researchers led by psychologist Kurt LEWIN set out to identify different styles of leadership. While further research has identified more distinct types of leadership, this early study was very influential and established three major leadership styles that have provided a springboard for more defined leadership theories.

In LEWIN study, schoolchildren were assigned to one of three groups with an authoritarian, democratic, or laissez-faire leader. The children were then led in an arts and crafts project while researchers observed the behavior of children in response to the different styles of leadership. The researchers found that democratic leadership tended to be the most effective at inspiring followers to perform well.

Leadership styles are classifications of how a person behaves while leading a group. LEWIN leadership styles are authoritarian, participative, and delegative.

5.1 . Authoritarian Leadership:

Authoritarian leaders, also known as autocratic leaders, provide clear expectations for what needs to be done, when it should be done, and how it should be done. This style of leadership is strongly focused on both commands by the leader and control of the followers. There is also a clear division between the leader and the members. Authoritarian leaders make decisions independently, with little or no input from the rest of the group.

Researchers found that decision-making was less creative under authoritarian leadership. LEWIN also concluded that it is harder to move from an authoritarian style to a democratic style than vice versa. Abuse of this method is usually viewed as controlling, bossy, and dictatorial.

Authoritarian leadership is best applied to situations where there is little time for group decision-making or where the leader is the most knowledgeable member of the group. The autocratic approach can be a good one when the situation calls for rapid decisions and decisive actions. However, it tends to create dysfunctional and even hostile environments, often pitting followers against the domineering leader.

5.2 Participative Leadership:

LEWIN study found that participative leadership, also known as democratic leadership, is typically the most effective leadership style.

Democratic leaders offer guidance to group members, but they also participate in the group and allow input from other group members. In LEWIN study, children in this group were less productive than the members of the authoritarian group, but their contributions were of a higher quality.

Participative leaders encourage group members to participate, but retain the final say in the decision-making process. Group members feel engaged in the process and are more motivated and creative. Democratic leaders tend to make followers feel like they are an important part of the team, which helps foster commitment to the goals of the group.

5.3 Delegative Leadership:

LEWIN found that children under delegative leadership, also known as laissez-faire leadership, were the least productive of all three groups. The children in this group also made more demands on the leader, showed little cooperation, and were unable to work independently.

Delegative leaders offer little or no guidance to group members and leave the decision-making up to group members. While this style can be useful in situations involving highly qualified experts, it often leads to poorly defined roles and a lack of motivation.

LEWIN noted that laissez-faire leadership tended to result in groups that lacked direction and members, who blamed each other for mistakes, refused to accept personal responsibility, made less progress, and produced less work. (verywellmind)

Leadership and gender:

In the “field of PSE”, men occupy a quantitatively predominant place. Indeed, women represent only ten percent of PSE teachers.

The status of some women who are still socially considered to be lower has that of men.

Women are less chosen as leaders than their male counterpart since the exercise of leadership is closely linked to the extreme social status of the leader, which is correlatively linked to gender. Thus, the higher social status that is socially because they are men creates high performance expectations for them and thus perceptions of increased competence and influence, while women, because of their lower social status, have a higher social status. In terms of areas of development, women tend to be too exigent with themselves and with others and are less constant with respect to the way they use their energy and emotions; they are also less self-confident.

Girls are supposed to be risk-averse and rather passive, whereas boys are actually encouraged to pursue their goals. However, it is true that a series of brother “feminine” qualities are needed to be successful in leading people: social skills, relationships, concern for people. The problem is that a fairly high number of women have not developed the “masculine” qualities, which are also important: self-confidence and initiative. (Eagly)

6. Peer Relationship :

The relationships that students have with each other in the school environment are important in that they influence many aspects of their social development. For example, according to Youniss, J. (1980). *Parents and peers in social Development. A Sullivan-Piaget perspective.* Chicago: The University of Chicago.

They are essential to the development of self-esteem, as they provide a unique context for the exploration and development of personal strengths and have a long-term impact on the well-being of students. Peers also have a strong influence on students. This influence affects, among other things, the dynamics of the classroom group.

Indeed, in a study by Wentzel, K.R. and Caldwell, K. (1997). Friendships, peer acceptance, and group membership: relations to academy achievement in middle school. *Child development*, 1198-1209.

Pupil's social relationships are associated with their academic performance. Thus, peer influence is associated with students' academic achievement (**Ide, Parkerson, Haertel, & Walberg, 1981**). Young adolescents appear to derive their academic motivation from the relationships they perceive to be supportive within their school environment, including relationships with peers and with their teacher (Goodenow, 1993b). Indeed, the sense of belonging and perceived support are directly related to the effort made and the results obtained (**Goodenow, 1993b**).

Low levels of social acceptance can have serious academic consequences, as evidenced by studies by Coie and Dodge (1983), Bukowski, Newcomb and Hoza (1992), and Hymel, Comfort, Schonert-Reichl and McDougall (1996) who found a significant association between low social acceptance and academic difficulties and dropping out. The social relationships that students maintain affect academic development and adjustment and this influence can be positive or negative (Ladd, Kochenderfer and Coleman, 1996.)

Links have been established between social status and school engagement, adjustment to school life, risk of dropping out, and satisfaction with the overall school experience (Parker and Asher, 1987). The social relationships that students maintain therefore affect a range of factors in school life. Students who are not accepted by their peers tend to do less well academically than their popular peers (Wentzel & Asher, 1995). It is typically average or popular students who perform above average, while rejected or isolated students are more likely to perform below average. (Austin, A.M. et Draper, (1984). The relationship among peer acceptance, social impact, and academic achievement in middle childhood. *American Educational Research Journal*, 597-604.)

Pupils, who perceive a higher level of conflict in their relationships, as these students frequently find themselves represented among the rejected students, show higher absenteeism,

less involvement in classroom activities and less appreciation for the school, a trend that is particularly pronounced among boys. It is therefore important to examine the issue of social relationships in the school environment, since the quality of these relationships is related to the development of social skills and to the motivation of students to perform well in school and to persist in school.

7. *Social acceptance and sociometric status of pupils:*

Sociometric status is a measure that allows us to evaluate the place given to an individual within a group. This measure is derived from the number of times an individual has been chosen or rejected by others as an associate (of play, work, etc.). A student may have a high, medium or low sociometric status in a given group. Here we will measure the sociometric status of students within their peer group, i.e., their classmates. The work of Moreno, (1934). *Who shall survive?* Washington: Nervous and mental disease publishing co.

Pioneer in the field of sociometry, were aimed at bringing out the social structure of a group by identifying the networks that unite the individuals that make it up. Thus, several elementary social structures were identified. Among them, dyads and triads. Thanks to this work, we were also able to identify popular or peripheral students in their classrooms. Two ways of analyzing the sociometric data are proposed: the structural - or relational - approach, which makes it possible to trace the structures and social networks of a group, and the individual or positional approach, which makes it possible to characterize the position of individuals within these structures.

A two-dimensional classification system has been developed Coie, Dodge, and Coppotelli, (1982). *Dimensions and types of social status: A cross-age perspective. **Developmental psycho/logy, 557-570.***

Which makes it possible to differentiate between social preference and social impact from this classification, five categories of students could be identified: rejected, popular, isolated, lovable and average. The zones separating these categories correspond to the zero point for social preference (as many choices as rejections received) and to the arithmetic mean of the class for social impact.

9.1 *The popular pupil:*

Popular students have the most positive peer nominations. They are often nominated as best friends and are rarely disliked by their peers.

They are well-liked students who demonstrate positive social behaviors (i.e., they are cooperative, have good conflict resolution skills, show little aggression, and exhibit few withdrawal behaviors). Their high social and cognitive skills make them sought after by their peers. They initiate frequent social interactions and these are well-received. These interactions are of longer duration, better quality, and occur more frequently with peers of the same age. If they know how to be aggressive (here we speak rather of assertiveness, self-confidence), they differ from rejected students in that aggression is not their predominant means of interaction, as it is used to defend them.

Popularity status is the least stable of social statuses (Coie & Dodge, 1983). While these students are popular with their peers, they do not necessarily have a best friend, although this happens frequently. Rather, it is the near unanimity of group opinion about these students that gives them their status (Newcomb & Bagwell, 1995). It is also important to note that some research has noted that the group of popular-status students is less homogeneous than it first appeared. The presence of two subgroups has been noted by Parkhurst and Hopmeyer (1998). The first is characterized by the general description described above, but the second group would be characterized by a mixture of positive (such as assertiveness) and negative (such as aggression) dominant social traits.

7.1 *The average pupil:*

Average students receive a few positive and negative nominations. They do not stand out, but rather represent the norm for students, the benchmark against other sociometric statuses. These students are appreciated by their peers. They frequently engage in positive social interactions. They frequently initiate these interactions that take place with peers of the same age. They often have a best friend.

7.2 *The neglected pupil:*

Neglected students receive very few positive appointments, but also very few negative appointments. These students tend to be ignored by their peers but are not openly in conflict with them. They are seen by their peers as embarrassed and withdrawn. At younger ages, they are frequently observed playing appropriate solitary games and less often in social interaction. They initiate few interactions, although these are generally well-received. They have very little

social impact. Teachers tend to have a good opinion of these students. In fact, they tend to overestimate their social status and consider them to be fairly motivated to do their school work. (Wentzel)

The status of neglected students is less stable than that of rejected students. Neglected students often become average (in the majority of cases), popular, or remain neglected, but they are unlikely to become rejected or controversial.

7.3 *The controversial pupils :*

Controversial students receive both positive and negative nominations in fairly equal numbers. They have a very high social impact; they are leaders (Bagwell, Coie, Terry, & Hochman, 2000). Indeed, these students leave no one indifferent, but are not appreciated by all. They have characteristics that are specific to rejected students, but also to popular students. They are the most socially active students, they initiate social interactions more often than any other group, they frequently engage in active play and very rarely in solitary play. They have high social visibility. They are students who can be considered by their peers to be funny and demonstrate good athletic skills. On the other hand, they are among the most aggressive students, display aggression frequently and require little provocation to do so. However, they are still better able to control themselves than students who are rejected on this point. Thus, if they are as aggressive as rejected students, they compensate for these traits with better social and cognitive skills.

The status of controversial is stable than that of rejected, as these students tend to become popular or rejected, but are rarely destined to become average, let alone neglected.

7.4 *The rejected pupil:*

We will focus more on the student with rejected Status, as it is given more attention in this study. Rejected pupil receive many negative appointments and very few positive appointments, these are pupils who have difficulty gaining acceptance from their peers. They may even be in open conflict with their peers, and they are disturbing to them because they break the rules of the class or games and do not follow established routines and conventions. Rejected pupils may exhibit aggressive behaviors, either physical (French & Waas, 1985) or verbal (Coie & Krehbiel-Koeppel, 1990), that are inappropriate in their extent, frequency, or unprovoked nature (Coie, Dodge, & Kupersmidt, 1990). They find themselves more frequently than other students

in the midst of fights that they themselves have often initiated. Rejected pupils report more feelings of loneliness and, finally, these pupils are at greater risk of experiencing difficulties adapting as adults (Asher & Oodge, 1986). They are more likely to seek help from other pupils and the teacher (Coie et al., 1982). Rejected pupils make more frequent requests for help from teachers than other students (Asarnov 1983; Oodge et al., 1982). They have limited social impact within their peer group; rejection status is the most stable of statuses. It is stable over time and across diverse contexts. Specifically, many students who have a rejected status retain it throughout their schooling. Moreover, this status also has intergroup stability, meaning that pupils who are rejected will be rejected regardless of the group into which they are integrated, whether natural (classroom, neighborhood) or artificial (laboratory-trained) (Coie & Dodge, 1983). Rejected pupils therefore have little change in status. Rejected status limits opportunities for positive social interaction. These pupils have fewer playmates, and these playmates are either younger or have reject status themselves. Rejected students therefore maintain social relationships with peers. They are poor role models of social behavior among themselves, as their interactions are typically of short duration, with higher levels of conflict and fewer positive exchanges than other pupil's interactions with each other. In addition, rejected pupils generate less positive contact from other pupils. This situation constitutes a vicious circle. Their aggressive behavior limits their access to positive social relationships, while their relationships with other rejected pupils provide them with poor social role models, which tends to increase the gap between them and other pupils in terms of their social skills. (Crick)

It is important to distinguish between rejected and neglected students because their behavior is different. This difference is mainly due to the fact that rejected pupils are disliked by their peers, while neglected pupils are ignored by their peers, who consider them shy or self-effacing (the social impact of these two groups can be considered here). Neglected pupils initiate few social contacts, while rejected pupils initiate as many social contacts as popular or average pupils, but these interactions are more negative and poorly received (Bierman, K.L., Smoot, D.L. and Aumiller, K., 1989). This difference between rejected and neglected pupils suggests that being liked by peers is not simply the opposite of being disliked. Indeed, the different skills needed for social acceptance are distinct from those that help avoid rejection. Thus, the main determinants of peer appreciation are friendliness, conversational skills, and cooperative behaviors, traits that are not inherent to the status of rejection. On the other hand, the factors that generate peer aversion are primarily aggression and inappropriate behavior, not just the absence of traits that determine the rating. The impact of

peer rejection on a pupil's life is not only temporary; the consequences of low social acceptance by peers are felt well into adulthood (Parker & Asher, 1987). First, in a study conducted by Kupersmidt (1983), almost one-third of rejected pupils dropped out of school before the end of high school. Bagwell, Newcomb and Bukowski (1998) report several adverse effects of being rejected. Their longitudinal study, first measuring the social status of pupils in the fifth army and then considering certain variables 12 years later, concluded that the young adults that the rejected pupils have become show little ambition, have developed few job skills, and show a lower level of participation in social activities. Experiencing social rejection by peers has a long-term effect on involvement in school effort. In addition, lack of friends, coupled with social rejection, is positively correlated with the manifestation of delinquency problems during adolescence (Bagwell, Newcomb and Bukowski 1998). Parker and Asher (1987) paint a bleak picture of the future for rejected pupils; adolescents who commit delinquent acts are often individuals who have a persistent history of social rejection. Even more alarming is the perceived link by (Parker)

9.5- Friendship relations:

According to Steinberg, L. (1996). *Beyond the classroom, why school reform has failed and what parents need to do*. New York: Simon & Shuster pupil's social relationships in the school environment could be represented in three concentric circles. In the middle circle are the student's best friends. It is with these friends that the student spends most of his or her time and these friendships are the most intimate. In the next circle are the friends with whom the student has a less intimate but still daily relationship. The third circle, the most external, is made up of the pupils extended family and friends. These pupils are not necessarily friends, but they share certain interests, attitudes, activities. They do not necessarily share intimacy but rather share a common identity. Friendship differs from the student's social status in that it is dyadic, reciprocal and mutual. Sullivan describes the friendship of young children, whom he calls companions, as a genuine sensitivity to what is important to the other person. The companion is interested in contributing to the happiness of his companion, and this is a goal in itself rather than a motive guided by self-interest. Other writers refer to the intimacy that is unique to friendship and not found in other social relationships. Friendship relationships in the school setting are also important because they contribute to students' academic adjustment rather than the other way around. In a study of the social relationships of kindergarten students, making a new friend at the time of transition to school was associated with better academic performance.

Children who maintained more friendships at transition were more likely to enjoy school throughout the school year. (Ladd)

Shows that the extent of the pupils network of friendships and their sociometric status contribute additively to students' socio-emotional adjustment and academic competence.

8. *The dynamics of the class-group:*

Group dynamic expression was born in 1944 through the American sociologist Kurt LEWIN. According to Rey (2000: 13), “Group dynamics is the term used to describe the fact that a group is a structure that changes over time. The relationships among the members of a group are interdependent; this allows for unity. However, they are not fixed and are sometimes transformed. In small groups or primary groups according to LEWIN (2000), members enter into face-to-face relationships.

These exchanges lead to a new balance because the actions of some generate the reactions of others, Causal links are present here. Consequently, group dynamics involves a set of individuals who form links between themselves. Meirieu, P. Groupes et apprentissages. (meirieu)

In social psychology, we speak of group dynamics to describe the fact that a group is a structure that evolves over time. “The interdependence of its members and the presence of a common goal generate forces that cause evolution and change within a group, aiming to ensure its balance. (.J.P) . (Freedom translation).

From its various definitions, we can deduce that Group dynamics refers to the set of interactions between members that occur and develop in small groups during their activity, according to the leadership that is exercised and the phenomena of influence that pass through them. It is therefore the regulations, the adaptive corrections in the structure of the group that ensure balance, as understood by the dynamics of the group, the synergies and blockages born of a collective existence.

10.1. The characteristics of a good class dynamic:

Characteristics of good group dynamics	Characteristics of poor group dynamics
(1) Solidarity and mutual aid among students.	(1) A lack of manners that translates into rudeness, noise, disrespect.
(2) A savoir-vivre that requires politeness and listening.	(2) A lack of purpose which translates into low participation, passivity, drifting and nose.
(3) A goal common to all which translates into motivation, curiosity.	(3) Leaders dominate the class, which translates into latent fear, self-effacement of some students.
(4) The absence of a negative grip of leaders on the class.	(4) A low level of the class which translates into dropping out, taking notes without understanding, gossiping.
(5) Good communication and a sense of trust between students and teachers.	(5) A group that has no "limits", which translates into difficulty in returning to calm and drifting discussions.
(6) A good understanding between students: they know each other well.	(6) A passive class which results in waiting for corrections, in a lack of investment, in forgetting materials and in the fact that everything goes through the teacher.
(7) Complementary profiles in the classroom, each student has a "role" in it.	(7) All these characteristics result in a permanent "policing" of the teacher.

Study conducted in 2015-2016 with seven teachers from a Val d'Oise high school (95) teaching general and technological subjects to students in general and/or STMG sections. (Freedom translation).

8.2 *Definition of group :*

«A group is not just a collection of individuals. It is a social space in which members interact, communicate, form sub-groups according to the effects they feel on each other».
(.J.P)

Rey (2000) observes that « A group is not simply a collection of individuals. It is a social space in which members interact, communicate, form sub-groups according to the effects they feel on each other».

Moreno (1965) defines a group as a set made up of a network of attractions and repulsion; he speaks of a network of interpersonal relationships. This implies that there is a network of affective and non-affective relationships that influences its action and determines its organization. (Johnson)

In PES « the groups constitute the support for the activity of students and teachers and participate in the balance of the educational situation ». (D. Hauw, in the group, J.P. Rey, edition review PES, Paris, 2000.)

From its definitions it is deduced, from an academic point of view, that and generates better performance in terms of academic results. This allows consolidating knowledge, to improve the understanding of information, to reorganize thoughts and to favor the Confrontation of positions.

Group work is beneficial to pupils because it allows them to reflect on problems that they could not solve alone. It also makes it easier for pupils who do not dare to speak in a whole Class to speak-up. Group work provides more privacy and engagement and more opportunities to respond and react to what others say and do.

8.3 *Phases of group development:*

The motivation of a number of people to come together with others to better achieve projected goals is the basis for the formation of the group. However, feelings of belonging and interdependence only develop over the course of the meetings and under favorable conditions. When we bring together people who wish to pursue objectives with the possibility that they become common, we can notice four phases in the structuring of interpersonal relationships.

8.3.1 *Competitive individualistic phase :*

According to Tuckman (1965, 1977), initially there are many manifestations of very marked dependence on the person in charge, authority fatigue. More often indirectly than directly, people tend to check their initial perceptions and impressions; they test, measure carefully, check how far one can go between member and monitor, what one can and cannot say. Tuckman sees this phase as one of orientation. (Turcotte D. et Lindsay J, L'intervention sociale auprès des groupes, Gaëtan Morin éditeur, 2001.) (Freedom translation).

8.3.2 *Frustration and conflict phase :*

There is often a confrontation between those who want a predefined structure and those who refuse it. The centers of interest become the procedures, the decisions, the controls. Among those who reject any structure, some seek to exercise their own influence or to strengthen their personal status. There are advantages and disadvantages. The emergence of more authentic behavior raises fears. There is a tendency to group according to affinities or valued perceptions. Confrontations of influence are observed and constantly call into question the possibility of achieving common goals. Tuckman speaks of conflicts between groups and stormy times. There is a polarization that leads to real conflict. Sub-groups of affinity or identification with individuals form. There are also forgotten people. During this phase, there is particularly an awareness of duality.

10.3.3 *Harmonization and standards development phase:*

A very strong sense of pride in being together and not being like the other groups develops. At the same time, the group develops its own standards of operation, in order to avoid conflicts that could divide the group again. These norms make explicit the type of relationship necessary to be well together, to support each other against anything that could endanger the group. Words such as "our group" characterize the expressions of all members. This sense of harmony at all costs is often accompanied by a refusal to exchange with other groups.

Tuckman calls this phase, the phase of developing cohesion standards. Members accept the particularities of the group and of each other. The group is accepted by all. Standards are set to maintain and expand it. (Turgeon, G, Développement de l'autonomie de groupe. Essai présenté à l'école des gradués de l'Université Laval, 1978) . (Freedom translation).

10.3.4 Phase of functional integration of the solidarity and task dimension:

We are in the final phase of productivity and centering on the group to maintain and adapt it as an instrument of action to achieve its objectives; they do not avoid conflicts but rather learn how to resolve them. They accept without problem the responsibility for their behavior without defending themselves and participate in their task of pursuing the objectives they accept as their own, the atmosphere of collaboration and solidarity is no longer focused on protection but on achievement, the members feel less concerned about their personal integration in the group, they are rather open to others, clarify their misunderstandings more regularly, the group is better able to face its problems and solve them. The distribution of tasks and roles is more lucid and takes into account the resources of each person. Tuckman (1965) speaks of the performance phase. The group becomes an instrument for solving its own problems in the pursuit of its objectives. The activity concerning the task is characterized by the emergence of solutions and interpersonal structure makes the group able to use itself as a resource to achieve common goals. (Tuckman)

As Turgeon (1978) writes, the group has reached the stage of autonomy, and is aware of this, thanks to the authentic exchanges that continually inform and regulate the group in the here and now.

9. Leader-pupils and class-group relationship:

Leadership inevitably emerges in a group because it “responds to a need for coherence and identity among the members of [that] group” (Blanchet and Trognon, 1994). Landry (1977) explains that leadership is a major element for the group and for the individuals who make it up since “by accepting that one of them takes the leadership, they recognize that member's legitimate power to lead them” (Landry, 1977, p. 62).

The functioning of groups is closely related to the nature of the leadership that takes place within them. LEWIN (1943) worked on the influence of the type of leadership (authoritarian, democratic, and laissez-faire) on group work and participant satisfaction. Authoritarian leadership is poorly adapted to the functioning of small groups because it develops reactions of submission or aggression and does not encourage creativity. A “laissez-faire” leader would be considered as little involved in the functioning of the group and quickly replaced by another leader who would emerge in fact. Only democratic leadership, which encourages the participation of all members, ensures the smooth functioning of learning groups.

From this work we can say, the emergence of a student as a leader facilitates cooperation, interaction and thus the climate within the class group and the relationships between peers. The class group and the nucleus of the emergence of the leader-student, the latter plays a capital role on the climate of the group also on its performance in terms of interaction, sociability, mutual aid and creativity. The relationship between the notion of the group and the phenomenon of student leadership-leader is a complementary relationship in the improvement of group dynamics. (LANDRY, S. (1977). "The animation of the task group". In IM. LECLERC, File on teaching: system, methods, techniques. Montreal: Educational service of the University of Montreal) . (Freedom translation).

10. The types of grouping in PES:

At school, the formation of groups is not intended to lead to the creation of teams, because the diversity of learning, objectives, physical activities and sports represents such a broad field of skills that it requires modulations, particularly in the composition of the groups.

When we talk about groups in PES, we are primarily interested in the class, which constitutes a group in itself (the class group), but also in the many sub-groups that make it up. In a group there is a deeper organization constituted by a network of attractions and repulsion. For example, in a group of children, some isolate themselves, others gather in sub-groups. (J.L. Moreno (1965) talks about interpersonal relationships.)

Each form of grouping has advantages and disadvantages, depending on the objectives pursued, the work required and the pupils. In addition, the forms of grouping must be alternated in a PES lesson for educational reasons, out of pedagogical necessity (motor learning) as well as out of concern for dynamism.

10.1 . The level groups :

To set up groups of levels, many teachers use a whole arsenal of professional instruments (grids defining skill levels, specific tests, etc.). Nevertheless, it is absolutely necessary to be precise about the criteria for the formation of these groups so as not to confuse the level and performance of the students. The first refers to skills while the second defines the achievement of a result. The level groups allow the teacher to easily identify the type of student he or she is working with and thus propose tasks that correspond to them (visibility and adaptation of tasks). (.J.P) . (Freedom translation)

10.2 *the groups by affinity:*

Affinity groups refer to a pleasant climate in relation to students' expectations and motivations for affiliation, Motivation for affiliation: “the tendency of the individual to seek social contact and group membership”.

D.Hauw & J.P.Rey, in *Le groupe*, édition Revue EPS, Paris, 2000. (Freedom translation).

This will allow students to become more engaged in the task. Concerning the organization of pedagogical situations, affinity groups do not have great consequences because it is quite possible to propose, on the same devices, specific tasks to pupils with different needs or levels. Moreover, cooperative work is facilitated by friendly relations between pupils, especially in activities in which the pupil may have a spectator role. « Collective and interdependent action by members of a group to achieve a common goal». (.J.P) (Freedom translation).

In these activities that expose students to the eyes of others, peer groups provide opportunities for student engagement. However, this form of grouping can be problematic because it provokes behaviors (pleasure, challenge, fun, etc.) that are not those valued by the school system (order, investment in the task, work, etc.). This refers to the notion of community of practice.

10.3 *The heterogeneous groups:*

The formation of heterogeneous groups implies that differences in level between pupils are the source of their transformations. In team sports, it is possible to make groups that are homogeneous among themselves and heterogeneous within them. The goal is to develop compensatory strategies in the students, to help each other, to make efforts and to acquire new skills in order to eventually transform them. However, a transformation of students is only possible if there is little difference in level and competence among group members. This implies developing attitudes of cooperation and mutual help at an early stage. Indeed, although the establishment of groups makes it possible to develop these attitudes, false co-operation can occur. Moreover, on the one hand, commitment to the pupils' task is modified by the objectives that animate the group and, on the other hand, the objective of optimizing the work sought by the teacher depends on the form of commitment. (Rey and coll., «the group » review edition PSE 2000) . (Freedom translation).

10.4 . The mixed groups:

Generally speaking, in PES, gender diversity remains a sensitive issue. This problem can be addressed in different ways in the constitution of groups. Firstly, girls and boys can be separated to avoid the problem. Secondly, groups can be formed by associating level groups and co-education, but this leads to the isolation of girls or boys according to PSA (link between sexual stereotypes and sports practices). Thirdly, it can be considered irrevocably that PSA groups must be mixed. Co-education is therefore used as a mechanism for pupil development and the group therefore becomes heterogeneous. Rey J.P., «the group », edition PSE 2000. (Freedom translation)

10.5 Groups according to PSA:

In forming the groups, the specificity and peculiarities of APS are often taken as a reference. For example, in some APS, physical qualities determine performance; in gymnastics and climbing, students are responsible for their own performance. Moreover, there is still a question concerning the optimal number of students per group and two solutions to this problem are available. The first is to respect institutional models and the second depends on the objectives set by the teacher (didactic variables). (.J.P)

11. Factors that influence class group dynamics:

Class group dynamics play an essential role in the emergence of student leaders, solidarity, mutual aid and cooperation among students, as well as in the learning climate for physical and sports activities.

This dynamic can be influenced by certain factors: cohesion, the development of the psychological characteristics of the group and knowledge of informal networks.

11.1 . by Group-Class Cohesion:

What is cohesion? « It is the set of forces that act on the members of a group and make them stay there » (Rey, 2000). It is based on the quality of the bond of belonging. The bond of belonging is what the attraction of the group is based on. It can be an integration of the group's norms and values or the recognition of common goals that go beyond individual interests.

Cohesion is also defined as the result of all the forces that act on members to keep them within the group. Fistingier. L, informal social communication, theoretical and experimental social psychology edition, Paris, 1971. « Cohesion is the set of forces that act on members to keep them within a group». (Fistingier)

It's a dynamic process in which a group tends to stick together and stay together in pursuit of its goals and objectives.

Cohesion is the attraction between members of the group and towards the group as a whole. Kelley. (THIBAUT)

According to its definitions, it is concluded that Cohesion is manifested within a group when its members are strongly supportive and united in the pursuit of common goals. Cohesion within a group is accompanied by an attraction of individuals to one another, associated with a sense of belonging and attachment to the group. Cohesion has consequences for learning performance in physical activities and sports and for the climate of the session.

Strong cohesion facilitates cooperation, communication and even autonomy. In such a group, with shared interests, the involvement and investment of all members is stronger, members are more motivated.

A cohesive group usually works in a better climate. Its members derive more satisfaction and have better morale.

Example: The Environmental Quality group is aware of its cohesion and effectiveness. The mindset of its members is very positive. They are all happy to belong to this team and derive personal pleasure from it, which builds them individually.

Moreover, cohesion determines the image that the group has of itself. A non-cohesive group generally develops a negative image of itself.

11.2 The effects of cohesion on the dynamics of a group of pupils:

We observe that group cohesion tends to increase the following phenomena:

- The overall number of interactions -the number of positive, friendly and cooperative interactions
- The influence of the group on these members
- The effectiveness of the group in achieving its goals
- The general satisfaction of its members.

Group cohesion index:

This index expresses the intensity of team spirit. The group cohesion index is the ratio of the total positive choices to half the sum of the choices and rejections that would have been possible between N individuals.

Cohesion index = $\frac{\sum \text{Choice}}{N(N-1)}$.

11.3 The group interaction index :

This index indicates the overall intensity of internal trade within the group. It shows the degree to which the group is structured and differs from an amorphous mass of individuals brought together by circumstances. The group interaction index is the ratio of the total number of choices and rejections to the sum of those that would have been possible between individuals.

Interaction index = $\Sigma \text{ choice} + \text{rejection} / N(N - 1)$.

<http://issepkef-fc.e-monsite.com/medias/files/psychosociologie-turki-anis-3.pdf>

(Freedom Translation)

11.4 By the development of the psychological characteristics of the groups:

Within groups, there are psychological characteristics that are not always taken into account, which are sometimes unconscious but are important to the equilibrium of a group; Roger Mucchiello defines seven psychological elements in a group. They are as follows:

- Interactions between members. These are direct exchanges, without intermediaries but partially influenced by the norms and values of the group.
- The emergence of norms. These are the rules that groups will build. It is a long process and not immediate.
- The existence of common collective goals. The idea is that the existence of goals brings students closer together.
- The existence of collective emotions and feelings makes it possible to engage in collective actions and reactions.
- The emergence of an informal structure. Indeed, between individuals, there is a socio-affective network that allows the formation of more or less close links with other individuals; this network is the basis of J-L. Moreno's work, the existence of a collective unconscious, the members of the group are bound by psychological phenomena of which they are not aware but which influence their behavior in the group.
- Finally, the establishment of an internal balance and a system of stable relations with the environment. The group is based on a system of double equilibrium (internal and external); when it is disturbed, it seeks to regain its balance.

The psychological aspect is very marked in the groups, knowing its principles allows understanding the reactions of the students and can be tools to modify their attitudes.

12. Through knowledge of the informal network: Moreno's sociometry:

Both Mucchiello and Moreno agree that there is an informal structure within the groups. The latter is at the origin of sociometry. It makes it possible to reveal the socio-affective structure of the groups but also to study the dynamics. Affinity links make it possible to maintain and develop the relationships of the members. Thus, in groups, effectively or not will create a network of attractions and repulsion between individuals. A student who likes the members of a group will tend to want to join it, while a student who does not like a peer will want to limit exchanges with that peer. Moreno discusses the idea that individuals are connected to others by three possible relationships: sympathy (a positive feeling that brings individuals together), antipathy (a feeling that is the opposite of sympathy), and indifference (it does not matter whether it is present or not).

Knowledge of this network is important for building groups, but also for improving the classroom climate and fostering communication among students.

13. Conflicts within the class-group:

Conflict is a natural part of social interactions, and thus it is no surprise that conflict occasionally arises in the classroom. Ranging from a minor disagreement about grades to more disruptive instances, we typically think of conflict as something to be avoided in the course of teaching and learning.

Conflict, in its simplest terms, is the clash of two forces often times due to differing beliefs, needs, or expectations. Within the confines of the classroom, conflict is considered to be a form of incivility, which Patrick Morrissette defines as “the intentional behavior of students to disrupt and interfere with the teaching and learning process of others” (2001). Thus, conflict can manifest itself among various parties (“student versus teacher” or “student versus student” or even “class versus teacher”) and in a myriad of ways. Some of these may include. Morrissette, P.J. (2001). Retrieved from (ucalgary)

Handbook of conflict defines it as an opposition of feelings, opinions between people or a group, also as a meeting of opposing elements and feelings that oppose each other. The position is therefore the key word of conflict. It comes from the Latin conflicts: struggle, clash and oppose. Note that it is composed of the prefix con: which means with and together.

For Miller (1995), conflict can be defined as: a process that begins when one or more protagonists (individual, group or organization) perceive that the other is preventing it, or

acting in a way that prevents it from achieving its goal. This definition associates conflict with competitive intentions, or one party moves away from a higher common goal of winning or losing, to pursue only its own objectives.

Conflicts are manifestations of open antagonisms between actors (individual or collective) with momentarily incompatible interests regarding the possession or management of rare goods material or symbolic.

13.1 The types of conflict :

To define the type of conflict, two key elements must be considered. The first relates to the number of people interacting in the conflict, while the second relates to their level of personal involvement.

Indeed, in his work, Bayada & al. (2000) define four types of conflict that reflect these two characteristics.

13.1.1 Intrapersonal or psychic conflict :

It is explained by “an internal confrontation in a person about choices, decisions about projects, objectives, moral issues”. This type of conflict is therefore experienced on an individual basis. The person concerned finds himself or herself in a cognitive (thinking, values, principles, decisions to be made), behavioral (choices to be made, posture to be taken) and/or emotional (emotions, feelings, contradictions) conflict. For example, a pupil who catches one of his classmates stealing a pencil from the teacher's storeroom may be torn between: remaining faithful to his classmate and being “accomplice” to the theft or, following morals and being honest with the teacher.

13.1.2 The interpersonal conflict :

It is characterized by the opposition of a minimum of two people. This type is the most common type of conflict. The people concerned often find themselves in a conflict situation as a result of different values, opinions, behavior and objectives. At school, very frequent conflicts are related to the behavior of students.

13.1.3 Intra-group conflicts:

It concerns tensions between “individuals of the same belonging (collectivity, community)”. Such situations can affect the smooth functioning of a group, for example, the climate in a classroom when some students do not respect the responsibilities assigned to them.

13.1.4 The intergroup conflict :

It pits two or more sets of people against each other. A recurring example of conflict situations at school is the tension that can arise at recess between the different grades (the big ones annoy the little ones). (economicsdiscussion)

13.1.5 Causes of conflict between students in a PES session:

Bayada and al. (2000) describe three different causes of conflict: conflicts of interest, conflicts of need, and conflicts of values.

13.1.6 Conflicts of need:

These are conflicts related to an unmet need. These conflicts are generally easier to identify, express and resolve. In the 1940s, the psychologist Abraham Maslow put forward a theory of motivation based on observations. It can be represented by the pyramid of needs.

- Need to perform :(develop its knowledge, its values.)
- Need for esteem: (feeling useful and valuable, maintaining one's identity.)
- Need for learning :(be loved, listened to, understood, esteemed by others, to be part of a group, to have status.)
- Need for security: (to feel safe, to trust.)
- Physiological need :(hunger, thirst, sexuality, rest.).

In the classroom, there are many conflicts that arise when one or more of these needs are not met. The more primary the need is (bottom of the pyramid), the easier it will be to identify and meet. The conflict is therefore more likely to be regulated. Conversely, the higher the need is in the pyramid, the harder it is to put a finger on it. Greater observation will therefore be necessary to find an adequate solution to regulate the conflict.

To give an example, a student who does not get enough sleep finds himself in need of sleep and gets angry more easily. Once identified, this need must be met in order to restore balance and reduce conflict.

13.1.7 Conflicts of Interest:

They intervene when the confrontation is linked to psychological factors (power, feeling, and belonging), unlike conflicts of needs, this type of conflict opposes two actors wishing to obtain, and in a way that provokes the conflict, an advantage over the other.

For example, in class, some students may find themselves competing to be the best student in the class, have the best marks, etc., which can create a conflict of interest.

13.1.8 . Conflicts of values :

These arise when the people concerned are affected in terms of their system of beliefs, values, ideologies, religions, morals or politics. The fact that we are deeply affected means that we can affirm ourselves as unique individuals because we recognize the other as different. Through some conflicts of this type, the individual may see his or her identity questioned by the other, which can be very difficult for some to manage.

The regulation of the first two types requires finding a compromise that is acceptable to everyone, whereas value conflicts involve understanding the other's values without abandoning one's own. Johnston, K.M. (2010). *Teaching Assistant Program Teaching Thoughts – Michigan State University*, (p18-21). Retrieved from: (tap.msu.edu)

13.2 The forms of conflict, latent and manifest in PES:

In a classroom group, during a PES session where learning is asymmetrical, students often find themselves in situations of disagreement, opposition and contradiction in terms of objectives, cognition or emotions - this applies to the presence of conflict.

Often, most of the conflicts existing between pupils are not declared by the latter, so that the PES teacher finds it very difficult to identify and locate so-called “**latent**” conflicts, which can have serious consequences on the dynamics of the class group.

One of the objectives of our research work is to identify and develop the informal structure of latent conflicts within a class group, through the application of Moreno's sociometric test.

A conflict is said to be “**latent**” when its real cause is not identified. A person experiences tension and wonders what is wrong. If the vagueness persists, this person becomes discouraged and feels unable to really express what he or she is feeling. Eventually, his inner conflict will be externalized by absences, rumors or illness. A lot of energy is lost, defense mechanisms are set up. The more time passes, the more delicate these mechanisms will be to manage. This form of conflict is the most feared because it is often accompanied by strong tensions, verbal or physical violence.

Faced with this type of conflict, the role of the PES teacher is to encourage the expression of disagreement. By listening to their staff, they demonstrate the importance given to their word. They are encouraged to talk about things that are apparently unclear to them. The more you know about your employees' experiences, the more you are able to understand what is going on. It is by giving confidence that, little by little, we encourage people to express themselves: gradually, words replace evils. It is by showing a lot of openness that we avoid withdrawal and disengagement, those situations where the person concerned says “I come here

to earn a living, that's all”, we need to reassure and play down the drama so that someone does not imagine that being in conflict means not getting along with others or not being sufficiently competent. This conflict is normal, everyone experiences it. (beyond intractability)

When the **conflict is manifest**, it is apparent. Disagreements are clearly expressed. We know why where and when the conflict broke out. Of course this does not mean that nothing needs to be explained, but at least there is no agreement on the existence of the dispute. This form of conflict is the simplest to deal with. In the face of this type of conflict, we should not try to deny reality, stifle it or settle the dispute at full speed. It is by taking the time to grasp the nature of the issues at stake that negotiations can best begin. The main thing is not to complicate things so as not to lose sight of the object of the conflict. One should only try to ease tensions, just long enough to make a diagnosis.

13.3 The Effect of Conflict on Class Dynamics:

In the PES session, conflict applies to all situations of disagreement, contradiction, and confrontation over interests, values, and needs between students or a group of students, according to Marsa (2010), conflict affects the functioning of a class

In a conflict situation, students feel they have to work hard to get out of this difficult climate, which can lead to communication breakdowns, a breakdown in relationships that generate emotions such as anger, sadness, disappointment and frustration. Conflicts negatively influence the degree of cohesion and number of interactions, this causes the disappearance of the team spirit, the appearance of neglect, each of his peers feels the lack of self-confidence and the state of mind does not change in the group which causes negative energy on the efficiency and creativity of each one the absence of a strong sociability and absenteeism of a favorable climate for learning.

The lack of interaction and cohesion among peers destabilizes the class dynamics but also hinders the emergence of student leadership-learners, because the lack of cooperation and synergy and common purpose affects the mechanism of emergence of student leadership-learners.

14. Definitions and goals of high school PSE:

The definition of PES from (Delaunay 1986) can be taken up again: “PES is a school discipline, one that pursues the specificities of school, compulsory. aimed at all pupils, whose function is the education of motor behavior, through the learning of knowledge, skills and

fundamental modes of action, with a view to achieving the objectives and skills laid down by Official Instructions, with its own teaching methods, in order to contribute to the success of all pupils”.

According to P. Parlebas (1981) “Physical and sports education is a practice of intervention that influences the motor behavior of the participants, according to implicit or explicit educational norms (Lamotte)

Physical education and sport is a teaching discipline and a structured and coherent set of resources, which is addressed to all students regardless of their skills. It is an effective vector of education in the same way as the other school disciplines, it is compulsory from primary to the final year of all streams; for some pupils it is the only place and time for physical activity. The sample for our research work are secondary school students, according to the Algerian curriculum the objectives of PES at the secondary school level are:

- The acquisition of skills and knowledge necessary for the maintenance of physical life and the development of lifelong health.
- Commitment to a path of specialization by deepening the practice that PSAA.
- Access to the cultural heritage constituted by the diversity of the PSAA, and certain forms of practice
- Acting with others, taking on different roles, understanding collective interests and constraints, understanding instructions, rules, etc.
- Education for responsibility, autonomy - the fight against violence and discrimination (behavior respectful of others, knowledge and practice of the rules of collective life).

The aim of physical and sports education in high school and to form, through the practice of PSAA, a cultivated, lucid, autonomous citizen. This citizen is responsible for the conduct of his or her physical life during schooling and throughout life.

(Tappe)

15. The place of the P.E.S teacher:

In his function, the PSE teacher is at the center of a bundle of more or less compatible expectations, he assumes the programs, while adjusting to the norms, which means that he must take into account the injunctions of the authorizing officer, of the institution; he must be

interested in his students and take into account individual differences. (Ghislain.C) (Freedom translation).

Or him, communication should be a natural rather than a necessary factor. And his mission as a teacher is to awaken the capacities of the pupils, to make them acquire knowledge and know-how; he guides them in their work, makes them aware of the notion of autonomy and evaluates them. In general, he is sociable, enterprising and investigative, he is considered as a subject who not only acts but interacts and transforms his environment (Rioux) (Freedom translation).

Therefore, its role is fundamental, because its grip is important; by its personality it exerts very varied influences on its students. (Sofie.C) (Freedom translation).

The effective teacher is one who finds ways to keep his or her students appropriately engaged on the task, yet for a high percentage of time, without resorting to negative or punitive group techniques or interventions. Effectiveness is therefore summed up as a high percentage of time devoted to the subject of instruction, a high level of behavior directly related to the task at hand, pedagogy of success, adaptation of the content of instruction to the students' abilities, and a positive classroom climate.

16. The structure of a PSE session:

Once the PES has been designed and constructed, the lesson will be conducted in the field in the presence of the students for whom it is intended. According to PIERON, the PES session is the hinge between the programming (sometimes very theoretical) and the reality of the class. Before beginning the session, the PES teacher will have made a whole series of decisions about the choice of activities, the quantity of activities to be proposed, their duration, the qualitative level that will be required of the students, and the teaching styles to be adopted.

According to PIERON, the format of the session has long been of concern to physical education courseware developers. They most often justify the ordering of exercises in the session on the basis of an intensity curve or rational criteria, or on the classifications or systematic of exercises in the recommended “methods”.

The session plan has been simplified and, above all, supplemented by principles governing the choice of activities, their succession and presentation. The structure of the session is constituted by the mode of relations between the different exercises, which represents the

elementary unit of the learning process.

The PES session is historically and classically organized in four stages:

16.1 The Taking in hand: (awakening, informing, involving):

The challenge is first to bring together the conditions that will put the pupil in a better position to have the means and the desire to learn:

- Take students to practice sites.
- Carry and set up the material, students and know what is present some temporary contraindications to the practice.
- To communicate the theme of the session, recalling what has been done previously and quickly describes the situations that will be proposed.

16.2 The warm-up: (warming up):

The warm-up as follows: “it is the set of activities useful to establish the optimal state of physical and mental preparation necessary for an intense practice”, four main principles should be retained for the warm-up in PES:

- The warm-up will be short “10 to 20 percent of the session time” so as not to take up too much of the learning time.
- The warm-up will quickly focus on a specific part related to the nature of the activity (the warm-up in handball will not be the same as in shot put), but also related to the skill to be built in the session.
- The teacher will give priority to novelty, group exercises and the use of teaching materials.
- The warm-up must be integrated into the teaching content.

16.3 The main part: “teach and learn”:

It is the continuity of the previous phase, by the contents that proposes through different situations, it is the one that allows to provoke the learning and to reach the objectives. R.LOPEZ (1972) considered it as the corpus of the session and there qualified as the dish of the day.

This part is the heart of the session, made up of a coherent session of motor tasks “learning situations” the number of these situations, in the same lesson, should not be exaggerated, for each situation, it is essential that the pupils can carry out a certain number of repetitions so that they can go to the real learning, then reinforce this learning. Note that this most important and

longest part is organized around high and low times. The physical resources of the children and teenagers are limited and cannot be solicited too long at a high level that is why intermediate recovery times will be planned, to allow to modulate the physical effort as well as to carry out an intermediate collective assessment allowing recalling the instructions.

Exercises aimed at developing physical qualities are often proposed in order: coordination, speed, strength, endurance. (P. Seners « the PSE lesson », 2002.) (Freedom translation).

16.4 The return to calm: "recovering, taking stock, and projecting oneself into the future":

It should allow a gradual return to calm. It is not necessarily limited to a few breathing exercises as it has been proposed for a long time. Relaxation and stretching exercises are necessary after a particularly intense session. (Piéron) . (Freedom translation).

17. Psycho-pedagogical intervention in PSE:

17.1 . Definition of pedagogy:

In the second sense, pedagogy refers to a set of methods, procedures and techniques used by the teacher to instruct and train pupils, depending on the teaching situation. (Altet) (Freedom translation).

According to p.parlebas « It is a normative intervention practice that seeks to influence others from an explicit training perspective. »

In short, pedagogy is the art of teaching or the teaching methods specific to a discipline, a subject, a teaching order, an educational institution or a philosophy of education.

17.2 definition of psycho-pedagogy:

Psycho pedagogy is a combination of two main branches of study, Pedagogy and Psychology. Some of the most influential authors in this field are Jean Piaget, Ausubel, Jerome Bruner and Lev Vygotsky. Important contributions have also been made by Mary Warnock in the field of special education and authors such as John D. Krumboltz in the academic and professional orientation. In Spain we can highlight the works of Rafael Bisquerra, Manuel Álvarez y Jesús Alonso Tapia amongst various others.

The Psycho pedagogy Degree provides students with the tools needed to take part in the different stages and all the areas of the teaching/learning process. These professionals can act

on the people who take part in this teaching/learning process directly, or indirectly by designing the support material needed to make this process easier, this degree's main objective is to enable students to elaborate and develop counseling activities and programmers to help the education community to both improve and renew educational processes and create the right conditions to carry them out. To achieve this, the Psycho pedagogy Degree aims at developing academic, personal and labor skills to make educational psychologists' tasks easier. These skills enable professionals to know, inform and take part in the educational process and to solve conflicts which may arise during its development.

([https://www.definitions.net/definition/PSYCHO-PEDAGOGY.](https://www.definitions.net/definition/PSYCHO-PEDAGOGY))

According to Lafon: “pedagogy based on knowledge of the child in general or the adult (higher education and adult training), on his or her individual knowledge as well as on the study of the environment in which he or she evolves”.

Psycho-pedagogy is a set of methods used by education specialists for the learning and teaching of pupils. The field of educational psychology has similarities with other disciplines such as child and adolescent developmental psychology and social psychology. The envelope seems to be cognitive psychology and Didactics which is practice.

The need to associate psychology with education, as implied by the concept of psychopedagogy, is not a recent intention as far as the pedagogical approach is concerned, since the need to adapt education and pedagogy to the child and the adolescent has been affirmed, implicitly or explicitly, by a number of theorists and practitioners who have dealt with problems of this kind among others.

18. The framework of the PES teacher's intervention:

18.1 Definition of PES intervention:

Intervention" can be defined by a set of professional competencies articulated around the planning, interaction and feedback phases".

While the intervention may be safety, medical, clinical, legal or other, it has an educational aim within the framework of Physical and Sports Education (PES) teaching, the teacher's intervention then consists in setting up the optimal conditions for the learning and development of his students.

According to Mr. Durand, intervention is: “any individual or collective action and situation aimed at one or more people engaged in a physical activity, sport and art and aimed at

modifying this activity. These actions are of a different nature depending on the contexts in which they take place and the modifications undertaken. These intentions may be educational, re-educational, training and performance, maintenance and leisure”.

According to Mr. Durand, the intervention is: «Any individual or collective action and situation aimed at one or more persons engaged in a sporting and artistic physical activity and aimed at modifying this activity. These actions are of a different nature depending on the context in which they take place and the modifications undertaken; these intentions may be educational, re-educational, training and performance, maintenance and leisure». (M.Durand : Education in schools, Edition Puf, Paris, 1996.) (Freedom translation).

In summary, the intervention is a praxis that includes all the actions of planning “pre-active phase”, updating “effective action phase, interactive phase” and evaluation of the action carried out “post-active phase”, with the aim of enabling students to engage in an internal and individual process from which they will build new skills.

18.2 The four main areas of intervention that characterize teaching procedures:

- Didactic design (choice and planning of APSA, mode of entry into the activity, didactic transposition, elaboration and dimensioning of learning tasks).
- The pedagogical implementation (animation and teaching style, placement, pedagogical format, management of the class, groups, space, materials, time).
- The regulation of the student's activity (observation of behaviors, feedback, didactic variables, formative or formative evaluation)
- Evaluation (diagnostic, formative, formative, summative, certifying).

In summary, teacher interventions are all the didactic approaches and pedagogical implementations designed to promote student learning.

These procedures refer to didactic design, pedagogical animation, organizational and logistical implementation, regulation of student activity, and, finally, evaluation (design and planning, interaction, feedback).

18.3 . Intervention in the classroom of the PSE teacher:

The PSE teacher's intervention in the classroom consists of a double task: On the one hand, a work of DESIGN and PLANNING, upstream of the real class situation. The teacher has to design teaching projects and educational situations intended to help students learn, in line with the educational expectations and the Physical, Sports and Artistic Activities

(PSAA) programming specific to his or her school, the expected acquisitions in the school curriculum, and the role and professional skills required for all PES teachers, the reference framework of professional skills for the teaching and education professions sets the objective of developing teachers' ability to “build, implement and lead teaching and learning situations that take into account the diversity of students”.

This design work is based on the mobilization of different registers of knowledge, at once ethical, regulatory, programmatic, cultural and scientific. It takes place both upstream and downstream of face-to-face pedagogical time with pupils; it aims to prepare and anticipate this time by programming actions to be envisaged in class. This design work can therefore prepare and direct class time, for example, by planning the time structure of a PES lesson, but only by limiting itself to those aspects that the teacher can anticipate.

On the other hand, a work of interaction during the pedagogical face-to-face with the pupils. This component refers to the actual action of the teacher and pupils, and their interactions, in a real classroom situation. The actual classroom activity is not the simple implementation or application of what the teacher has previously designed and planned, but is a real construction during class time: it escapes in part from any prior programming and is the result of real know-how and professional gestures meticulously elaborated by the teacher in the course of his or her experience.

The educational intervention of the PSE teacher	
DESIGN and PLAN its intervention upstream of the class situation.	ACT and INTERACT with students in classroom situations.

(education)

“Study number 01”

*The impact of the emergence of pupil’s
leaders on the dynamics of the baccalaureate
class groups during the PSE session*

Introduction:

The research work presented in this study aims to carry out a sociometric analysis on different class groups in order to determine the impact of the emergence of pupil leadership-and understanding the importance of affective factors on the dynamics of class groups, understanding the meanings that pupils attribute to their peers, hence the analysis of class group dynamics. The sociometric test can be used by all teachers, particularly those in PSE, although it is one of the effective means of identifying the fabric of relationships and representations characteristic of the latent structure of the group, allows the relational and emotional fabric of the class group to be interpreted through sociograms, to determine emotional relationships, the roles and status of pupils in the classroom, knowledge of the initial informal network is indispensable for the informed formation of the most cohesive groups, for setting up learning situations aimed at improving the classroom climate and relationships, limiting conflicts between pupils and evaluating class dynamics.

Jacob Moreno, *Les fondements de la sociométrie*, PUF, April 1970. (Freedom translation).

Group dynamics refers to the set of interactions between pupils that occur and develop in small groups during their activity, depending on the pupil leadership-leader and the phenomena of influence that pass through them. It is therefore the regulations, the adaptive corrections in the structure of the group that ensure balance, as understood by the dynamics of the group, the synergies and blockages born of a collective existence.

Nathan thenique, *how can the dynamics of a group build its cohesion*, 2010, PDF.

The factors that explain poor class group dynamics have different origins: lack of common goals or objectives, too many or bad leaders in the classroom, several latent and manifest conflicts between pupils, lack of cohesion and interaction of the class group, we observe that class group dynamics and pupil leadership are two concepts that are excrementally linked.

The positive perception of class group dynamics predicts good cognitive and affective outcomes for pupils particularly those related to academic achievement, self-esteem, limiting conflict, improving cohesion and cooperation among peers, as well as the emergence of student leaders. (Brookhart)

The dynamics of class groups are linked to the phenomenon of pupil-leadership-leader, the characteristics and attitudes of the latter allow to strongly improving the factors of a good class dynamic.

Leadership refers to the influence that a student in a class group has on others. In other words, leadership is the role of the leader, leadership behavior, and sociometric position of leader in a group. Leadership is a behavior of influence, accepted without coercion or threats by the members of the group, a behavior that directs the group towards common goals and ensures the group's maintenance. Leadership emerges from actions or acts that help the group move towards its goals or help group members work together in collaboration and cooperation.

It positively affects different components of class dynamics, efficiency, effectiveness, mobilization, creativity, ability to work in teams, knowledge sharing, decreased absenteeism, increased satisfaction, commitment, team spirit and sense of belonging, as well as the creation of a positive climate as it improves class cohesion and reinforces interactions and cooperation between peers, hence the creation of a positive class dynamic, (Yammarino)

Pupil's leaders are well-liked students who demonstrate positive social behaviors (they are cooperative, have good conflict resolution skills, show little aggression, and exhibit few withdrawal behaviors). Their high social and cognitive skills make them sought-after by their peers. They initiate frequent social interactions and these are well received. These interactions are of longer duration, of better quality, and occur more frequently with peers, which favors a better class dynamic. Leadership is then a condition and a quality of the structuring of the class group.

According to the report of the Organization for Economic Co-operation and Development (OECD, 2004), *Learning Today, Succeeding Tomorrow*, the school institution cannot limit its mission to the promotion of knowledge alone, but must guarantee a function of training for social life, of which leadership is a constituent element. The United Nations Educational, Scientific and Cultural Organization.

UNESCO (2005) defines the quality of education through two indicators. The first relates to the cognitive development of the student and the second to the promotion of leadership values and attitudes and the creation of conditions that encourage emotional fulfillment and the expression of creativity.

According to Lizzio's work. A and Dempster N, (2011), *Pathways to formal and informal student leadership: the influence of peer and teacher-student relationships and level of school*

Identification on students' motivations, *International journal of leadership in education*, p.85-102, have shown that students' learning to demonstrate and develop their leadership and management of their class groups develops a supportive and stable classroom climate that improves students' interpersonal academic performance. The school's role in this area is all the more important since, on the one hand, extracurricular activities alone are not enough to develop leadership and, on the other hand, active participation in the leadership process increases the sense of affiliation and helps to reduce the effects of social inequalities. In this study, we will try to determine the importance of sociometric testing and the emergence of students, to create a good class dynamic.

The problematic:

PES teachers in Algerian schools face certain difficulties that negatively influence the dynamics of their classes. The physical and sports deduction session is radically different from other subjects, where learning takes the form of learning situations in a free space where group work and team spirit are important for success and the achievement of objectives, pupils participate in the facilitation of different learning situations proposed by the teachers, each pupil wants to demonstrate his or her abilities and know-how in view of his or her peers, and each forms his or her own relational network and way of acting and interacting, from which they develop different forms of socialization.

. During our internship at the high school and in the baccalaureate classes, what caught our attention was the attitude of the students within the groups, more precisely during the PES sessions in the final classes. Indeed, we were alerted by the attitude of some students who, within the groups, had undesirable behaviors. Low investment, the presence of conflicts, pupils who were passive or rejected by others, pupils in difficulty accused of group failure, made the bitter observation that cooperation, cohesion, the pleasure of working together, efficiency or respect for others did not appear “spontaneously or naturally” in group activities. The dynamics of the class groups and the relations between pupils were not really good. The dynamics of the class groups and the relationships between pupils were not really good. Even more so, the way in which pupils were associated tended to influence their motivation, investment, cooperation and even autonomy. Observation of a handball session showed that two pupils who liked each other exchanged more balls than two pupils who could not stand each other. The lack of understanding, team spirit and cohesion could therefore be detrimental to the learning process.

The emergence of student leaders within class groups - a factor neglected by the majority of PSE teachers - is a crucial factor in the success of the class group. It is a behavior of influence, accepted without constraint or threats by peers, a behavior that guides the group towards common goals, contributes to the cohesion of the group, the satisfaction of its members' needs, and the achievement of collective objectives.

Our study was to be carried out in two different territories, the eastern and western regions of the department of Bejaia, while adopting a sociometric analysis based the sociometric questionnaire and two other research tools, PERRY's sociometric model and PIERRE Giraldo's sociogram.

Since this study, we aim to answer the question: Does the emergence of student leadership positively affect the dynamics of the class groups? Do gender, style and the number of student leaders have an influence on the cohesion and interaction of the class group? Do latent and overt conflicts negatively affect class group dynamics? Does territory have an impact on the emergence of student leaders and the quality of group relationships and performance?

The hypothesis of the study:

In order to answer our initial question, we have formulated these hypotheses, which are defined as “a provisional explanation of the factors that influence the dynamics of class groups and the student leader phenomenon and its repercussions and impact on the rates of interaction and exchange between peers, cohesion and group spirit”. They constitute a temporarily accepted explanation of given phenomena until our confirmation or refutation by our sociometric analysis of the study sample.

Hypothesis number 01:

. The first hypothesis is centered on the emergence of the phenomenon of pupil leadership-it is assumed that the presence of pupils leaders within class groups positively affects the dynamics of that class, increasing interaction and cohesion as it diminishes rejected and neglected pupils.

Hypothesis number 02

In the analysis of the results of this study, it was concluded that the class groups are composed of leaders of both sexes. It is assumed that male leadership is more effective than female leadership.

Hypothesis number 03:

Concerning the third hypothesis, as we know conflict represents situations of disagreement, opposition and contradiction in terms of objectives, cognition or emotions between two or more students, a distinction is made between latent conflicts when its real cause is not identified and manifest conflicts or Disagreements are clearly expressed, it is assumed that latent conflicts are the most dangerous on the structure and dynamics of the group.

Hypothesis number 04:

The last hypothesis concerns the geographical territory and its impact on the phenomenon of student leadership, our study was carried out in two different territories, in the east

of Bejaia County and in the west as well, we suggest that geographical territories have an influence on the emergence of student leadership and the dynamics of class groups.

Practice Part

Methodological Part

1- Objective of the methodology :

The experimental protocol set up during the research work must make it possible to respond to the problem and to test the validity or otherwise of the hypotheses attached to it. In order to meet the objectives and, in particular, to clarify the object of the study, which is none other than to determine the emotional relationships, roles and status of students in the classroom. Knowledge of the initial informal network is indispensable for the informed formation of groups, for the implementation of activities aimed at improving class dynamics and relationships, and thus group cohesion and interactions, which will positively influence the emergence of several student leaders and thus stable and effective learning

2- The sample from the first study:

The survey was carried out on a sample of 197 adolescents, enrolled in final year secondary school classes consisting of 126 girls and 71 boys in different streams. The study was carried out in ten different high schools in the department of Bejaia, five high schools in the east of the department and five others in the west, specifically, one high school for each region, and in each high school a final class was chosen.

The choice of the age of the research subjects is based on the theories according to which, Adolescence is a phase of identity construction (Erikson, 1968; Marcia, 1980; Palmonari, 2001), identification of one's own value model through the development of social consciousness (Havighurst, 1972; Kohlberg and Hersh, 1977), and who see adolescence as the most favorable period for learning leadership (Gardner, 1987; Van Linden and Fertman, 1998). Entering high school implies a change in the relationship to the school institution and to pupils the establishment of new ways of relating to peers.

3- The tools of the first study:

To provide an answer to our problem, the choice of tools was essential. These will allow us to analyze the class group dynamics very closely; to determine the social status of the pupils, the types of conflicts, to calculate the interaction and cohesion index and to determine the formation of the most cohesive and interactive groups.

3.1- The sociometric questionnaire:

The aim of the sociometric questionnaire is to collect information in order to determine the emotional relationships and status of students in the classroom. Knowledge of the initial informal network should make it possible to set up groups with the aim of improving the

classroom climate, group management, cooperation, cohesion, limiting conflicts and promoting learning.

There are different steps to follow to ensure that the questionnaire is completed correctly. First, explain the why and how?

Before distributing to all the students in each final class in a high school among the 10 chosen, I explain to them that the questionnaire will help us to set up new work teams in PES. It is important to mention to the students that for the different choices, they should think about the relationships they have with each other but also about the skills of the named classmates. I also point out to the students that their choices will not be communicated. Moreover, for each question they will be able to choose without limitation. However, in the counting process, beyond four choices per question, the proposals will not be selected because of the “chance” factor.

When to give the questionnaire? All students participated in the survey. The questionnaire was administered during the calm-down phase in the classroom, with duration of 05 to 10 minutes to ensure that the answers were as spontaneous as possible. Absentees participated when they returned to class.

What does it contain? The questionnaire consists of four questions, two of the choice type and two of the rejection type.

➤ For choice type questions :

- The pupils chooses those with whom he or she would like to work in PSE (question one) to gauge the importance of peers to him or her,
- The pupil’s writes down the names of those who he or she thinks chose him or her (question two) to find out how the student perceives his or her popularity.

For rejection-type questions.

- The pupils chooses those he or she would not like to work with in PSE (question three) to gauge his or her disinterest in working with a peer.
- The pupils chooses those he or she feels he or she would not like to work with (question four) to find out how the student perceives his or her unpopularity. Questions two and four of the Perception Questionnaire provide information about how pupils perceive themselves.

I chose this method of transfer in class for practical reasons, that is to say: time and organization in relation to the number of pupils, but also in relation to the aspect, because certain questions of the rejection type can cause discomfort to the pupil.

3.2- *The conduct of the sociometric questionnaire:*

The sociometric questionnaires for pupils were all distributed during school hours. The questionnaires were completed by all PSE teachers.

First, the reason for and conduct of the research, as well as ethical considerations, were explained to the pupils. We also answered questions from pupils and teachers.

Then the instructions were read by the PSE teachers who administered the questionnaire. Protocols were developed and distributed to examiners to standardize the instructions provided to students. The examiner then distributed the questionnaires according to the student list and the student questionnaire numbers associated with that list. During the execution, students were given clear instructions to remain silent. If there was a question, the pupils raised his or her hand and waited for the examiner to come and give an answer. Only clarifications on the wording of the questions could be provided and no answers were to be suggested.

We assured the students of the confidentiality of their answers. The sociometric questionnaire was placed in envelopes before being given to the students, and the students handed the questionnaires in the envelopes before giving them to their PSE teacher.

4- *Peery's sociometric model (1979):*

From the students' rethinking, we will create what is called the choice chart, indicating only the choices and rejections of the pupils and not their positive and negative perceptions. To calculate the interaction and cohesion indices of each class, but also to determine the social status of the pupils.

Peery sociometric model allows us to define the degree of social acceptance and sociometric status, which is a measure that allows us to evaluate the place given to a student within a class group. This measure is derived from the number of times an individual has been selected or rejected by others as a peer. Pupils may have a high, average or low sociometric status in a given group. We will measure the sociometric status of students within their peer group, that is to say: their classmates.

. This model is used to determine the social impact of students. For example, a student who would have 0 positive choices and 0 rejections and a student who would have 8 positive choices and 8 rejections get the same social preference score even though their social impact is

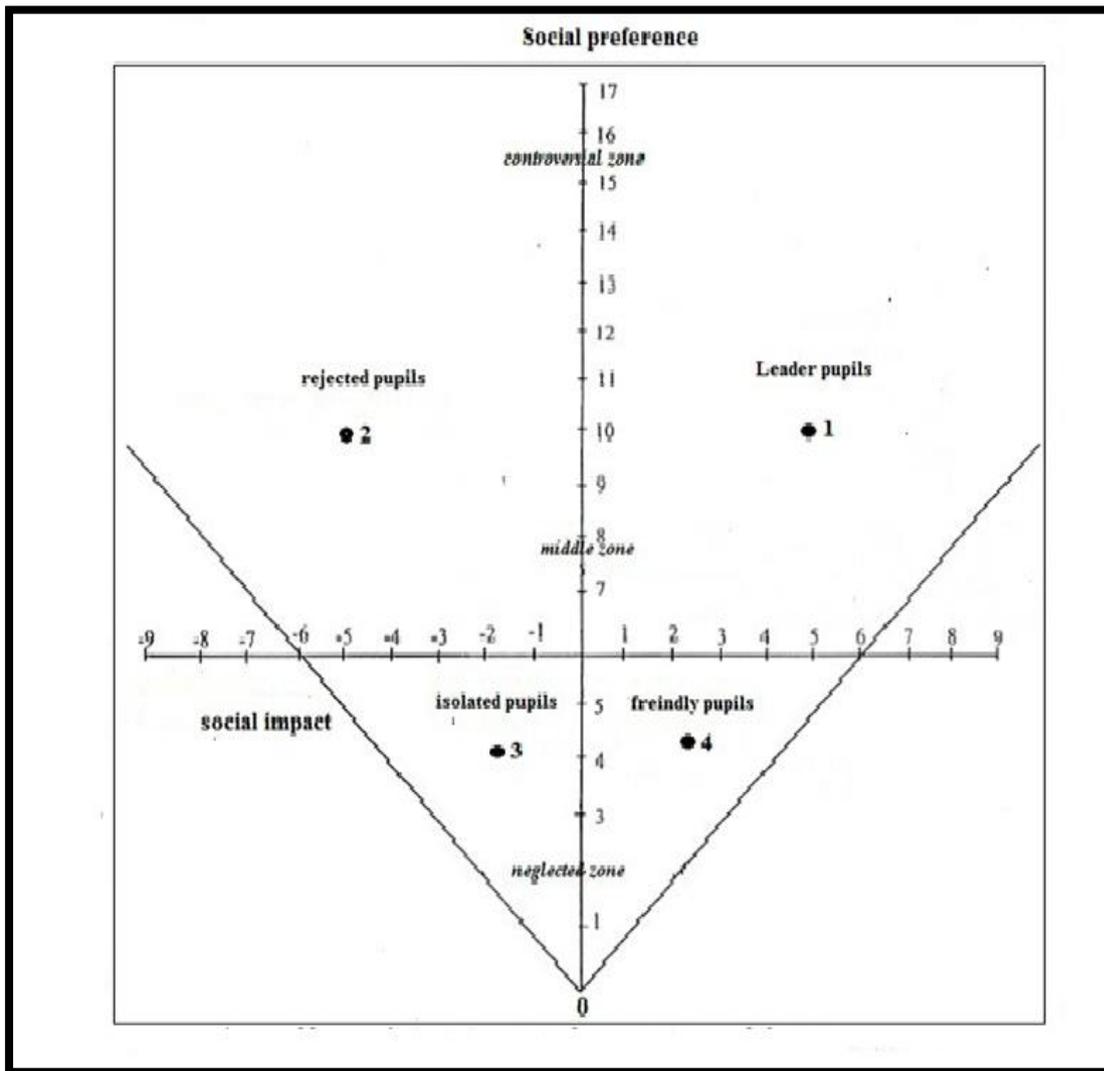


Figure 02: Perry's two-dimensional sociometric model 1979.

For example, pupil number one (scores of 6 and 10 on, respectively, the social preference and social impact axis) has +6 social preference and 10 social impact, this pupil corresponds to the popular profile. Student number two (-6, 10) has -6 social preference and 10 social impact, this student corresponds to the rejected profile. Pupil number three (-2, 4) has a social preference of -2 and a social impact of 4, this pupil corresponds to the isolated profile. Finally, pupil number four (+2, 4) has a social preference of +2 and a social impact of 4, this pupil corresponds to the friendly profile.

5- The sociometric model of Pierre Girardot:



Figure number 03: the sociometric model of Pierre Girardot version 2014

From this picture, to be able to build a class on this sociometric model, we click on the button added students, then several boxes that stand out according to the number of students, we click on each student and fill in his choices, rejections, positive perceptions and negative perceptions, then we click on the Sociogram button to have different sociograms and on the group button to have the most adequate composition of groups for a better class dynamic. For further clarification an explanatory video on this sociometric model is posted on YouTube under the following address: (youtube)

6- Management, teacher and pupils agreements:

We fixed an appointment with all the EPS teachers of each high school, we debated on our object of research, in order to covet to ask their agreement to be able to carry out our scientific research whose first study, after having the agreement of the targeted directions, The recruitment of the EPS teacher was done on a voluntary basis and that he teaches a final class, the choice in final class in each establishment is thus relative to the teacher recruited by the note of his will without specifying a course of study.

This letter explains the functioning of the research as well as the involvement of the school and the PSE teachers. All students in the participating class received an envelope containing an

explanatory sheet on the research. All subjects were informed that their participation would be voluntary. These instructions were repeated during the study.

*Analysis,
Interpretation and discussion of results*

1)-The results of the class management and economy at kherrta (EPLF) high school:

According to” PEERY”s sociometric model:

1.1- pupil choice chart :

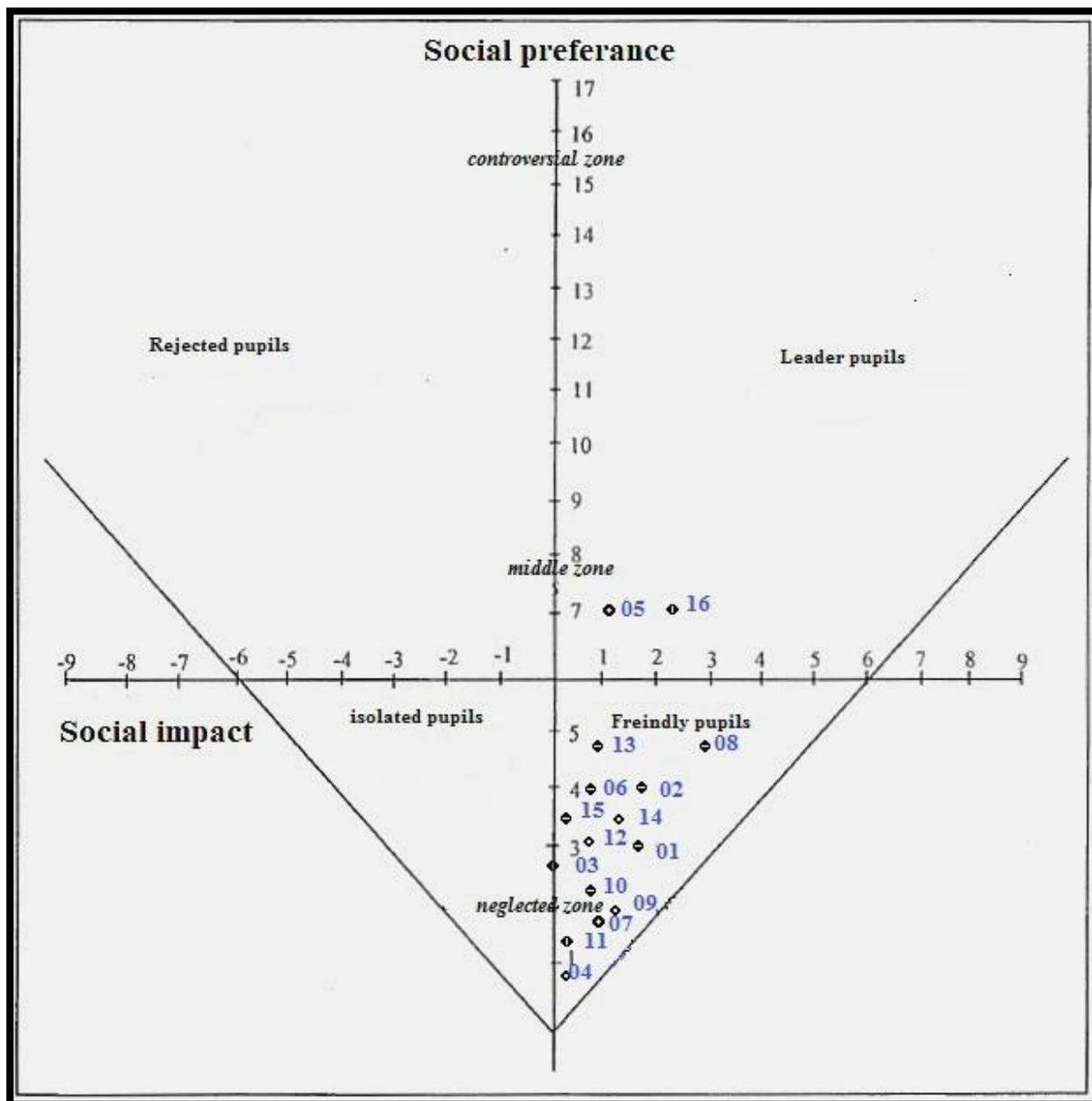
Name and First Name And code	ILHAM. O	DOUA. B	AIDA.B	ABDELHEK. T	BADRA. J	LEILA.H	CHAHINEZ. S	DYHIA. S	NIHAD. S	LHAYACHI. S	WIDAD. A	NESRINE. A	FERIEL. L	ASSIA. M	HALLA. B	FATMA. Y	POSITIVE CHOICES	NEGATIVE CHOICES
ILHAM 01 OUDJIFEN			+									+					2	0
DOUA 02 BENYOUCEF						+										+	2	0
AIDA 03 BOUKOUCHA	+	-				-		+					-		+		3	3
ABDELHAK TAHIAT 04										+							1	0
BADRA 05 DJATI		-										+	+	+	-		3	2
LEILA 06 HADDADI		+															1	0
CHAHINEZ SAADI 07	-		-		+			+			-				+	-	3	4
DYHIA SEMAHI 08	+		+												+		3	0
NYHAD 09 SEMOUNE					-						+					+	2	1
LAYACHI 10 SOUALMI				+									+			-	2	1
WIDAD 11 AAKAL		+			-	+			+							-	3	2
NESRINE 12 AMARI					+		-						+	+		-	3	2
FERIEL 13 LOUNIS					+	-						+		+		-	3	2
ASSIA 14 MESBAHI					+		-						+				2	1
HALA 15 BARKA							-	+									1	1
FATMA 16 YAHIAOUI					-				+								1	1
POSITIVE CHOICES	2	2	2	1	4	2	0	3	2	1	1	3	4	3	3	2	35	
NEGATIVE CHOICES	1	2	1	0	3	2	1	2	0	0	1	0	1	0	1	5		20

Table number 01: The choices of the pupils of the class management and economy at kherrta (EPLF) high school:

*Interaction index = Total choices + Total rejection/N (n-1) = 35+20/16x15= **0.23**

*Cohesion index = Total choices / N (n-1) = 35/240= **0.15**

Figure 04: Social weight of pupils according to the “peery” model kherrta (EPLF) high school



1.2-Social statuts of pupils according to the peery model:

- Leader pupils: 00
- Isolated pupils: 00
- Pupils neglected: 04
- Rejected pupils: 00
- friendly pupils: 10
- Middle pupils: 02

According to the sociometric model of Pierre Girardot:

1.3- Synthesis table :

PUPILS	POSITIVE CHOISE	NEGATIVE CHOISE	POSITIVE PERCEPTION	NEGITIVE PERCEPTION	RELATIVE SHARE
TAHIAT A.DELHEK	1	0	1	0	2
AIDA BOUKOCHA	0	1	1	0	2
ASIA MESSBAHI	0	0	1	0	1
DJATI BADRA	2	1	3	3	9
SAADI CHAHINAZ	0	1	0	2	3
SEMAHI DALIA	1	2	1	3	7
BENYOUCEF DOUAA	1	1	2	0	4
SOUALMI ELAIYACH	1	0	1	0	2
LOUNIS FARIAL	2	0	0	1	3
YEHIAOUI FATMA	1	4	1	3	9
BARKA HALLA	0	0	1	1	2
OUDJIFEN ILHAM	1	0	1	0	2
HEDDADI LEILA	1	0	1	0	2
AMARI NESRINE	2	0	0	0	2
SEMOUNE NIHAD	1	1	1	0	3
AKAAL WIDAD	0	0	0	1	1
TOTAL	12	10	09	13	44

Table number 02: Synthesis table of the class managment and economy at kherrta (EPLF) high school:

1.4- Sociogrm of this class

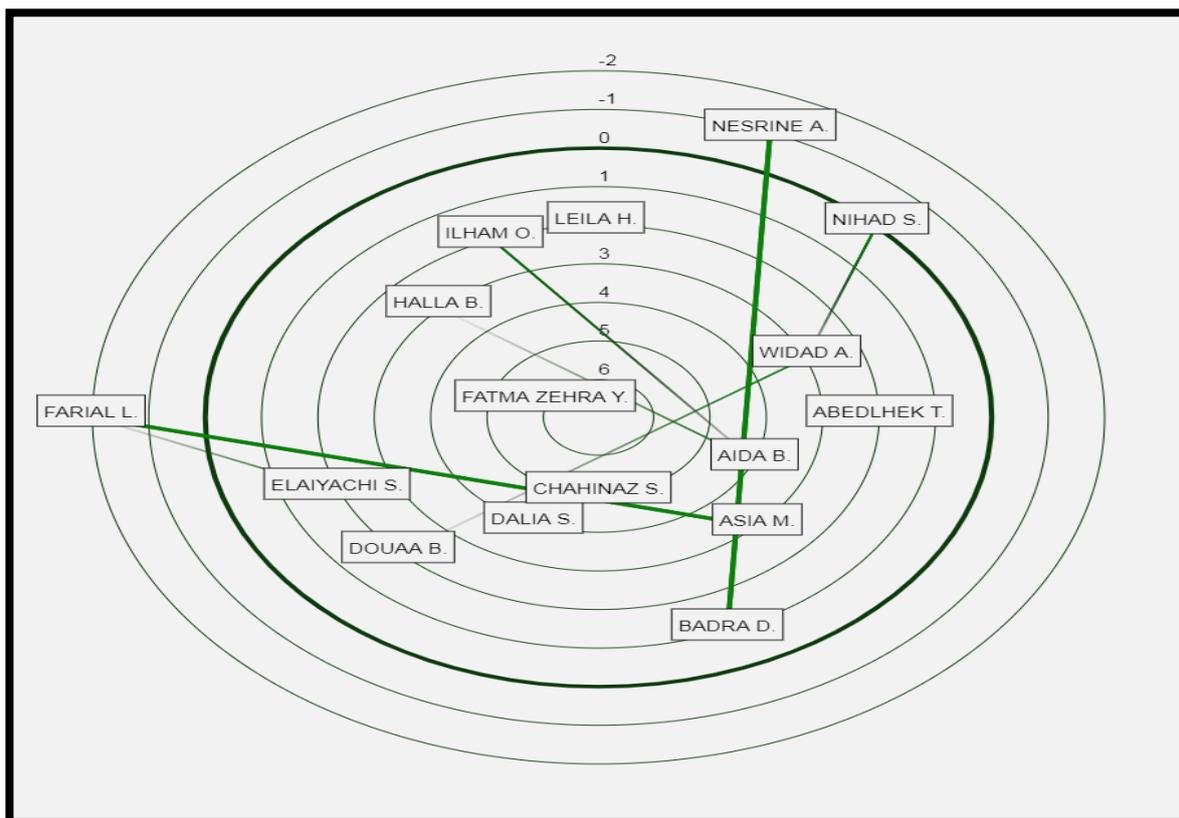


Figure07: Sociogram of positive perceptions at kherrata EPL High School

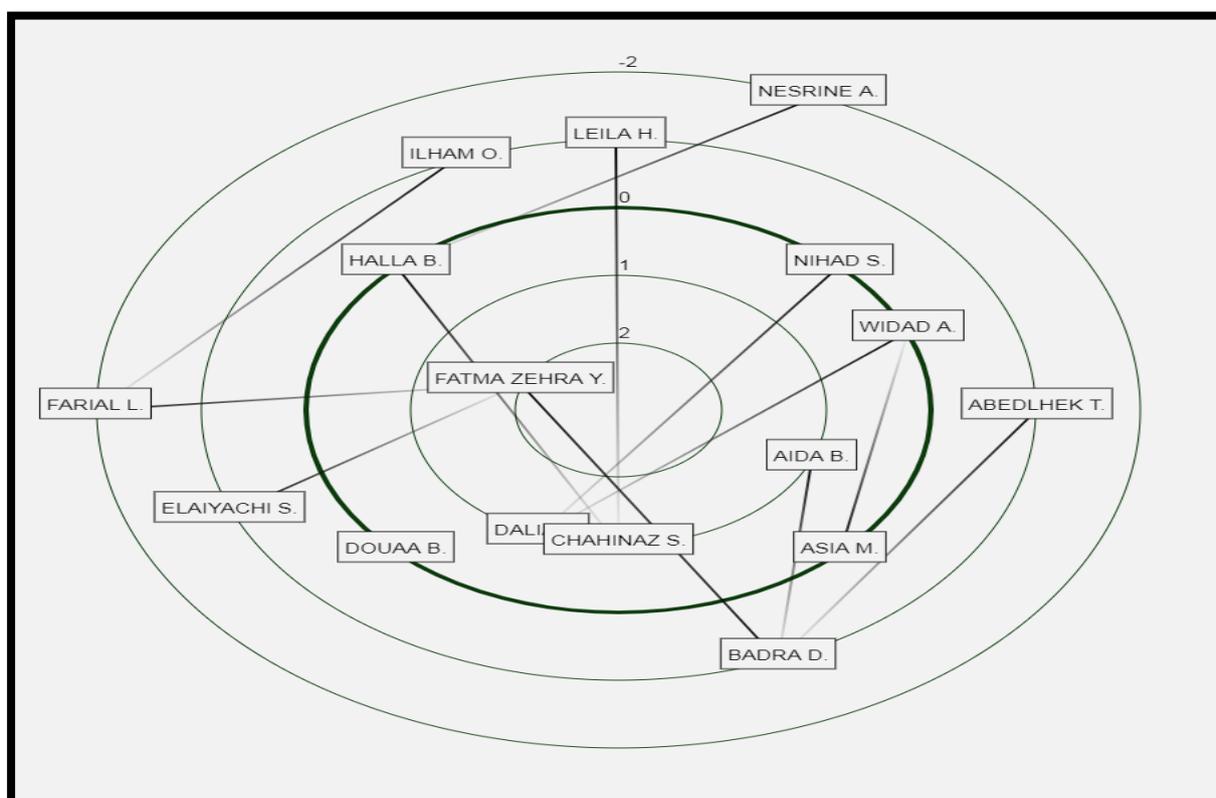


Figure08: Sociogram of negative perceptions at kherrata EPLF High School

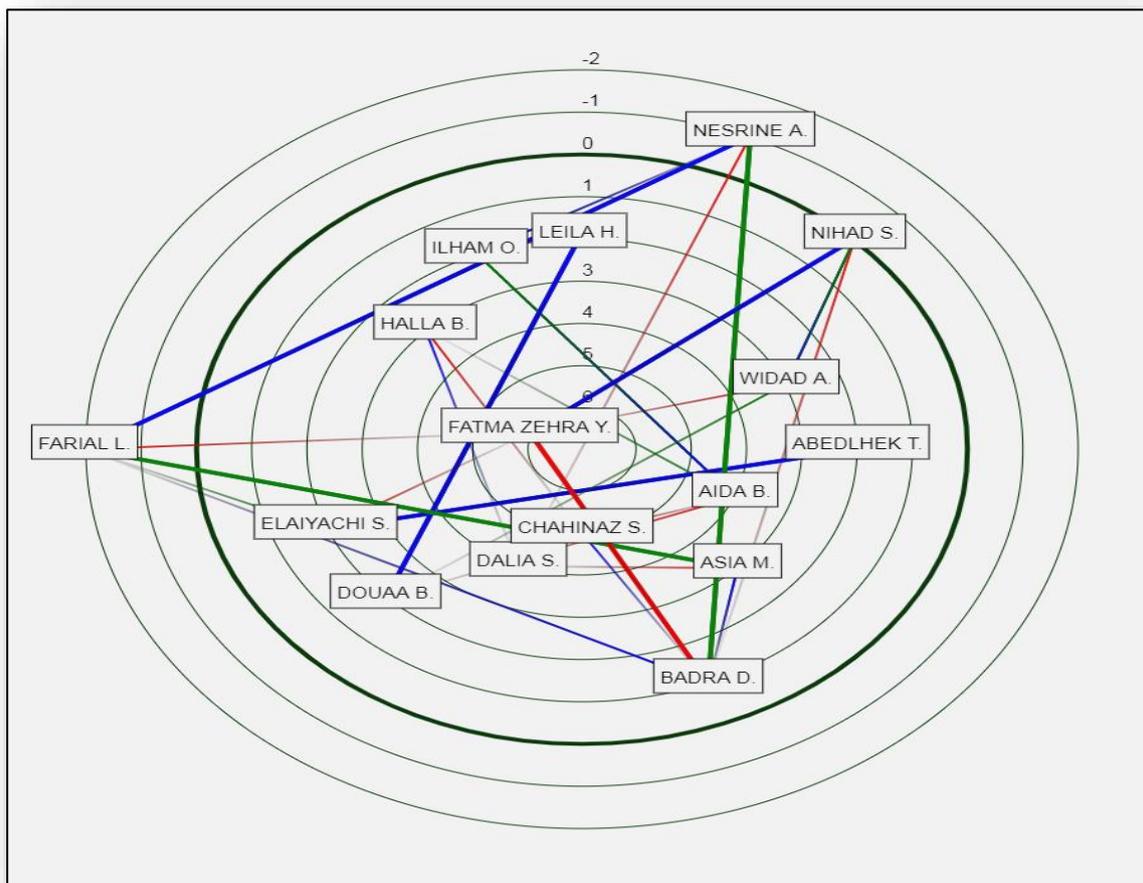


Figure 09: General Sociogram at kherrata EPLF High Shool.

1.5- The formation of the most cohesive socio-groups with percentage:

GROUP 01	62%	GROUP 02	42%	GROUP 03	42%	GROUP 04	62%
LOUNIS	FERIEL	SEMOUNE	NYHAD	SOUALMI	ELYACHI	BRNYOUCF	DOUAA
AMARI	NESRINE	AAKAL	WIDAD	TAHIAT	ABDELHEK	HADDADI	LEILA
DJATI	BADRA	YAHIAOUI	FATMA	MESBAHI	ASSIA	BARKA	HALA
OUDJIFEN	ILHEM	BOUKOUCHA	AIDA	SAADI	CHAHINEZ	SEMAHI	DYHIA

1.6- Analysis and interpretation of results:

This class is composed of 14 girls and 02 boys; Peery sociometric model allows us to measure the pupils sociometric status within their peer group, that is to say: their classmates.

We analyze the absence of pupils leaders in this class, the presence of 4 neglected pupils (ABDELHEK, CHAHINEZ, WIDAD and NYHAD) which makes 25% of all pupils a significant percentage and among these pupils the two boys which explains the presence of a

real obstacle that of the mix in the learning of PSA, its first two results will negatively influence the cohesion and interaction index, it also scores 10 pupils with a friendly social status, its last two results receive few positive and negative nominations.

Pierre Girardot's sociometric model will allow us to analyze the dynamics of this class and to determine the informal networks and conflicts present. The social structure of a group will emerge by identifying the networks that unite the individuals that compose it, among them, the dyads and triads. The sociogram of choices highlights the emotional networks between pupils, for this class we see that each student has only chosen a single classmate who makes the form of socialization in this class is dyadic which limits interaction, cooperation and team spirit and the form of this class is heteroclical.

Reciprocal choices show that 08 pupils do not have strong bonds with other classmates: Widad, Aida, Ilham, Hala, Badra, Asia, Chahinez and Dalia, the rest of the students have strong relationships, which mean 04 reciprocal choices.

The Sociogram of rejections highlights the conflicts and types of conflicts between pupils, for this class there are 11 rejections, only two students did not receive a negative nomination: ILHAM and LEILA. This explains a great opposition of opinions and feelings which justifies the unpopularity of all pupils, for reciprocal rejections, we analyze that the two pupils who have the average status means that they have more nominations and relative weight in these class are reciprocal rejections which will further weaken the interaction and cohesion between peers, the conflicts in this class are interpersonal but also latent conflicts.

According to the sociograms of positive and negative perceptions, it is analyses that there is almost no pupil who is sure of his popularity; they generally announce the expectation of a single choice of classmates, only two reciprocal positive perceptions between Nessrine and Badra, Ferial and Asia.

Only one reciprocal negative perception between the two pupils with the average status explains the depth of the conflict that must be resolved because it can be the source of several conflicts.

2)-The results of the class letter and philosophy at bouhamaza high school: According to Peery sociometric model:

2.1- Pupils choices chart :

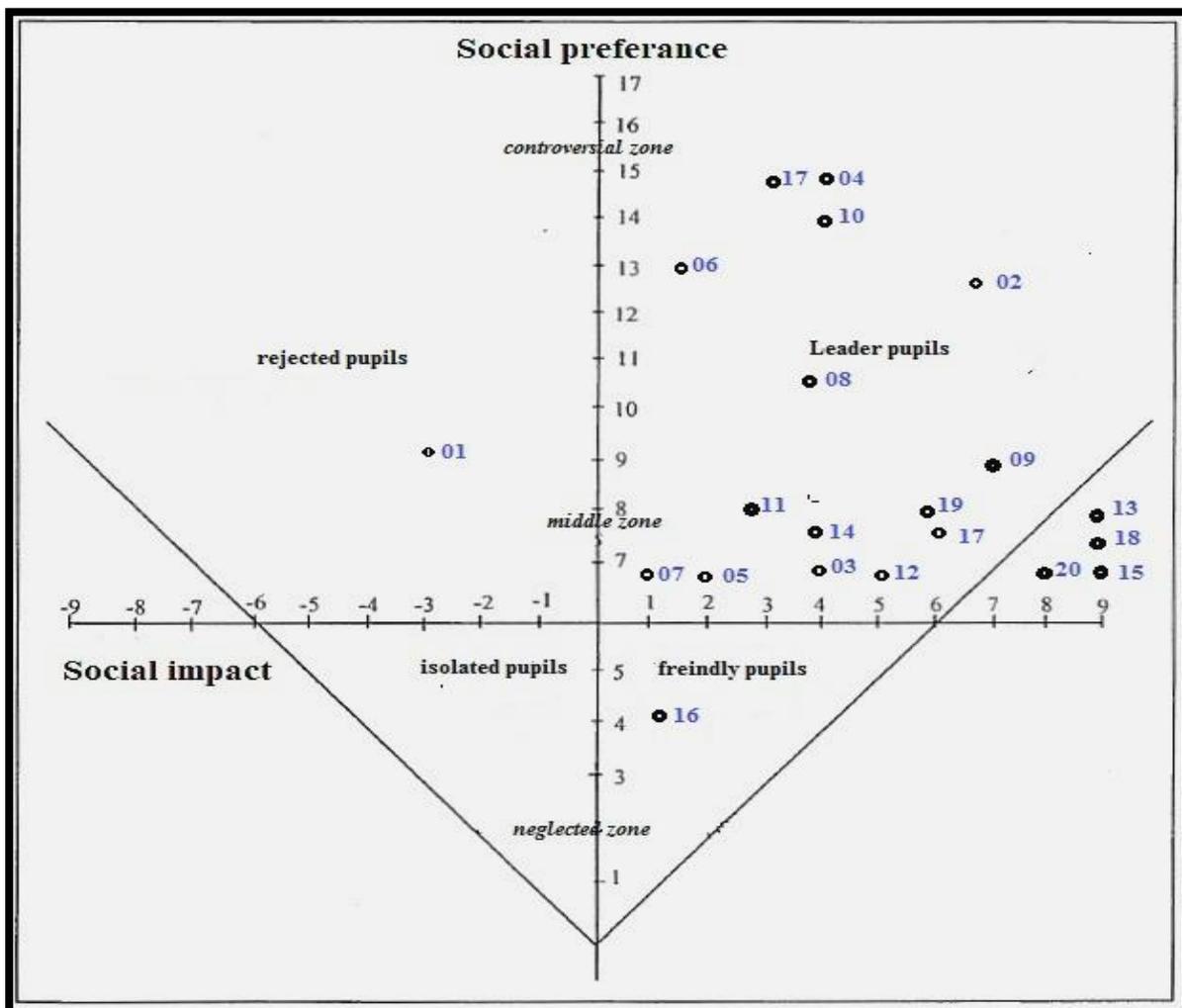
Name and First Name and code	Melissa. I	Anis. I	Koucela. I	Karim. O	Kahina.O	Yamina.B	Djida.B	Yamina.B	Imad.B	Said.B	Rahima.B	Chahinez.	Sara.kh	Celia.D	Imad.Z	Amal.s	Nadir. CH	Faycel.G	ZAHIA. G	Nbil.M	+ CHOICES	-CHOICES
IBOUZITEN MELISSA 01		-					-	-		+		-		+	-		+	-			3	6
IRBAH ANIS 02				+		+		+		+				+			+			+	7	0
IMAKHLOUFE KOUCELA 03				-		+			+	+							+	+			5	1
OUBAKLI KARIM 04		-	-			+		+	+	+			+		+		+	-			7	3
OUBAKLI KAHINA 05	+	-	-	+		+		+							+		-				5	3
BEGARDJ YAMINA 06	-		-	+	-			+	-	+	-		+	-	+	+	+	-	+	+	9	8
BENDJOUADI DJIDA 07	-	+										-		+							3	2
BENSELTEN YAMINA 08				+	-				+	+							+	+			5	1
BENMEDJAN IMAD 09		+		+							+				+		+	+		+	7	0
BOUDOUKHA SAID 10		-		+		+											+		+		4	1
BOUKAJER RAHIMA 11				+						+							+				3	0
BOUMRAW CHAHINEZ 12		+				+					+		+				+			-	5	1
KHEBBACHE SARA 13	+			+		+		+		+	+	+		+			+				9	0
DEHGAN CELIA 14	+	+									+								+		4	0
ZEMOURA IMAD 15	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+	+	+	+	+	19	0
SENANI AMAL 16			-	-	-	+			+		+	+	+				+		-	-	6	5
CHEKOUH NADIR 17	-	+		+		+	-	+	+	+											6	2
GAWA FAYCEL 18	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+	+	19	0
ARWAH ZAHIA 19		+		+		+		+		+										+	6	0
MERZOUKI NABIL 20	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	19	0
POSITIVE CHOICES	6	9	3	13	3	13	3	10	8	14	7	5	7	7	5	5	15	4	7	6	151	
NEGATIVE CHOICES	3	4	4	2	3	0	3	1	1	0	1	1	1	1	1	0	0	4	1	2		33

Table number 03: The choices of the pupils of the class letter at bouhemza High School.

*Interaction index = Total choices + Total rejection/N (n-1) = 151+33/20x19= **0.48**

*Cohesion index = Total choices / N (n-1) = 151/20x19= **0.39**

Figure 10: Social weight of pupils according to the Peery model



2.2- Social statuts of pupils according to the peery model:

- Leader pupils: 07
- Pupils neglected: 00
- friendly pupils: 01
- Unclassified pupils: 04
- Isolated pupils: 00
- Rejected pupils: 01
- Middle pupils: 08

According to the sociometric model of Pierre Girardot

2.3-Synthisis table :

pupils		POSITIVE CHOISE	NEGATIVE CHOISE	POSITIVE PERCEPTION	NEGATIVE PERCEPTION	RELATIVE SHARE
IBOUZITEN	MELISSA	0	2	0	0	2
IRBAH	ANIS	1	3	1	2	7
IMAKHLOUF	KOUCELA	0	0	0	0	0
OUBAKLI	KARIM	5	1	5	1	12
OUBAKLI	KAHINA	0	2	0	0	2
BEGARDJ	YAMINA	1	0	2	0	3
BENDJOUADI	DJIDA	0	1	0	2	3
BENSELTEN	YAMINA	1	0	0	0	1
BENMEDJAN	IMAD	0	0	0	0	0
BOUDOUKHA	SAID	3	0	8	0	11
BOUKAJER	RAHIMA	0	0	0	0	0
BOUMRAW	CHAHINEZ	0	0	0	1	1
KHEBBACHE	SARA	2	0	2	0	4
DEHGAN	CELIA	2	0	0	0	2
ZEMOURA	IMAD	1	0	0	0	1
SENANI	AMAL	0	0	0	0	0
CHEKOUH	NADIR	2	0	1	0	3
GAWA	FAYCEL	1	0	0	0	1
GARWAH	ZAHIA	0	0	0	0	0
MERZOUKI	NABIL	0	2	0	1	3
TOTAL		19	11	19	07	56

Table number 04: Synthisis table of the class of letter at bouhemza High School.

2.4- Sociogram of this class

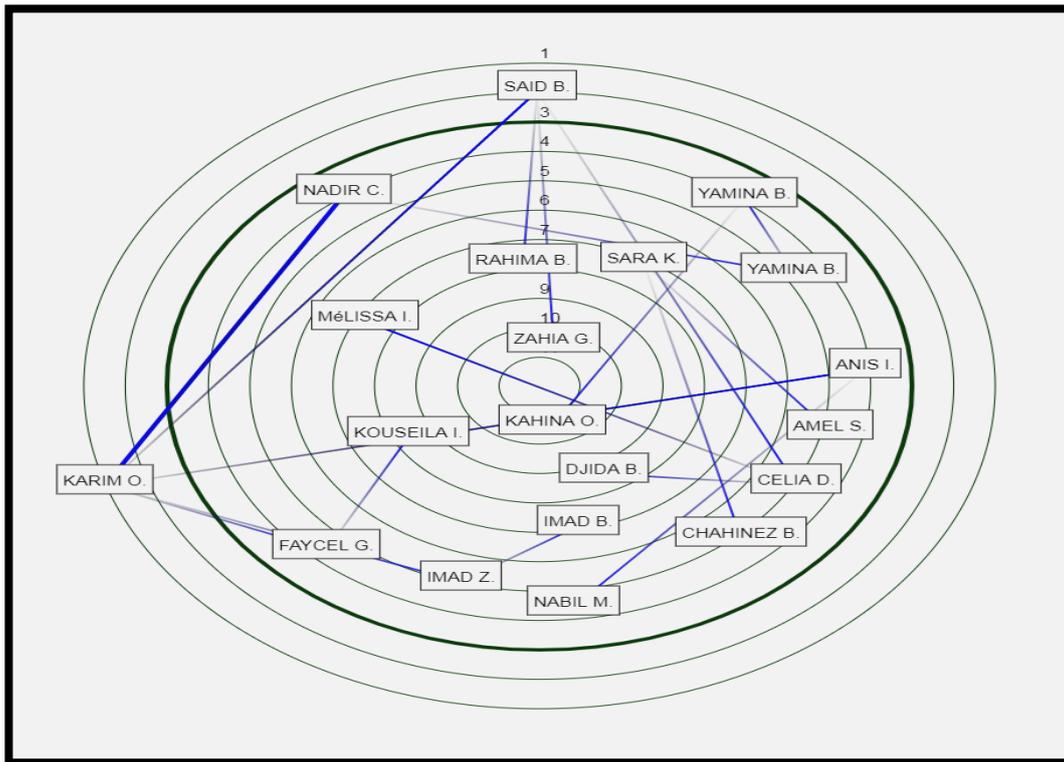


Figure 11: Sociogram of positive choices at Bouhamaza High School

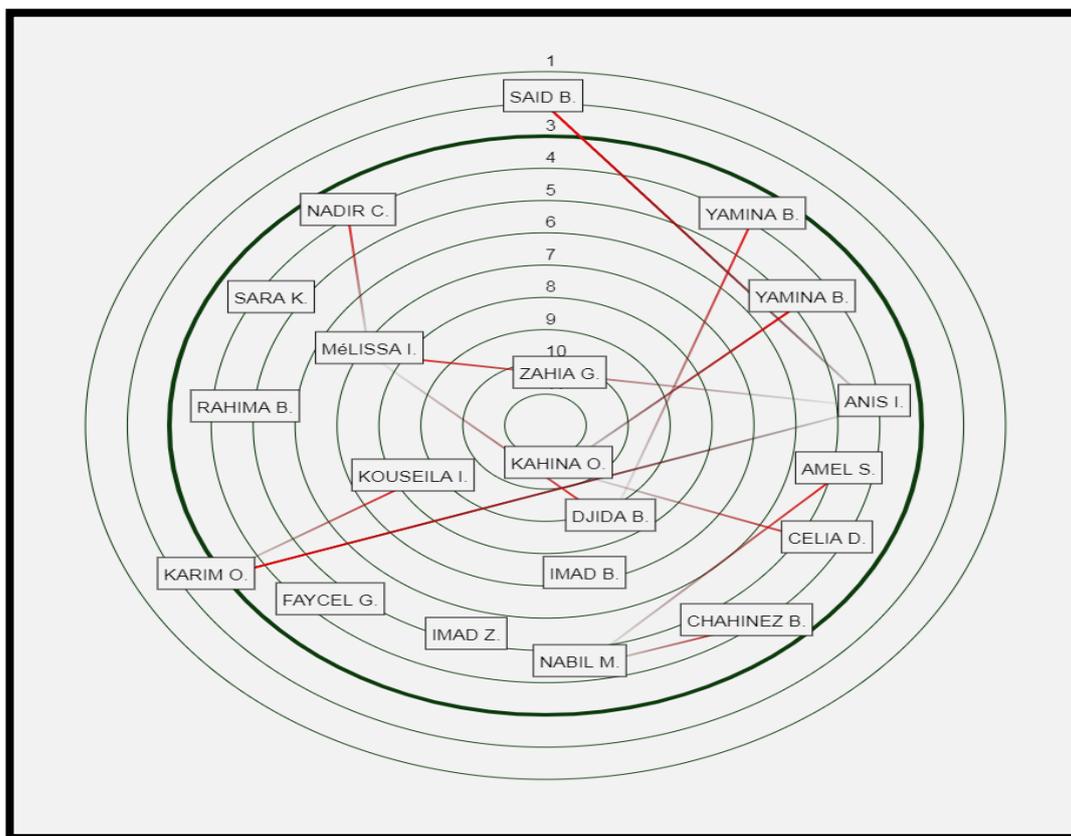


Figure 12: Sociogram of negative choices at Bouhameza High School

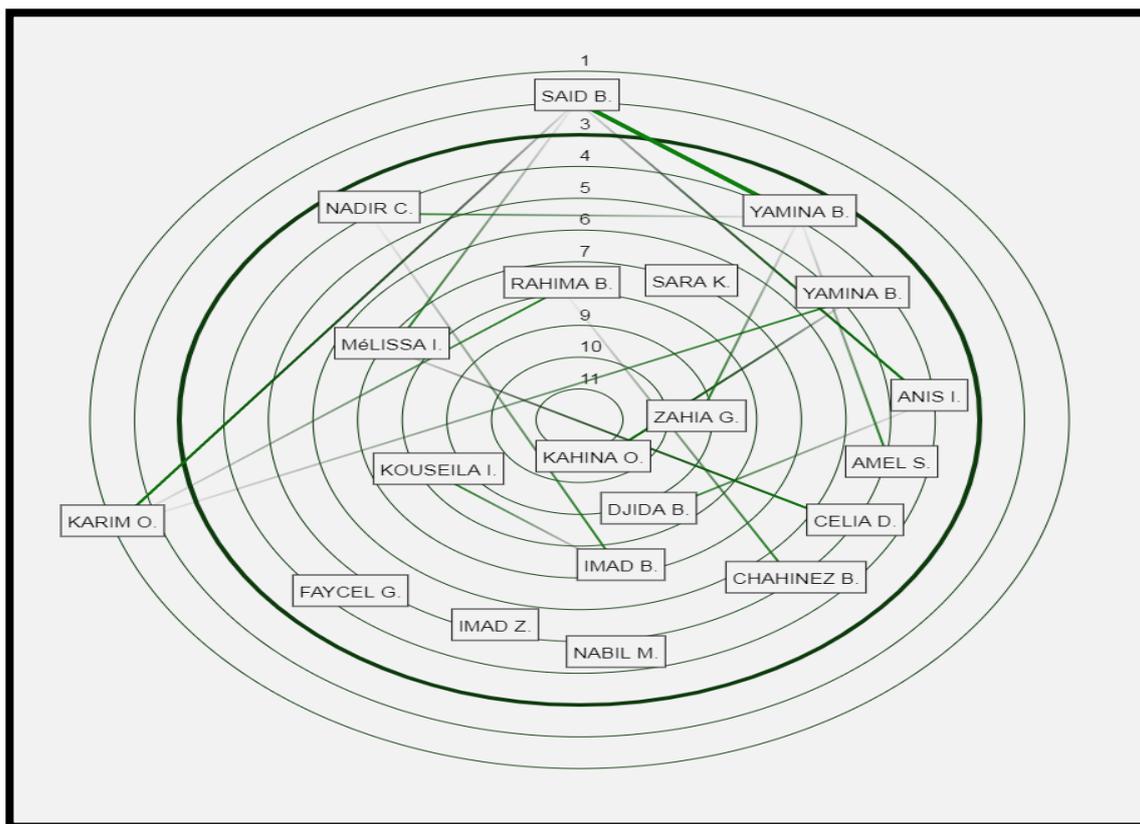


Figure 13: Sociogram of positive perception at Bouhamaza High School

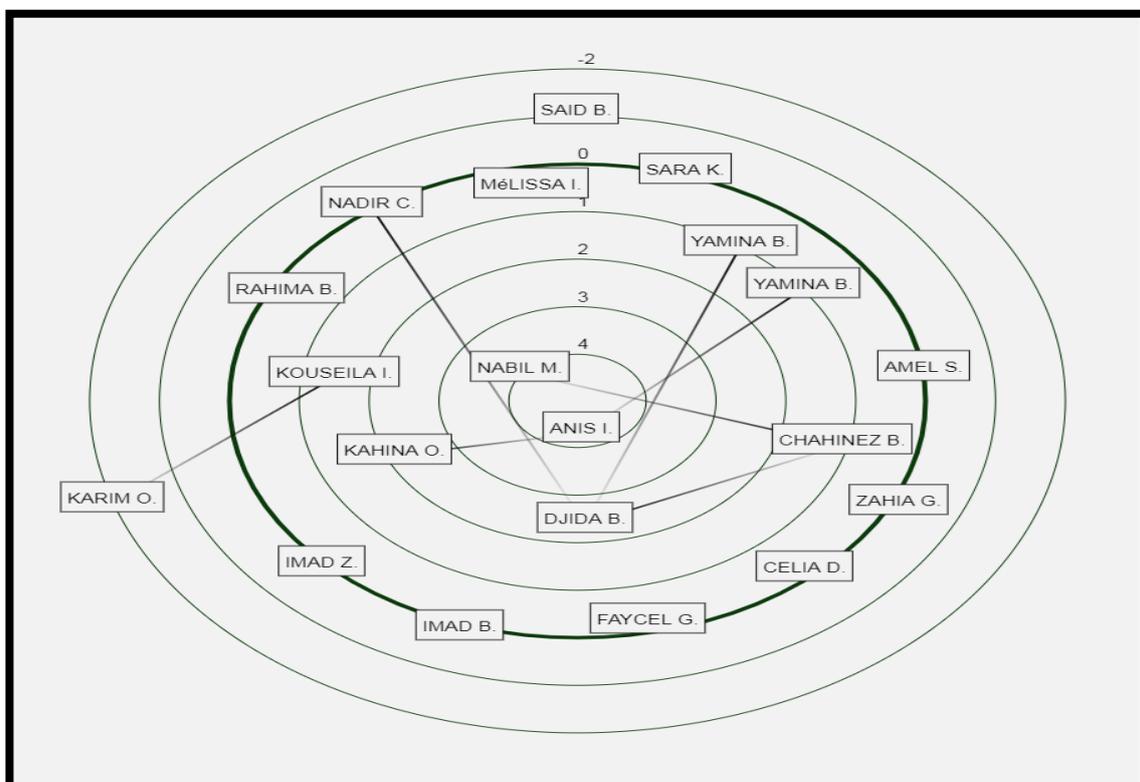


Figure 14: Sociogram of negative perception at Bouhamaza High School

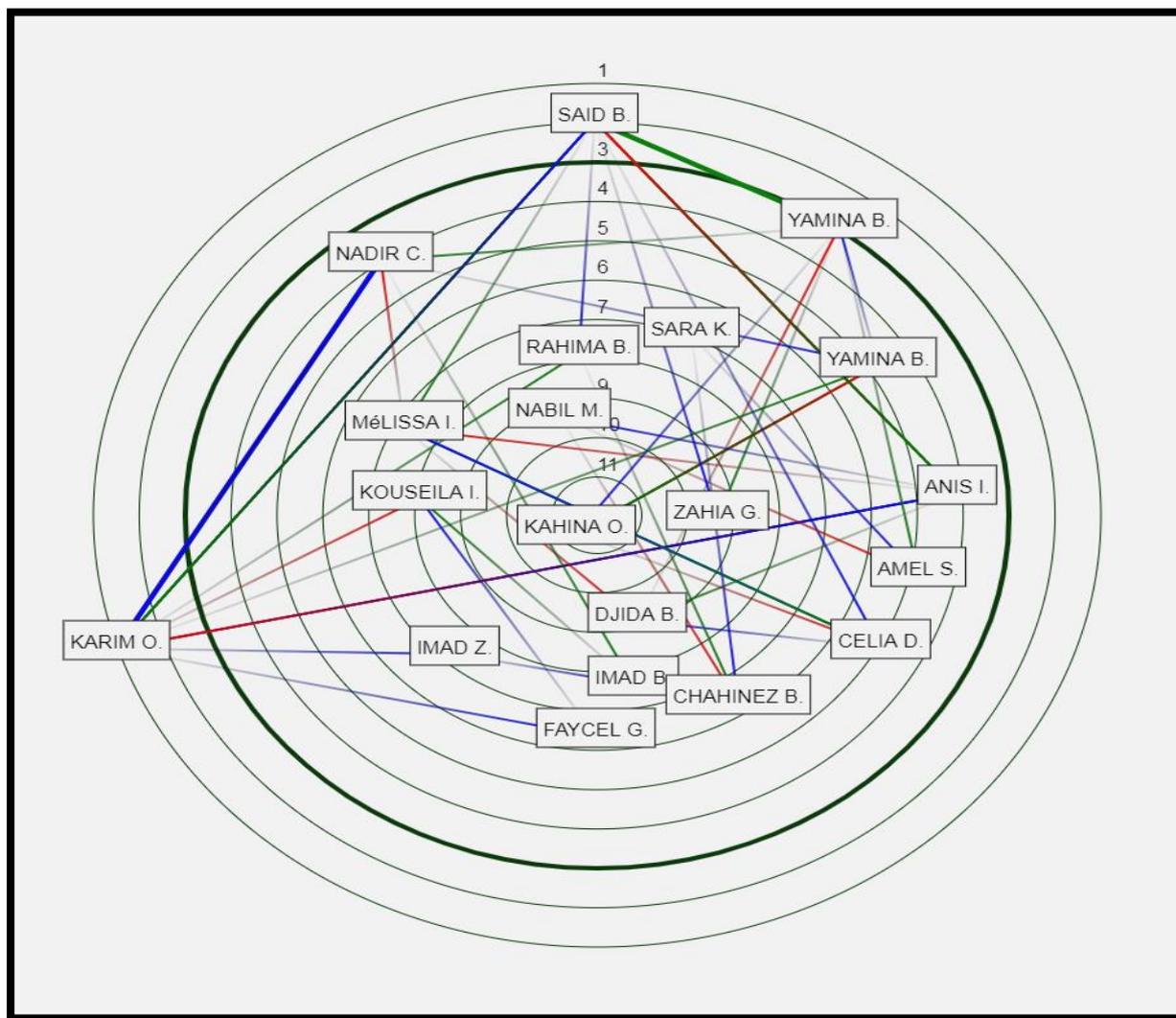


Figure15: General Sociogram at Bouhamaza High School

2.5- The formation of the most cohesive socio-groups with percentage:

GROUP 1	69%	GROUP2	44%	GROUP3	44 %	GROUP4	24%	GROUP5	23%
OUBAKLI	KARIM	KHABACH	SARA	DEHGAN	CELIA	BENSOLTAN	YAMINA	IRBAH	ANIS
BOUDOUKHA	SAID	BOMRAW	CHAHINAZ	IBOUZIDEN	MELISSA	ZAOURA	IMAD	BOUKDJAR	RAHIM
BAGARDJ	YAMINA	SENANI	ASMA	GAWA	FAYCEL	MERZOUKI	NABIL	GARWAH	ZAHIA
CHEKOUH	NADIR	OUBAKLI	KAHINA	IMKHOLOUF	KARIM	BENMEDJAN	IMAD	BENDJOURI	DJIDA

5- Analysis and interpretation:

This class is composed of 20 students, 11 girls and 09 boys, According to the peery sociometric model, the social status of the pupils is as follows: 07 pupils as popular leaders (Anis, Karim, Said, Nadir and the two Yamina), which is a very important figure in relation to the number of pupils (35%), 05 of them are male, 09 pupils with an average social status, which means that they have a high rate of positive nominations, only one rejected pupil (Melissa), 04 unclassified students (Sara, Imad), and 10 pupils with an average social status (Sara, Imad), which means that they have a high rate of positive nominations. Z, Faycel and Nabil, these pupils will be analyzed in the sociograms to determine their impact and weight in the class.

According to the sociometric model of PIERRE GIRARDOT: for the sociogram of the 19 choices and that a large proportion of pupils choose more than one pupil: Said, Nadir, Karim and Kouceila, three of his pupils are popular leaders that gives rise to triad relations with a total of four, it multiplies the interactions between pupils, as we observe 06 form of socialisation in dyad what makes the social form of this class is far from being heterocyclic.

Reciprocal choices show that 14 pupils do not have strong ties that will infect the cohesion of the group-class; only 06 students have a strong cohesion.

For the sociogram of rejections we note 11 rejections and each pupil only one rejects only one classmate. A very important fact is that there is a rejection between two leaders: Karim and Anis, 05 students did not receive a rejection the conflicts of this class are interpersonal and obvious. An important analysis is that no reciprocal rejection is recorded in this class group, this indicates that there is no deep conflict from where we have only one rejected pupil who is Melissa, we analyze the rejections between 04 leaders: Said and Yasmina, Karim and anise this will negatively affect the cohesion of the class group.

For the sociograms of positive perceptions, we analyze a large number of positive perceptions, several students have chosen more than one friend, which means that most of the pupils are sure of their popularity, and four students have not received any expectations. The negative perceptions are not numerous seven in total; these students are already in difficulties. We conclude that the emergence of this important number of leadership to affect positively the class group in terms of interaction and communication and thus a significant number of students are sure of its popularity by making more than one choice, so the interaction index is 0.48(0-1), the number of conflicts recorded is not important and above all there is no mutual rejection, but the cohesion index is 0.39(0-1) it is affected by the conflicts

between the 4 student leaders Karim Et Anis, Said and Yamina Begardj who have an important relative weight, this hold and negative competition and its tensions as well as their autocratic style in class management can lead this class group to a dissolution and a direct confrontation as it can cause intergroup conflicts, so it is really necessary to conceive an intervention to resolve its conflicts between leaders.

An important analysis is that more than 70% of rejection and negative perceptions are located among girls.

For pupils not classified according to the peery model their social weight is very low, and they do not have a great influence on the class group. PIERRE GIRARDOT's software has presented us with 05 groups of 04 students which will allow a better cohesion and interaction between the pupils.

3)-The results of the third class experimental and science at Tichy High school:

According to Peery sociometric model:

3.1-pupils choices chart :

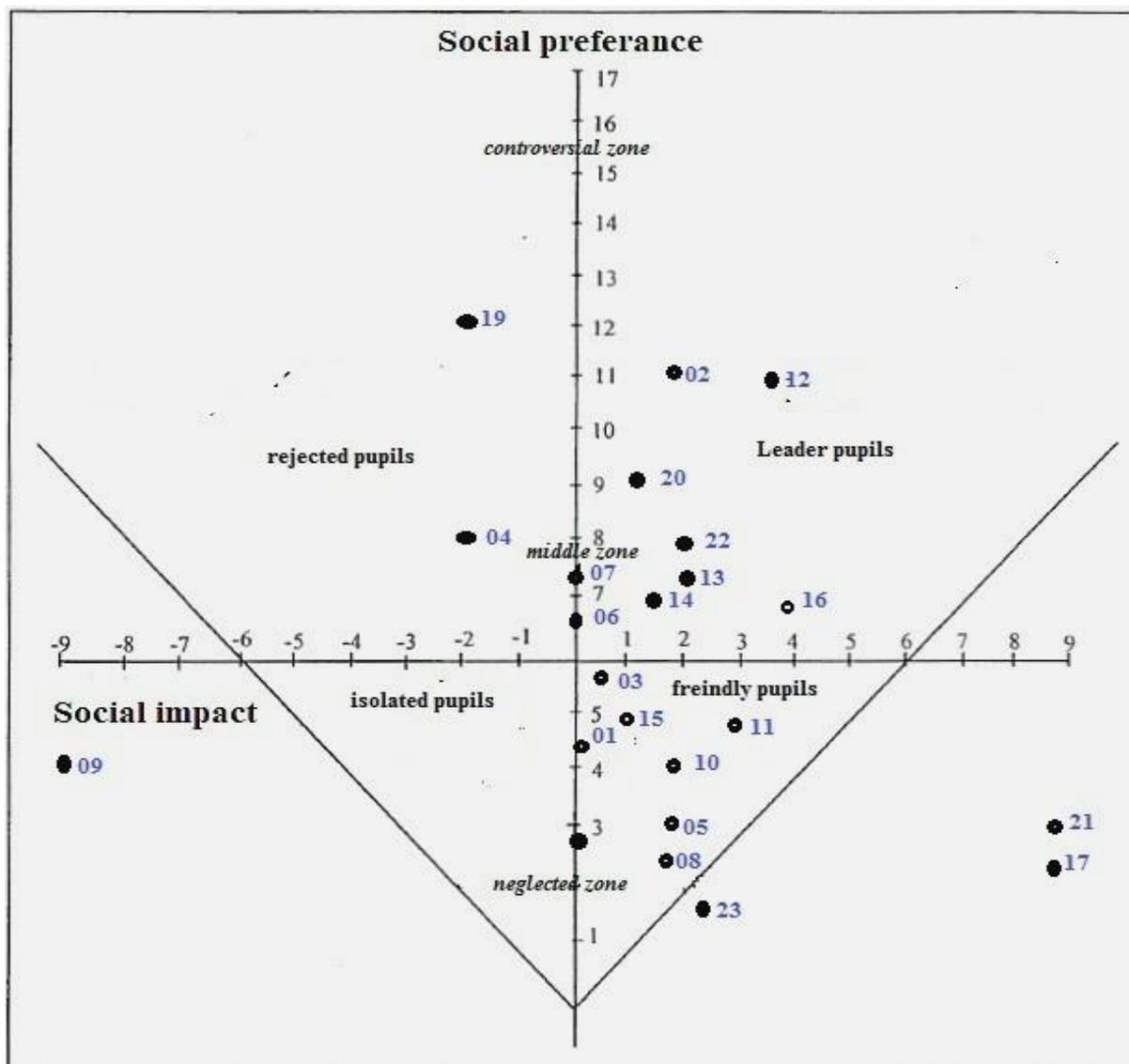
Name and First Name and code	TOUAT	HAMA	DAIRI	ROHA	SAIDI	SADOU	AROUI	AOUAD	KADA	MALEKI	MARCE	MANDI	OUAZE	YAKOU	BARDA	DJOUD	KHALEF	ACHOU	LAATA	BOURA	TIGHZI	DJAHNI	HARE B	+	.	
	TOUATTI 01 YASMINE	-									+														1	1
HAMA 02 BADREDINE		-		-			+		-			+		-			+		+				+		5	3
DAIRI 03 AMEL		-	-	+		+			+				+												4	1
ROHA 04 MELISSA		-		-					-				+		-										1	3
SAIDI 05 RAYANE		+			-		+					+	-						+	-					4	2
SADOUKI 06 ROMAÏSSA	+					-															-				1	1
AROUI 07 RAMTANE				-			-												+	-			+		2	2
AOUADEN 08 LYDIA		-		+				-			+		+												3	1
KADA 09 NESRINE	-	-	-	-	+	-	+	-	-	-	-	-	-	-	+	+	-	-	-	-	-	-	-	-	4	18
MALEKI 10 SARA	+	-								-			+			+									3	1
MARCEL 11 MOURAD											-	+							+				+		3	0
MANDIL 12 YANIS		+										-							+				+		3	1
OUAZEN 13 CHANEZ				+								+	-												2	0
YAKOUBI 14 CHAHINEZ						+							-	+											2	0
BARDACHE 15 WISSAM				-			+	+							-	+		+	-	-					4	3
DJOUDER 16 MASSIL							+				+	-				-			-	-		+			3	3
KHALEFI 17 HAKIM		+	+			+	+				+	+				+	-	+	+	+				1	0	
ACHOUCH 18 ROMAÏSA	+									+		-	-	+	+		-	+	-	-					4	4
LAATAR 19 A.RAOUF			-			-	+					+	-	-					-						2	4
BOURAI 20 SOUHIL																				-					0	1
TIGHZIRT 21 MANIS	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	2	0	
DJAHNINE 22 YANIS		+										+						+	-						3	1
HAREB SARAH 23			+			+							+												3	0
POSITIVE CHOICES	4	5	3	4	3	4	8	1	3	3	4	8	5	2	4	6	2	2	8	2	1	6	1	8	9	
NEGATIVE CHOICES	1	6	2	4	0	2	1	1	2	1	1	3	3	5	1	0	1	1	4	7	2	2	1	1	50	

Table number 05: The choices of the pupils of the class experimental and science at Tichy High School

*Interaction index = Total choices + Total rejection / N (n-1) = 89+50/23x22= 0.28

*Cohesion index = Total choices / N (n-1) = 89/23x22= 0.18

Figure16: Weight of pupils according to the peery model



3.2- Social statuts of students according to the peery model:

- Leading pupils: 01
- Pupils neglected: 00
- Friendly pupils: 08
- Unclassified pupils: 04
- Isolated pupils: 00
- Rejected pupils: 03
- Middle pupils: 05
- contreversal pupils: 02

According to the sociometric model of PIERRE GIRARDOT:

3.3- Synthesis table :

PUPILS		POSITIVE CHOISE	NEGATIVE CHOISE	POSITIVE PERCEPTION	NEGATIVE PERCEPTION	RELATIVE SHARE
TOUATTI	YASMINE	1	0	1	0	2
HAMA	BADREDINE	2	4	1	3	10
DAIRI	AMEL	0	0	0	0	0
ROHA	MELISSA	1	1	1	1	4
SAIDI	RAYANE	0	0	1	0	1
SADOUKI	ROMAISSA	3	0	1	0	4
AROUI	RAMTANE	1	0	3	1	5
AOUADEN	LYDIA	0	0	0	0	0
KADA	NESRINE	0	1	0	1	2
MALEKI	SARA	1	0	0	0	1
MARCEL	MOURAD	1	0	0	1	2
MANDIL	YANIS	1	1	0	2	4
OUAZEN	CHANEZ	3	2	2	0	7
YAKOUBI	CHAHINEZ	0	3	2	1	6
BARDACHE	WISSAM	1	0	1	2	4
DJOUUDER	MASSIL	1	0	0	0	1
KHALEFI	HAKIM	0	0	2	0	2
ACHOUCH	ROMAISA	1	0	0	1	2
LAATAR	A.RAOUF	2	0	4	2	8
BOURAI	SOUHIL	1	3	0	2	6
TIGHZIRT	MANIS	1	0	0	0	1
DJAHNINE	YANIS	1	1	2	1	5
HAREB	SARAH	0	0	0	0	0
TOTAL		22	16	21	18	77

Table number 06: Synthesis table of the class experimental and science at Tichy High School

3.4- SOCIOGRAM OF THIS CLASS

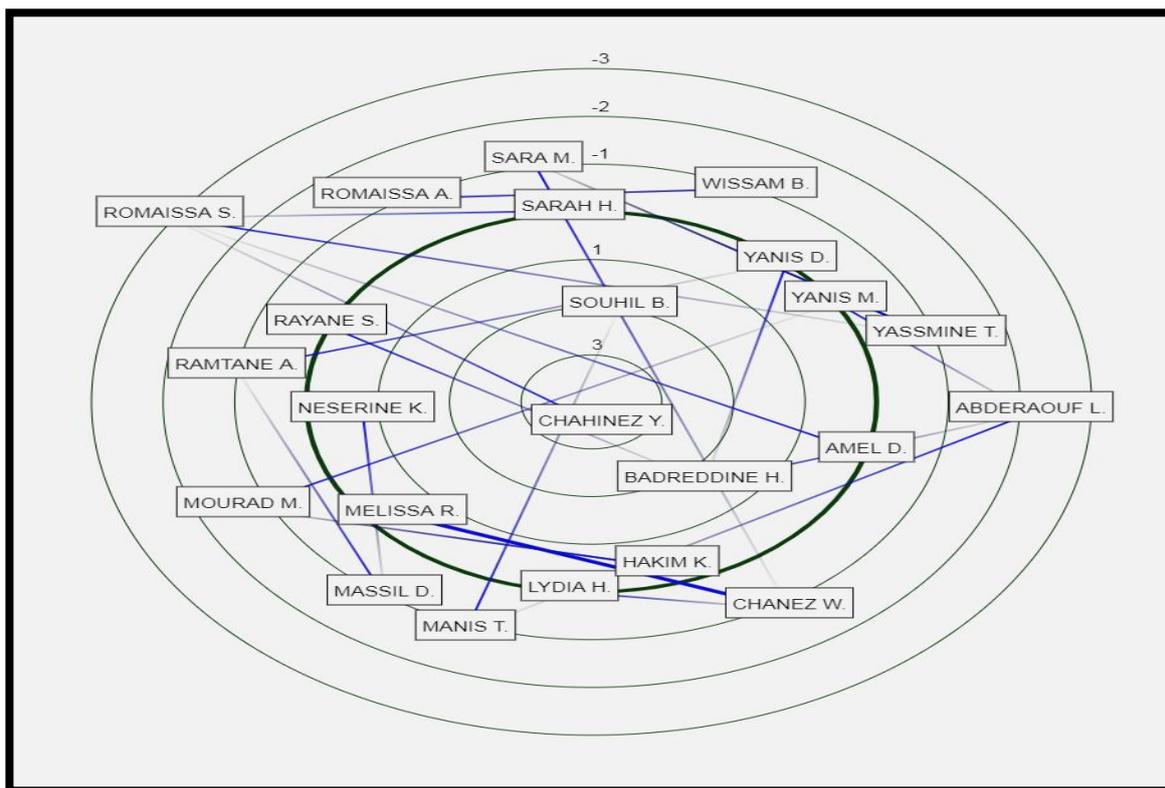


Figure 17: Sociogram of positive choices at Tichy High school

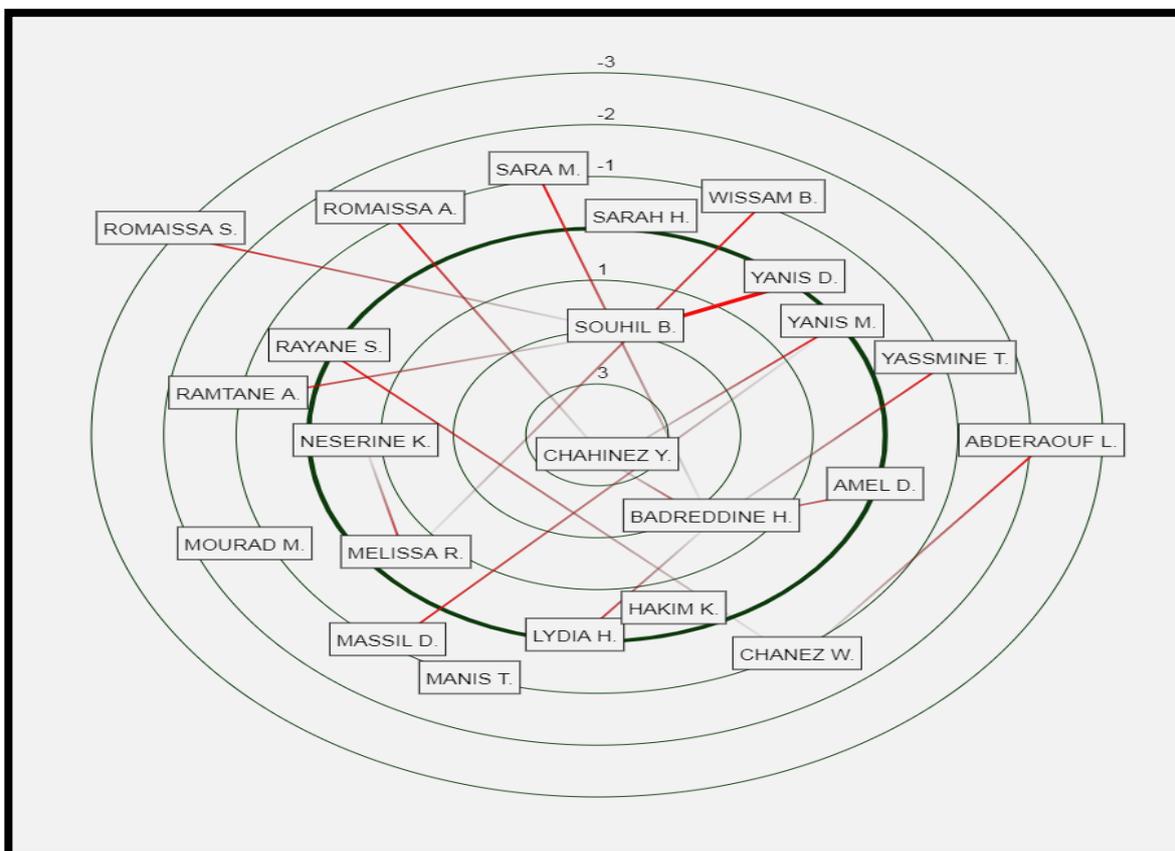


Figure18: Sociogram of negative choices at Tichy High School

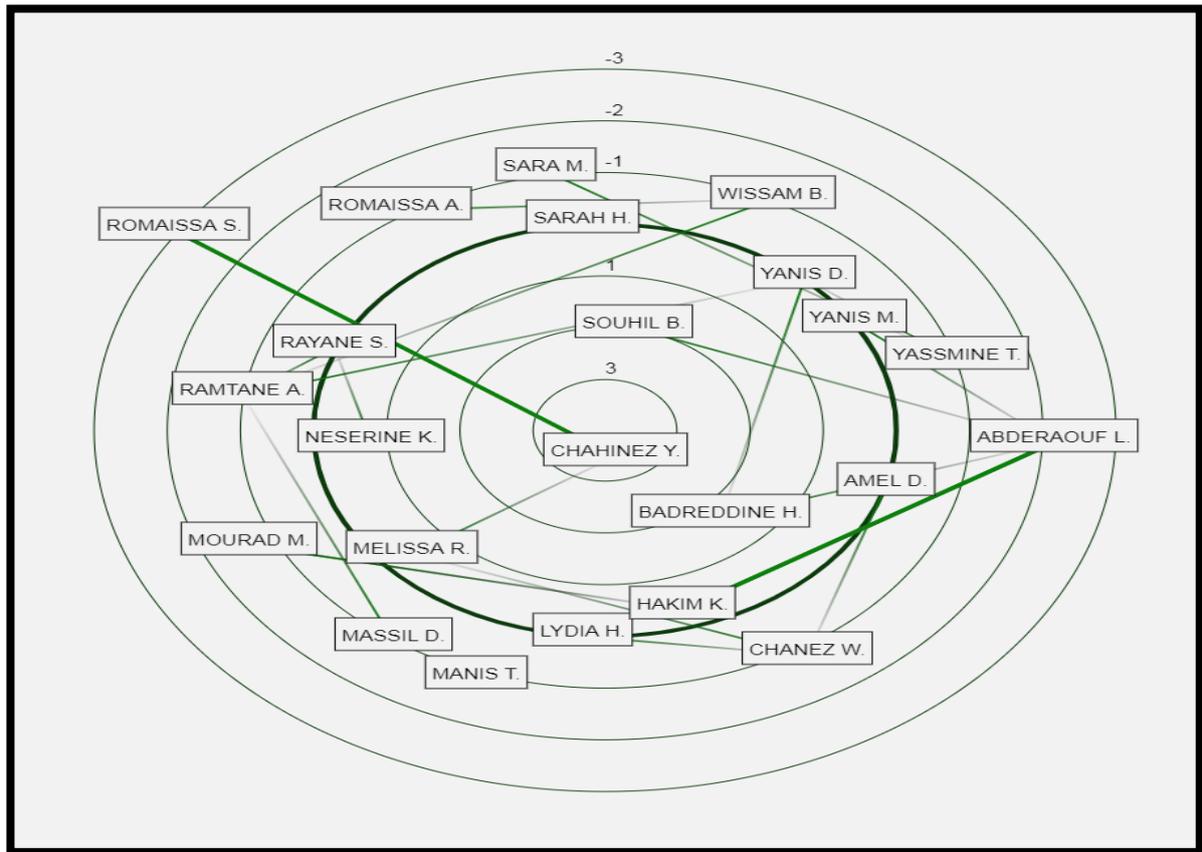


Figure 19: Sociogram of positive perception at Tichy High school

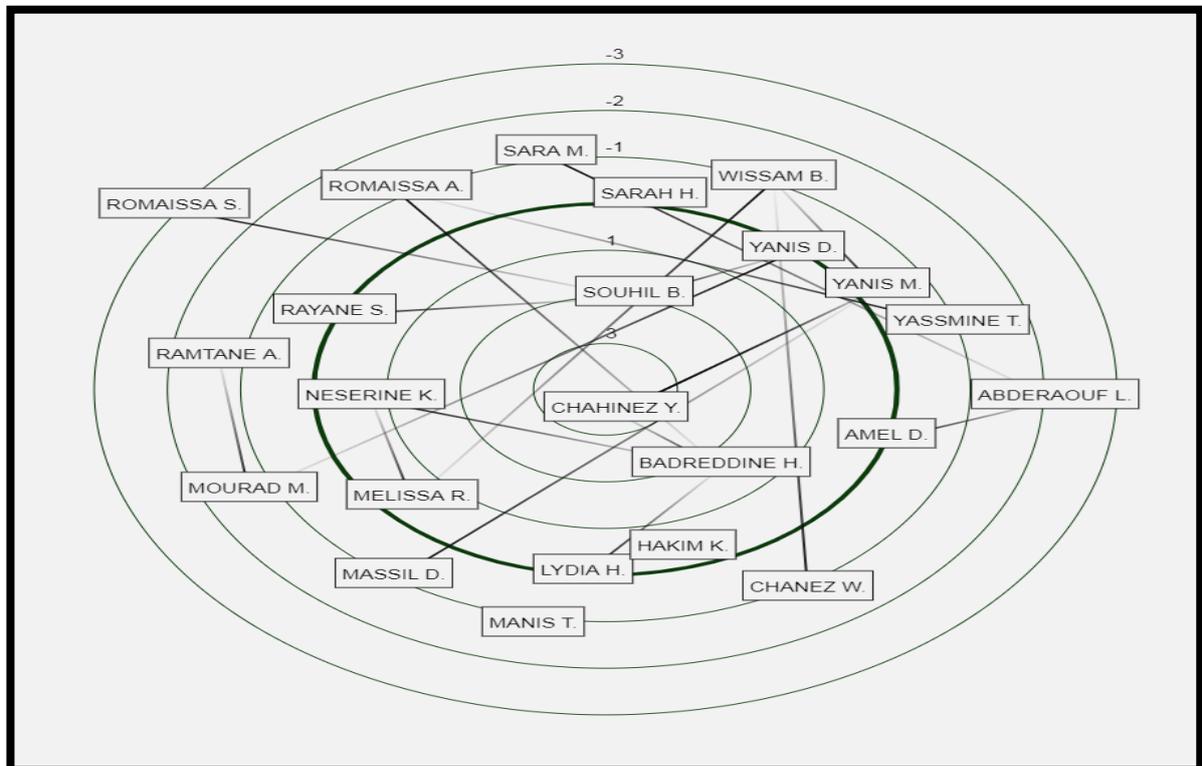


Figure 20: sociogram negative perception at Tichy High school

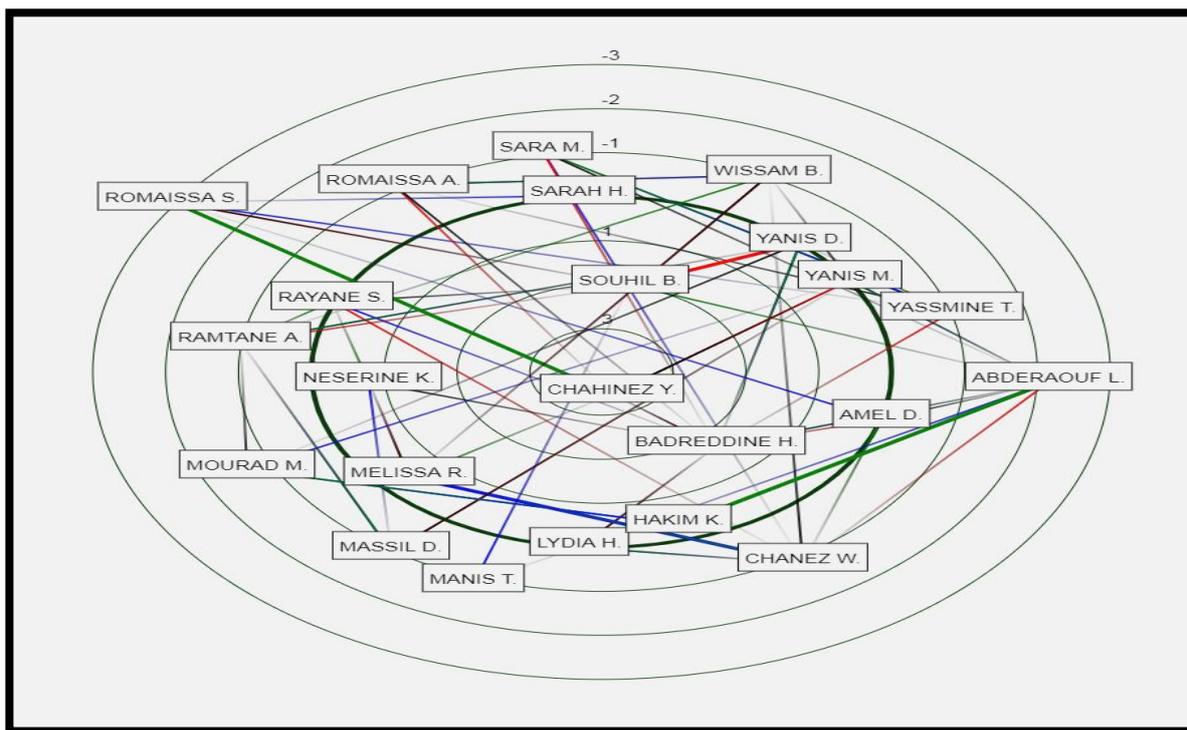


Figure 21: General Sociogram at Tichy High school

3.5- The formation of the most cohesive socio-groups with percentage:

GROUP 1	66%	GROUP2	55%	GROUP3	40%	GROUP4	40%	GROUP5	31%
MENDIL	YANIS	WAZEN	CHANEZ	BARDACHE	WISSAM	SADOUKI	ROMAISA	DJOUUDER	MASSIL
DJAHNIN	YANIS	MALEKI	SARA	ACHOUCH	ROMAISA	YAKOUBI	CHANEZ	KADI	NESRINE
HAMA	BADRA	ROHA	MELISSA	MERCEL	MOURAD	DAIRI	AMAL	SAIDI	RAYANE
AROUI	RAMTANE	TOUATTI	YASMINE	TIGHZART	MANIS	HAREB	SARA	BOURAI	SOUHIL
KHALEFI	HAKIM							AWADEN	LYDIA
LAATAR	A.RAOUF								

3.6-Analysis and interpretation :

This class has 23 students, 12 girls and 11 boys.

According to the peery sociometric model and the table of choices, the social status of the pupils is as follows: among the 23 pupils, there is only one leader, Mandil Yanis, who has code 12, for the average status there are 05 pupils, so only 06 students with a high number of positive appointments, for the kind status there are 08 students and 02 pupils in the transversal zone, 03 pupils are rejected, that is to say: Souhil, A.raouf and Melissa, it should be pointed out that four pupils are unclassified: Souhil, A.raouf and Melissa: Nesrine, Hakim, Manis and Sarah, we will analyze their impact on the group dynamics according to our second sociometric model.

According to the sociometric model of Pierre Girardot: the sociogram of choices indicates the absence of any form of socialization in dyads, each pupil has only chosen one classmate, 08 pupil were not chosen by their peers that will influence the dynamics of this class, the leader did not solicit any classmate and 08 pupil were not picked by their peers. There was only one strong connection between Hakim and Melissa.

The sociogram of rejections, shows the important number of conflicts in this class, the leader to reject two pupils with an average status, as he was rejected by another of the same status, a pupil is rejected by 06 of his classmates it is Souhil this can cause a direct confrontation, the notion of the group with a great spirit of teamwork and mobilisation on a common goal is put aside in this class.

The sociogram of positive choices in this class shows that many pupils rejected their peers, while the last ones nominated them with positive expectations. This leads to a climate of uncertainty and lack of trust, and each pupil is not sure of his or her friendship and popularity. The leader of this class did not oppose for any of his classmates, which confirms his authoritarian approach in the management of the group.

The sociogram of negative perceptions shows the importance of negative expectations among the pupils, 18 negative expectations we can say that each student has a thought that the other hates him and will not choose him to cooperate together.

For the four pupils not classified by the first sociometric model, we conclude that they are very few pupils chosen by their peers, as in the case of Nesrine, Hakim and Sara, but they are one who can be solicited by their peers.

Of liaisons strong absence, no form of triadic socialization, several conflicts and lack of trust between peers, opposition between the leader and the middle pupils which caused instability a lack of goals results in low participation, passivity, drifting and noise, Leaders dominate the class, which translates into latent fear, erasure of some pupils, it must be added that conflicts in this class are latent.

Group work favors' the appropriation of knowledge actively constructed by the pupils themselves, from a social point of view; it encourages exchanges and facilitates mutual aid. Cooperation improves interpersonal relations, thus cohesion; Pierre Girardot's software proposed the most cohesive forms of grouping to try to restore and improve the dynamics of this class and avoids its dissolution.

4) - The result of the class math technique Hafssa Akbou High school:

Accor ding to peery’s sociometric model:

4-1 Pupils choice chart :

Name and First name and code	MEHDI	DILAN	YANI	LYES.	BACHIR.	RAFIK.	AGHILAS	LIZA	MOHEND	ABEDRH	MOUHE NAKI	CIELIA .O	ROZA .B	LYNDA .T	MILISSA.	IKRAM	POSITIVE CHOICES	NEGATIVE CHOICES
IFIS MEHDI 01		-	-	-	+	+	+	+			-					+	5	4
BOUSKIN DILAN 02					+						+			+	+		4	0
QEHLOUZ YANI 03	+	+		+		+	+	+		+		-	+	+	+	+	11	1
IDIRI LYES 04		+	+		+	+		-	+	+	+	-	-	-	-	-	7	6
BELHADJ BACHIR 05		+	-	+		-	+		+	+	+						6	2
BENKEROU RAFIK 06	+	+	+	+					+	+	-	-		-			6	3
TAQARYET AGHILASS 07		-		-	+					+	-						2	3
MEZIANIT LIZA 08							-				-	+	+	+	+		5	1
MAIBECH M. IDIR 09		+	+	+	+	+		+			+					+	8	0
NAITSLIMANE A.REHMAN 10	-	+	+	+	+				+		+					+	7	1
IBARIQEN M.AKLI 11		+		+	+				+	+							5	0
OUHEDAD CIELIA 12			-	-	+				-	+	+		+		+		5	3
BOUDAUD ROZA 13								+				+			+	+	4	0
TIQRINE LINDA 14						+						+	+			+	4	0
LEHDIR MILISSA 15	-	+	+					+	-		+	-	+				5	3
MIRA IKRAM 16		+			+	+	+		+	+	+	+	+	+	+		11	0
POSITIVE CHOICES	2	9	5	6	9	6	5	5	6	8	8	4	6	4	6	6	95	
NEGATIVE CHOICES	2	2	3	3	0	1	0	1	2	0	4	4	1	2	1	1		27

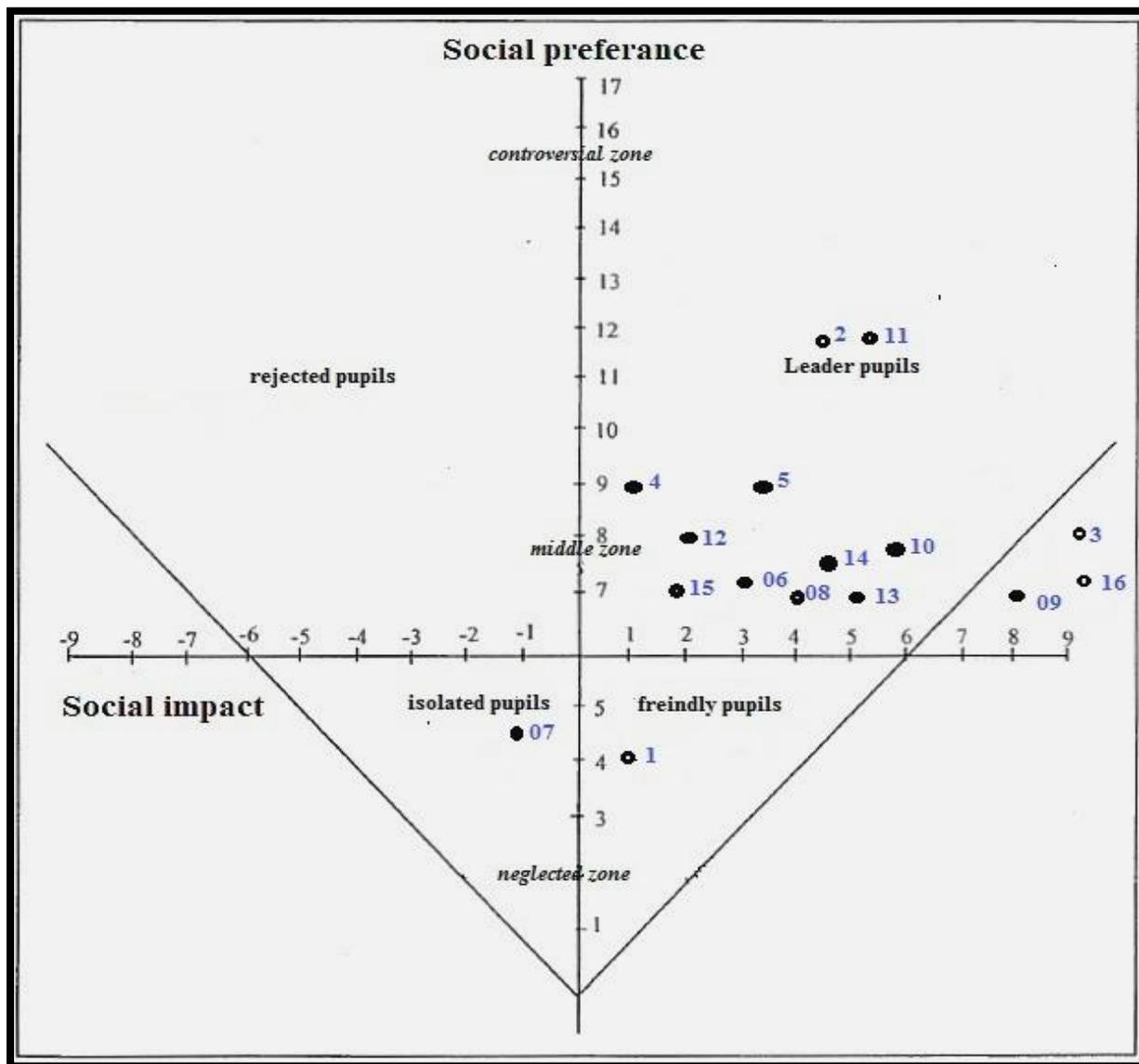
Table number 07: The choices of the pupils of the class math technique Hafssa Akbou High School

*INTERACTION INDEX=TOTAL CHOICES+ TOTAL REJECTION /N (n-1)

= 95+27/16X15 = 0, 51

*COHESION INDEX=TOTAL CHOICES / N (n-1) = 95/240 = 0, 40

Figure 22: Weight of pupils according to the peery model



4-2-social statuts of pupils according to the peery model:

- Leading pupils: 04
- pupils neglected: 00
- friendly pupils: 01
- Unclassified pupils: 03
- Isolated pupils: 01
- Rejected pupils: 00
- Middle pupils: 07

According to the sociometric model of PIERRE GIRARDOT:

4-3- SYNTHESIS TABLE :

PUPILS	POSITIVE CHOISE	NEGATIVE CHOISE	POSITIVE PERCEPTION	NEGITIVE PERCEPTIO N	RELATIVE SHARE
IFIS MEHDI	1	0	0	0	1
BOUSKIN DILAN	1	1	0	0	2
IDIRI LYES	3	1	1	0	5
BELHADJ BACHIR	1	0	0	0	1
BENKEROU RAFIK	0	0	1	0	1
MEZIANIT LIZA	1	0	2	0	3
MAIBECH M.IDIR	0	1	0	1	2
IBARIQEN M AKLI	3	0	3	0	6
OUHEDAD CIELIA	2	2	1	1	6
BOUDAOU D ROZA	1	0	0	0	1
TIQRINE LINDA	2	1	1	1	5
LEHDIR MILISSA	1	0	2	0	3
TOTAL	16	06	11	02	36

Table number 08: synthesis table of the class math technique Hafssa Akbou High School

4-4- SOCIOGRAM OF THIS CLASS :

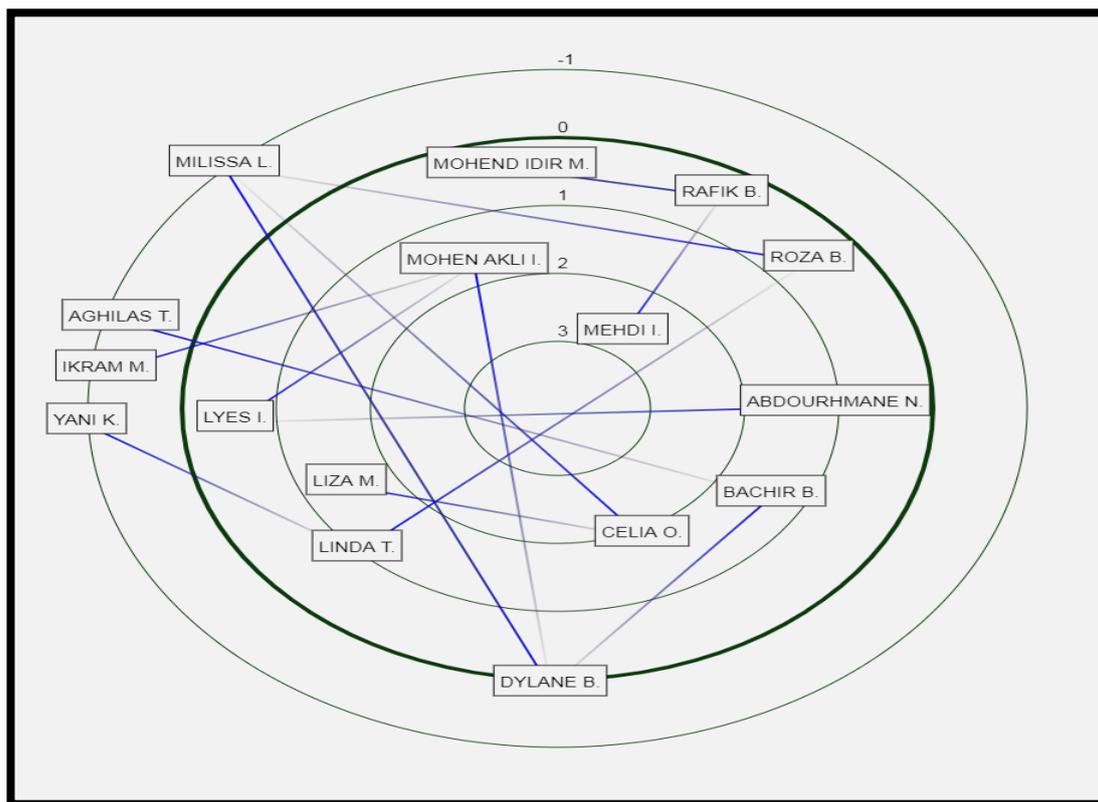


Figure 23: Sociogram of positive choices at Akbou Hafssa High School

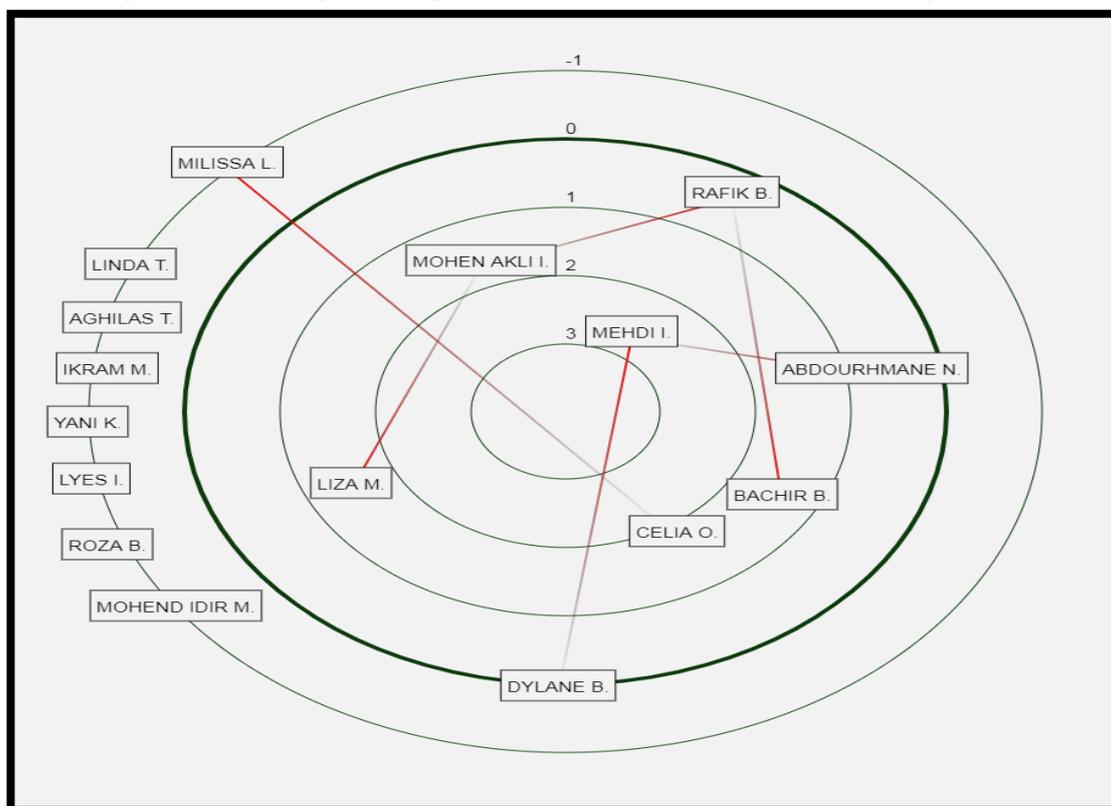


Figure 24: Sociogram of negative choices at Akbou Hafssa High School

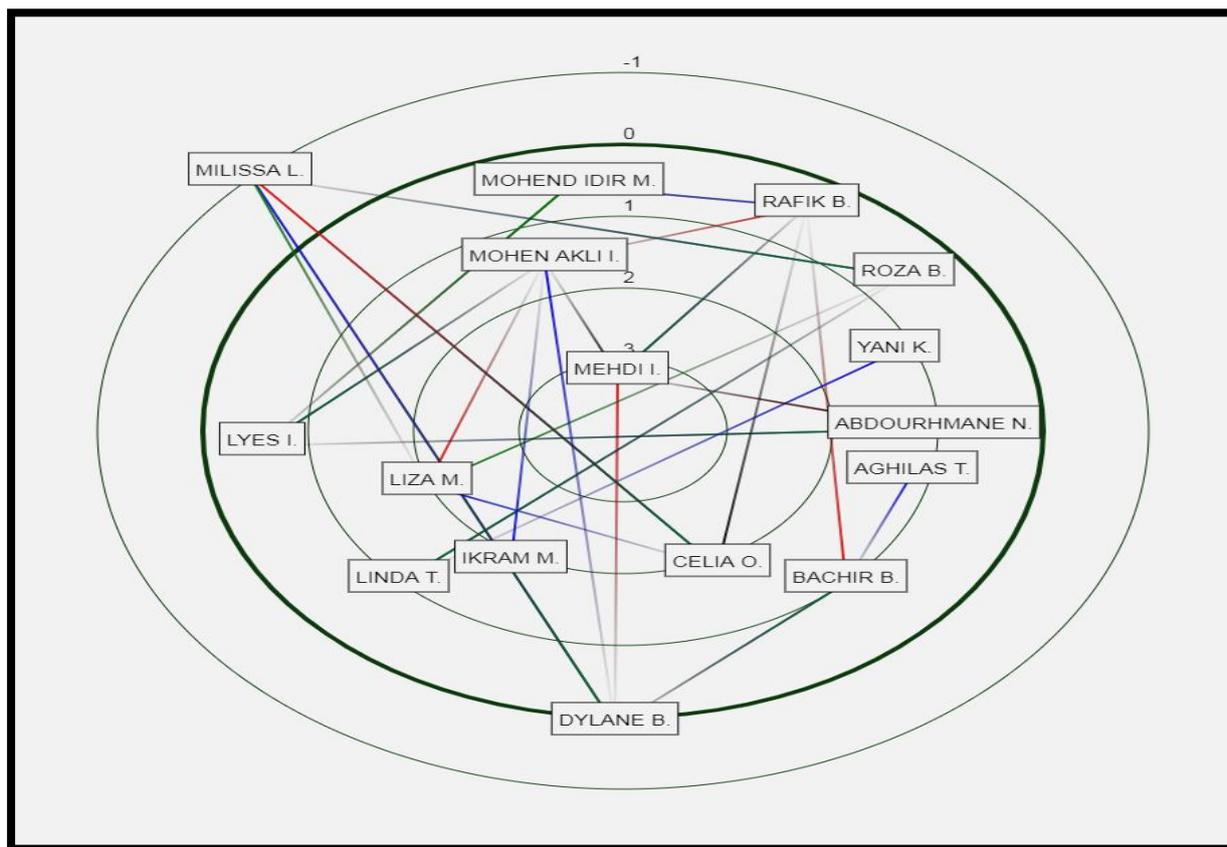


Figure 27: General Sociogram at Akbou Hafssa High School

4.5- The formation of the most cohesive socio-Groups with percentage:

GROUP 1 :	80%	GROUP2 :	65%	GROUP 3 :	35%	GROUP :	32 %
BOUSKINE	DILANE	BENKEROU	RAFIK	IDIRI	LYES	OUHEDAD	CIELA
LEHDIR	MILISSA	MAIBECHÉ	IDIR	BELHADJ	BACHIR	MEZAINIT	LIZA
IBARIQEN	M.AKLI	IFISS	MEHDI	TAQRAINT	AGHILAS	TIQRIN	LINDA
BOUDAUD	ROZA	QEHLUZ	YANNI	MIRA	IKRAM	NAITSLIMAN	AREHMANE

4.6-Analysis and interpretation:

This class is composed of 16 pupils, 10 boys and 06 girls, According to the sociometric model of peery the social status of the pupils is as follows: 04 students as the leader of this class is: Dilane, Lyes, Bachir and Makli, all its leaders are male, 07 students with average status, 11 pupils out of 16 have a significant number of positive appointments a capital data, no student rejected only one isolated pupil is Aghilass and another

with the status of friendly student is Mehdi, 03 pupils were not classified it is: Yani, Idir and Ikram.

According to Pierre Girardot's sociometric model: the sociogram of choices highlights the emotional networks between pupils, we analyses various choices between pupils which

explains the large number of pupils with high status, the form of socialisation is in dyad, an important point that the leaders of this class choose each other which means that there are no oppositions and struggle to be at the top of the group also their style is democratic, on the other hand the reciprocal choices are not numerous, so the links are not strong enough it will affect the cohesion of this class.

Since the sociogram of rejections, a low number of conflicts have been analyzed. In total, there is no rejection between leaders and no reciprocal rejection, which explains the mobilization, cooperation and common objective among the pupils; the conflicts are manifest and no longer latent.

The sociogram of positive perceptions shows that only 03 students did not receive positive expectations, we conclude that many pupils are sure of their popularity, but the pupils do not announce that this class is the best in terms of interaction and cohesion with 0.51 and 0.40 (0-1), the union of leaders and their relationship with peers and the democratic style was decisive on the good dynamics of this class. We conclude that leadership is related to the quality of the relationship between the leader and his peers, i.e., the higher the quality of interaction between the student-leader and his peers, the more satisfied and productive they will be. Although the exchange relationship is important, leadership cannot exist without the presence of influence. Without the help and stimulation of the exchange with peers, the leader cannot exercise leadership. Peers play an essential role in these relations many expectations and no positive reciprocal perception; this requires more cohesive groupings as proposed by our research software. This class only recorded two negative perceptions which explain a good class dynamic and that the leaders are of democratic style, no conflict between them, not much conflict between peers, only need to work on cohesion and integrate the isolated pupils, our analyses indicate.

5) - The results of the class management and economy at DERGUINA High School:

According to PEERY's sociometric model

5.1-pupil choice chart:

Name and first Name and code	WISSAM	ANIS	ROZA	RACHID	DYHIA	HANAN	LYNDA	WASSIL	KENZA	MOUNIA	KENZA	HANIFA	ISMABA	AMIRA	LIZA	IMAD	IKRAM	WISSAM	LOUBNA	MELISS	ANISSA	RAOUF	LYLA	HOUDA	RYMA	NADINA	+ choices	- choices
BENACER WISSAM 01	+				+				+																	2	0	
BOUBADRA ANIS 02		+														+			+			+				3	0	
BOUCHIBA ROZA 03			+						-							+								-		1	2	
TIBANI RACHIDA 04		+	+	+													+									3	0	
HAMADI DYHIA 05	+			-	+											+	+							-		3	2	
KHALED HANANE 06						+																				0	0	
KHALED LYNDA 07							+					+														1	0	
KHALED WASSILA 08						+		+																		1	0	
KHALRD KENZA 09	+					+			+			-														2	1	
ZREZAR MOUNIA 10									+	+																2	0	
SAADALI KENZA 11									+	+		-	+			-										2	2	
AARFI HANIFA 12						+					+	+												-		2	1	
ATOUI ISMAHANE 13	-						+		+				+													2	2	
AMOR AMIRA 14									+					+											+	2	0	
AOUALI LIZA 15														+	+			-					-			1	2	
OUAZEN IMAD 16		+		-				+							+	+						+				4	1	
OUAZEN IKRAM 17			+			+									-		+				-					2	2	
ANDJOH WISSAM 18							+											+					+		+	3	0	
BRAHEM LOUBNA 19																			+						+	1	0	
BEKTATI MELISSA 20														-					-	+				+		1	2	
BELANWAR ANISSA 21																					+			+	+	2	0	
KHALED RAOUF 22		+													+	+						+			+	4	0	
CHAABANE LYLA 23																		+					+			1	0	
ARFI HOUDA 24	-																				+			+		1	1	
LOUNIS RYMA 25																				+						1	0	
MESSAR NADINA 26				-										+					+						+	2	1	
Positive choices	2	3	2	0	2	2	3	1	3	1	1	2	1	3	2	4	2	1	2	1	1	2	1	1	1	5	48	
Negative choices	2	0	0	3	0	0	0	0	1	0	0	1	1	2	1	0	0	1	1	0	1	1	1	0	3	0		19

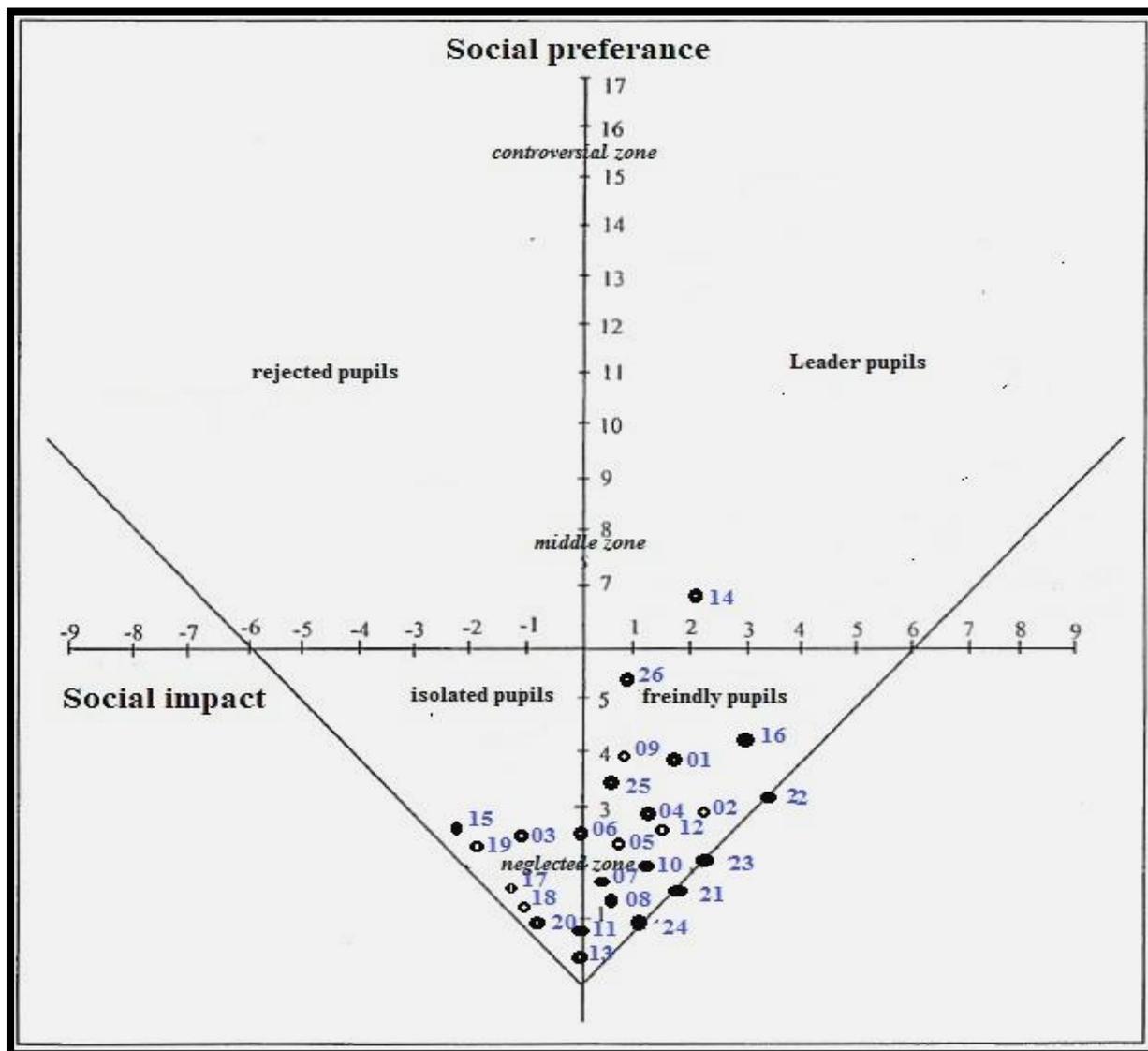
Table number 09: The choices of the pupils of the class economy at Derguina High school

*INTERACTION INDEX=TOTAL CHOICES+ TOTAL REJECTION /N (n-1)=

=48+19/26x25= 0.1

*COHESION INDEX=TOTAL CHOICES / N (n-1) =48/26x25= 0.08

Figure 28: Weight of pupils according to the peery model



5.2-social statuts of pupils according to the peery model:

- Leading pupils : 00
- isolated pupils : 03
- pupils neglecting : 11
- rejected pupils : 00
- Freindly pupils : 11
- Middle pupils : 01
- Unclassified pupils : 00

According to the sociometric model of PIERRE GIRARDOT:

5-3- SYNTHESIS TABLE :

PUPILS		POSITIVE CHOISE	NEGATIVE CHOISE	POSITIVE PERCEPTION	NEGITIVE PERCEPTION	RELATIVE SHARE
BENACER	WISSAM	1	1	1	1	4
BOUBADRA	ANIS	1	0	1	0	2
BOUCHIBNE	ROZA	1	0	1	0	2
TIBANI	RACHIDA	0	3	0	0	3
HAMADI	DYHIA	1	0	0	0	1
KHALED	HANANE	1	0	1	0	2
KHALED	LYNDA	1	0	2	0	3
KHALED	WASSILA	0	0	2	0	2
KHALED	KENZA	2	1	1	1	5
ZREZAR	MOUNIA	1	0	0	0	1
SAADALI	KENZA	1	0	1	0	2
AARFI	HANIFA	1	1	0	1	3
AMOR	AMIRA	2	1	3	3	9
AQUALI	LIZA	0	1	0	1	2
OUAZEN	IMAD	4	0	4	0	8
OUAZEN	IKRAM	1	0	1	0	2
ANDJOH	WISSAM	1	0	1	0	2
BRAHEM	LOUBNA	0	1	0	3	4
BEKTATI	MELISSA	1	0	1	0	2
BELANWAR	ANISSA	1	1	1	0	3
CHAABANE	LYLA	1	1	1	1	4
ARFI	HOUDA	1	0	1	1	3
LOUNIS	RYMA	1	2	1	1	5
MESSAR	NADINA	1	0	1	1	3
TOTAL		25	13	25	14	77

Table number 10: Synthesis table of the class economy at Derguina High School

5.4-SOCIOGRAM OF THIS CLASS :

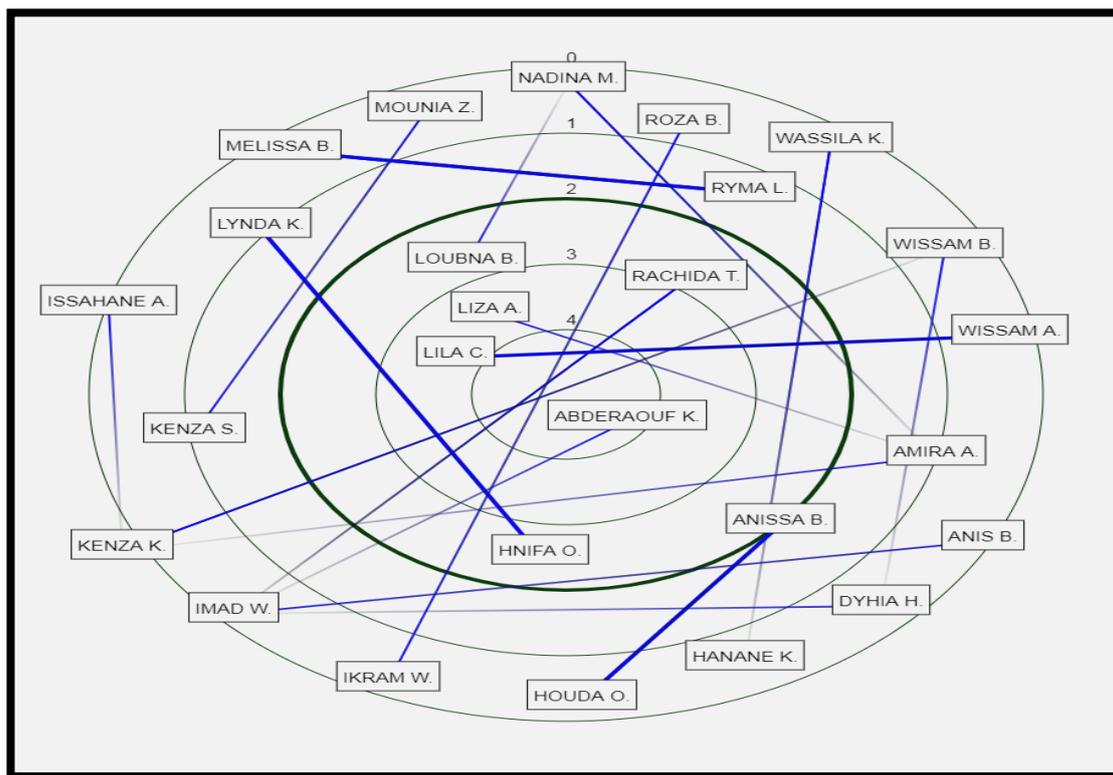


Figure29: sociogram of positive choices at DARGINA High School

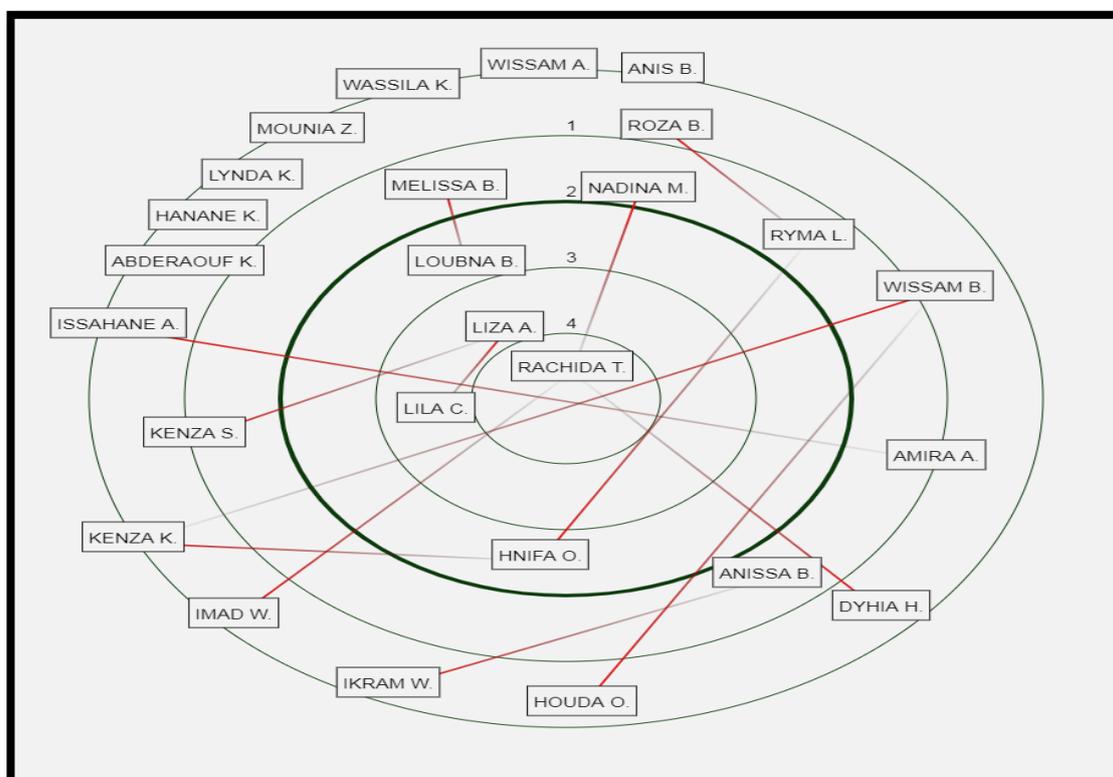


Figure 30: Sociogram of negatives choices at DARGUINA High School

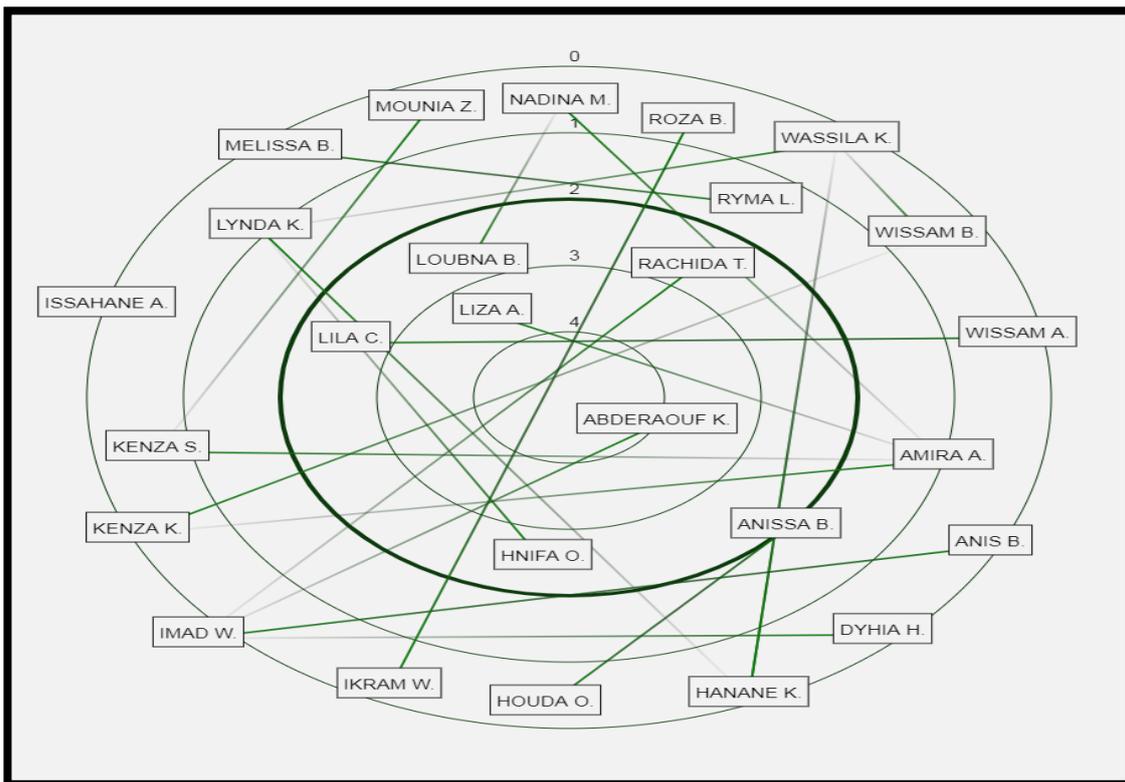


Figure 31: Sociogram of positive perception at DARGUINA High School

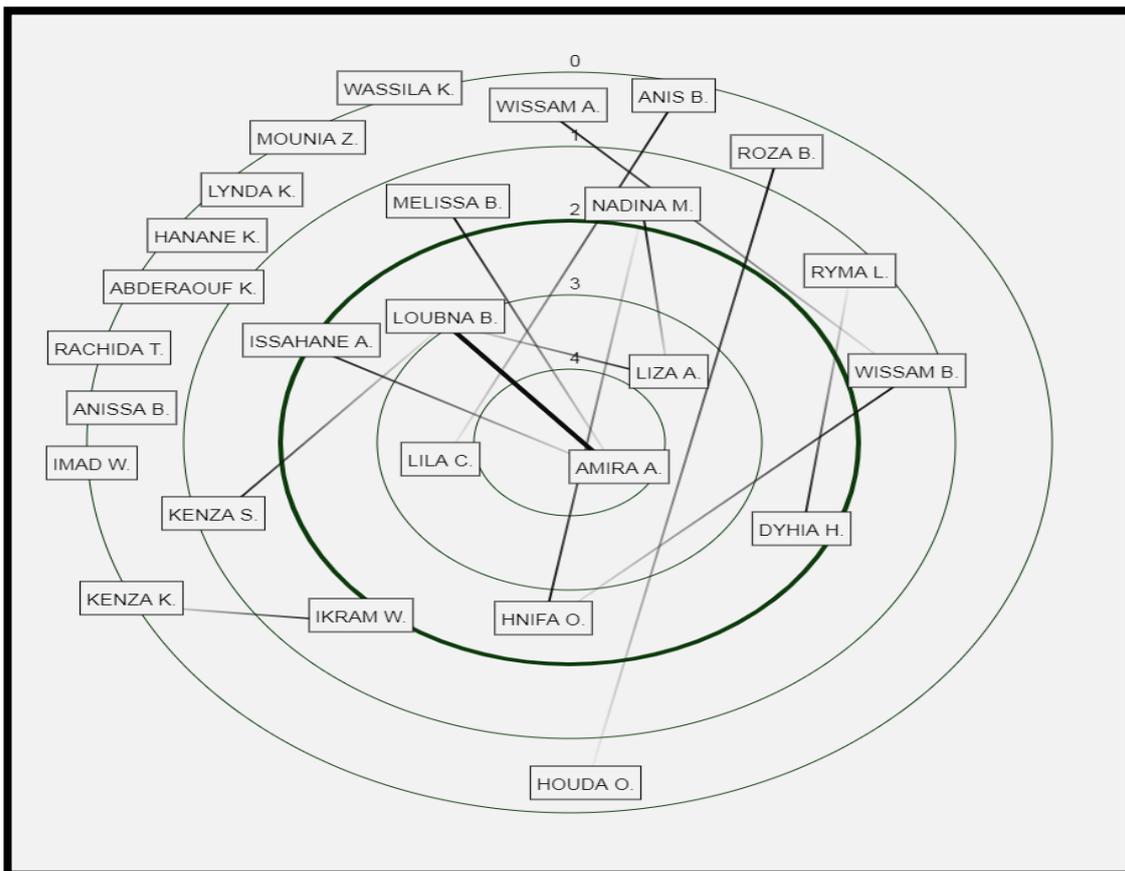


Figure 32: Sociogram of negative perception at DARGUINA High School

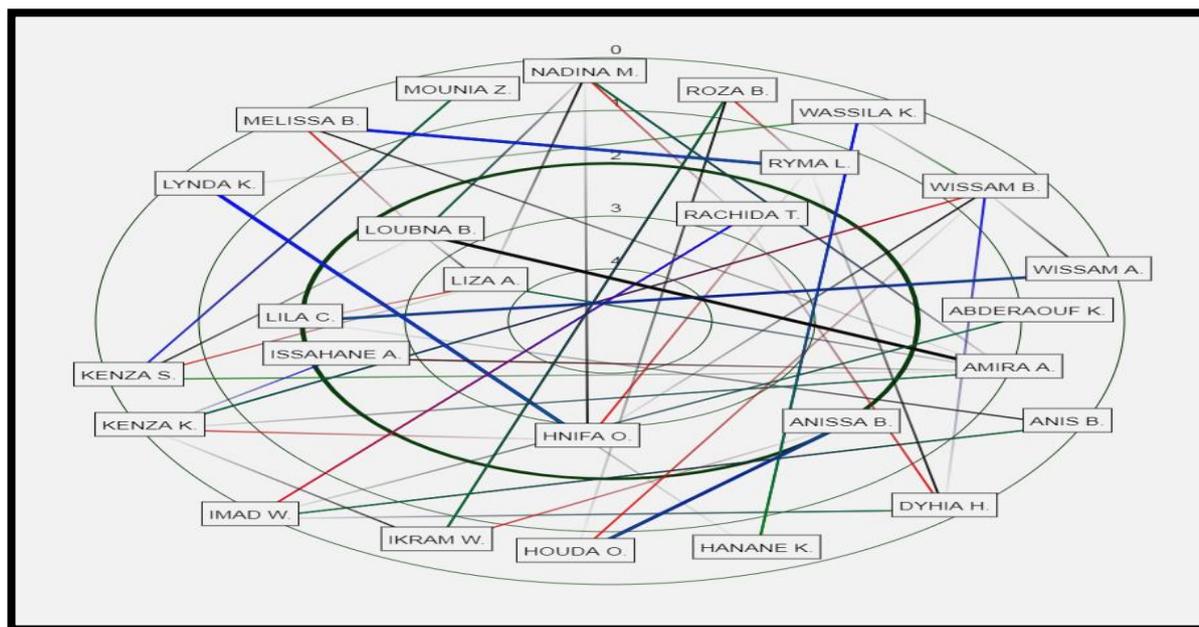


Figure33: General Sociogram at DARGUINA High School

5-5 The formation of the most cohesive socio-Groups with percentage:

GROUP1	67%	GROUP2	42%	GROUP3	53%	GROUP4	40%	GROUP5	56%
WAZEN	IMAD	KHALED	KENZA	ZREZAR	MOUNIA	OUAZEN	IKRAM	ANJOUH	WISSAM
BOUBADRA	ANIS	BENACER	WISSAM	SADALI	KENZA	BOUCHBAN	ROSA	CHABANE	LYLA
KHALED	A.RAOUF	ARUI	ISMAHANE	LOUNIS	RYMA	KHALED	WASSILA	MESSAR	NADINA
KHALED	LYNDA	HAMADI	DYHIA	BEKTATI	MELISSA	TEBANI	RACHIDA	BLNOUAR	ANISSA
ARFI	HNIFA					BRAHEM	LOUBNA	ARFI	HOUDA
						AWALI	LIZA		
						KHALED	HANANE		

5.6-Analysis and interpretation:

This class is composed of 26 students, only 3 boys and 23 girls, that is to say 90%, this enormous presence of the female sex will influence the dynamics of this class positively or negatively.

According to peery sociometric model, we will analyse to a precise degree the dynamics of this class which is the weakest in our sample in terms of interaction and cohesion. The social status of the pupils is as follows, No pupil leader carrying it has 23 pupils, so the leader-ship-student could not emerge, 11 pupils as being neglected; a very important number he represents a percentage of 45% of all pupils, knowing that his pupils tend to be ignored by their peers.

They are considered by their peers to be shy and withdrawn. They initiate few interactions, although these are generally well-received. They have very little social impact, which will affect the interaction and cohesion index of this class, we also analyze 03 pupils as isolated, 11 pupils with the friendly status, they also receive few positive and negative nominations, which make the nomination and interaction possible, we registered only 01 pupil with the average status: Amira Amor.

According to PIERRE GIRARDO's sociometric model, the sociogram of choices shows that each student has chosen only one classmate, the form of socialization is in dyad, no form in triad, for the reciprocal choices only 08 students have a strong bond. Since the sociogram of rejection, several conflicts have been recorded, most of them between girls, We also conclude that there are several tensions, oppositions and the total absence of a group spirit, the pupils are grouped in dyads according to affinities, and the pupils do not open up to other peer relationships, According to the sociograms of perceptions, in the case of positive perceptions, the pupils announce only the expectation of a single choice of camarade, which explains this climate of apposition and tension, and the students are not sure of their popularity. This class is also characterized by numerous negative perceptions which explains the presence of a large number of latent conflicts, its various analyses, according to the two sociometric models gives very low indices, a very weak interaction 0.1 (0-1) and almost non-existent cohesion 0.08 (0-1). We conclude that the dynamics of this class is negative, with a lack of group work and team spirit and the presence of various latent conflicts that are more dangerous than overt conflicts. We also analyze the lack of socialisation and integration of pupils within this class group, the two sexes are heterogeneous, and the non-emergence of pupils leadership-a pupils who has a major impact on all activities and especially on communications through which he or she exerts an influence on the behavior of group members in the sense of voluntarily achieving certain common objectives.

The relationships that pupils have with each other in the school environment are important in that they influence many aspects of their social development. Among other things, they are seen as essential to the development of self-esteem, as they provide a unique context for exploring and developing personal strengths and have a long-term impact on students' well-being. Peers also have a strong influence on pupils. This influence affects, among other things, the dynamics of the classroom group.

6-e result of the class management and economy at sidiach mixed High school:

According to PEERY's sociometric model

6.1-pupil choice chart:

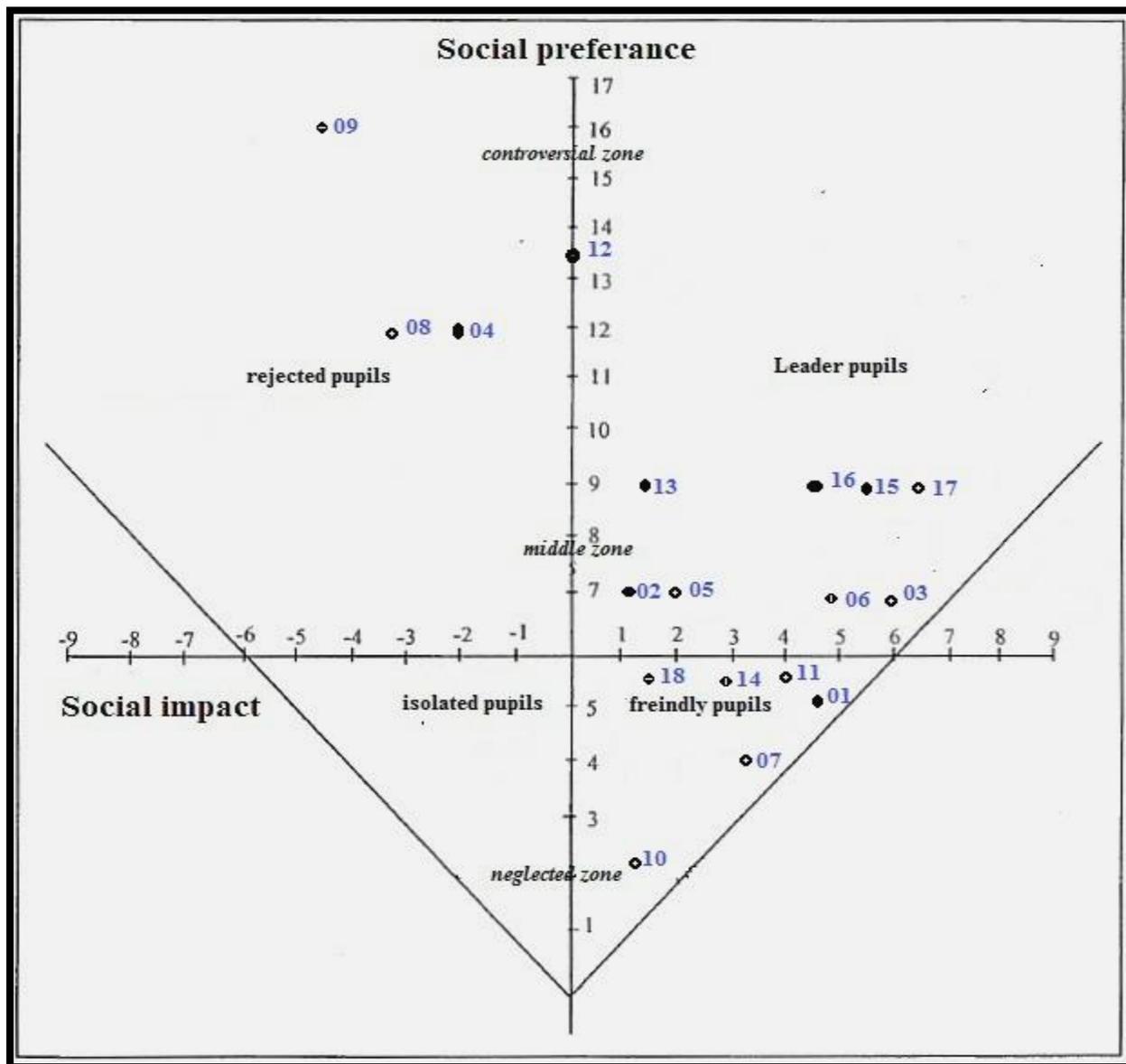
Name and first Name and code	LOUNIS	MARYEM.	RACHIDA	ARIS.B	AGHILASS	YASMINE	SOUAD.	GAYA.	ASMA.	SEKOUR.	SARAH.S	MISIPSSA	INAS.	SAMI.M	SAID.	SARAH.H	OUSAMA	YUODAS.	+ CHOICES	- CHOICES
N.MEDJEMAD LOUNES 01				+	+										+		+		4	0
AB ERKAN MARYEM 02			+		+			-		+		+					-		4	2
IMDALI RACHIDA 03						+	+					+	+		+		+		6	0
BILLAL ARIS 04		-	-						-		-	+	-		+	-	+	+	4	8
BELOUI GHILAS 05	+			-								+			+		+	-	4	2
BEN MOUSSA YASMINE 06			+	+						+				+	+		+		6	0
HEDAR HAKIMA 07			+	+						+			+						4	0
HEMCHAOUI GAYA 08		-	-		+	-	-		-	+	-		-	+		-	+		4	8
HENIFI ASMA 09	-	-	+	+		+	-	-		+	-	-	+	-	+	+	-	-	7	10
MEHIDIN SEKOUR 10								+						+					2	0
SEKOUCHI SARAH 11	+	+	+	+						+									5	0
CHELLALOU MISSIPSA 12	+	-	-	+		-	-	+	-				-	+	+	-		+	6	8
ALIWAN INAS 13		-	+	+			+			+			-		+	-		-	5	4
MESALTI SAMI 14			+					+	-	+							+		4	1
NOIRI SAAID 15			+	+	+				+			+		+		-	+		7	1
HILLAL SARAH 16		+				+	+	+	+	+			+		-				7	1
YEKHFLEF OUSAMA 17	+		+					+		+		+		+	+	-		+	8	1
HSAYEM YUDASS 18	+			+								+			+				4	0
POSITIVE CHOICES	5	2	9	9	4	3	3	5	2	10	0	7	4	6	10	1	8	3	91	
NEGATIVE CHOICES	1	5	3	1	0	3	4	2	4	0	4	2	3	1	1	6	2	3		46

Table number11: The choices of the pupils of the class economy at sidiach mixed High school

*INTERACTION INDEX=TOTAL CHOICES+ TOTAL REJECTION / N (n-1)
 =91+ 46/18X17= 0.45

*COHESION INDEX=TOTAL CHOICES / N (n-1)= 91/306= 0,30

Figure 34: Weight of pupils according to the perry model



6.2-social statuts of pupils according to the peery model:

- Leader pupils : 04
- pupils neglecting : 00
- Freindly pupils : 02
- Unclassified pupils : 00
- Isolated pupils : 00
- Rejected pupils : 04
- Middle pupils : 08

According to the sociometric model of PIERRE GIRARDOT :

6-2- Synthesis table :

PUPILS	POSITIVE CHOISE	NEGATIVE CHOISE	POSITIVE PERCEPTION	NEGATIVE PERCEPTION	RELATIVE SHARE
N.MEDJEMADJ LOUNES	1	0	0	0	1
ABERKAN MARYEM	0	1	0	1	2
IMDALI RACHIDAT	2	0	0	1	3
BILLAL ARIS	2	0	1	0	3
BELOUI GHILAS	1	0	1	0	2
HEDAR HAKIMA	1	0	0	0	1
HEMCHAOUI GAYA	1	0	1	0	2
HENIFI ASMA	1	1	1	0	3
MEHIDIN SEKOUR	3	1	1	1	6
SEKOUCHI SARAH	0	0	0	2	2
CHELLALOU MISSIPSA	1	1	0	3	5
ALIWAN INAS	1	0	0	0	1
MESALTI SAMI	1	0	1	0	2
NOIRI SAAID	1	1	5	2	9
HILLAL SARAH	0	2	0	1	3
YEKHLEF OUSAMA	1	1	2	0	4
HSAYEM YUDASS	0	1	0	0	1
Total	17	09	13	11	50

Table Number 12: Synthesis Table of the class economy at sidiach mixed High school

6.3-SOCIOGRAM OF THIS CLASS :

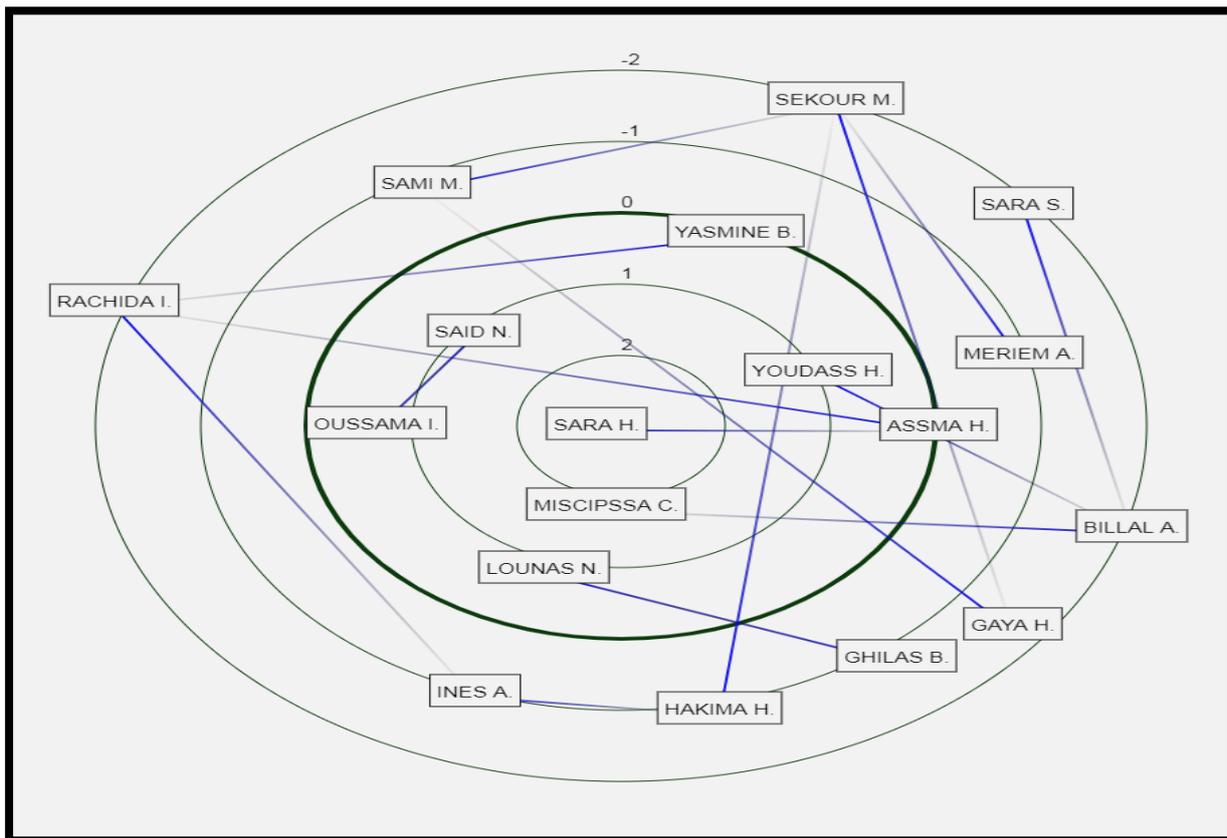


Figure 35: Sociogram of positive choices at SIDIAICH MIXED High School

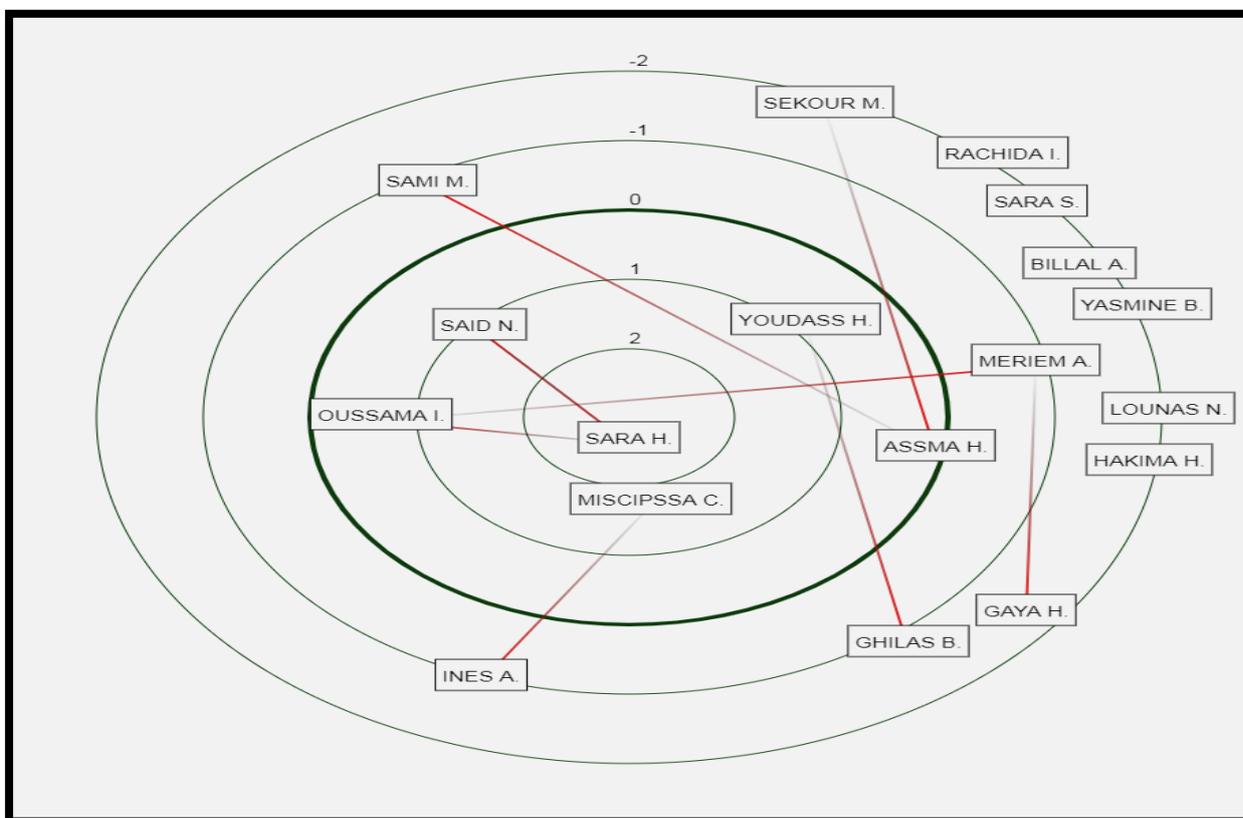


Figure 36: Sociogram of negative choices at SIDIAICH MIXED High School

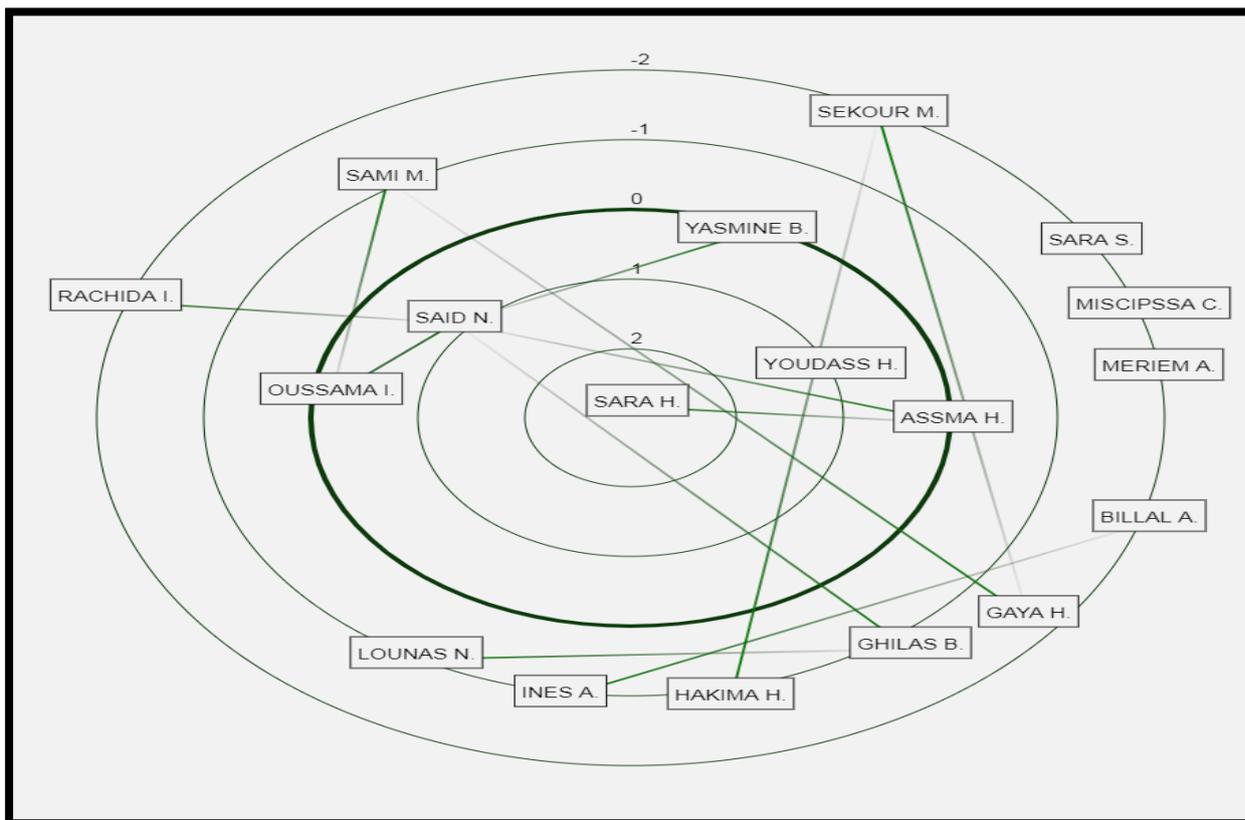


Figure 37: Sociogram of positive perception at SIDIAICH mixed High School

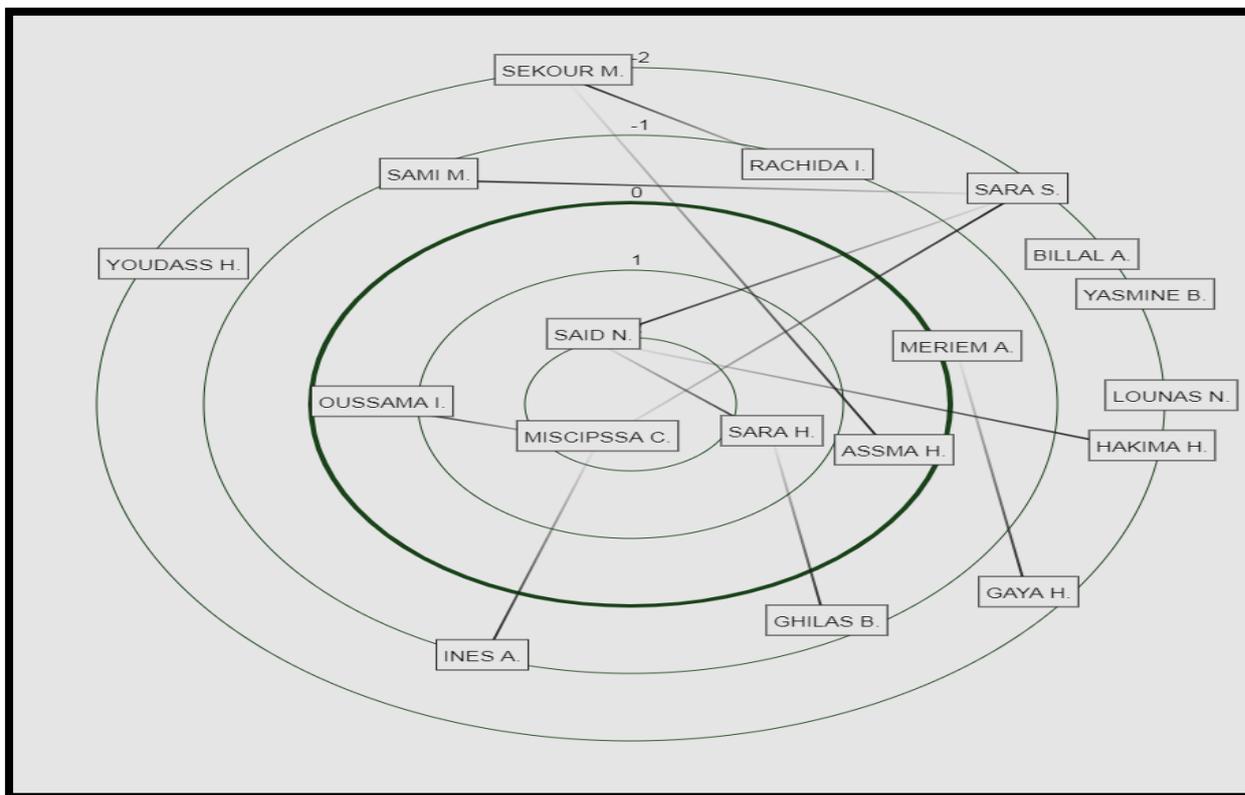


Figure 38: Sociogram of negative perception at SIDIAICH mixed High School

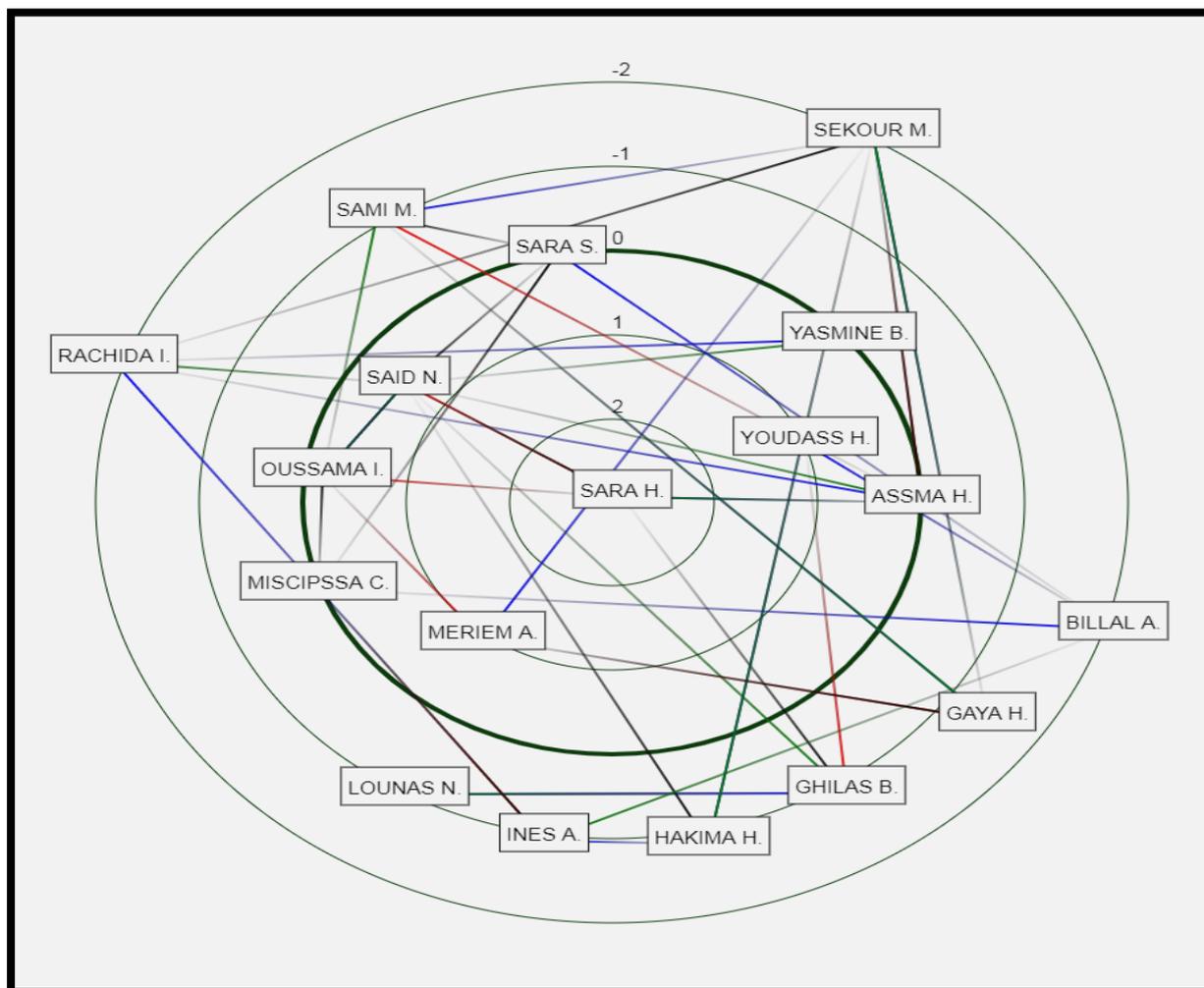


Figure 39: General Sociogram at SIDIAICH mixed High School

6.5- The formation of the most cohesive socio-Groups with percentage:

GROUP01	57%	GROUP02	70%	GROUP03	52%	GROUP04	34%
SEKOUR	MEHIDIN	ARIS	BILLAL	IMDALI	RACHIDDA	NOIARI	SAAID
MESALTI	SAMI	HESAIM	YUDASS	BEN MOUSSA	YASMIN	YEKHFLEF	OUSAMA
HEMCHAOU	GAYA	CHELALOU	MISIPSSA	ALOUIN	INAS	BELOUI	GHILAS
HEDDAR	HAKIMA	SEKOUCHI	SARA	HENFI	ASMA	MEDJEMADJ	LOUNIS
ABERKAN	MARYEM					HELAL	SARAH

6.6-Analysis and interpretation :

This class is composed of 18 students, 10 boys and 08 girls, According to the sociometric model of peery and the table of choices we deduce: 04 pupils leaders are: Rachida, Mehidin, Said and Oussama, three boys and one girl, as we have 08 students with average status, therefore 12 students have a large number of positive nominations, a significant number in

total, on the other hand we have recorded 04 rejected students, namely: Rachida, Mehidin, Said and Oussama, three boys and one girl: Bilal, Gaya, Micipsa and Asma Rejected pupils receive many negative nominations and very few positive nominations. These are students who have difficulty gaining acceptance from their peers. They may even be in open conflict with their peers, and they disturb them because they break the rules of the class or games and do not follow established routines and conventions. Rejected pupils may exhibit aggressive behavior, so it is important to identify the conflicts related to these pupils, just as one to two friendly students receive few positive and negative nominations.

According to Pierre Girardot's sociometric model and the synthesis table:

The sociogram of choices in this class shows a large number of choices, however, the form of socialization is dyadic because each pupils only chooses one classmate and the relationships are by affinity, as there is only one strong bond between two leaders Osama and Said, which means a reciprocal choice.

The choice of rejections shows us that the neglected pupils are rejected by Said and mhedine hence the important weight of his two leaders and their authoritarian style while the other two leaders are totally absent in this sociogram.

From the sociogram of positive and negative perceptions, we analyze that students with high status interact with each other and those with low status also interact with each other, and that the leaders are rejected by the latter, so the conflicts are of intergroup types and the leaders of this class are authoritarian, as there is a latent conflict between Rachida and Mehidine. The interaction index is close to the average of 0.45 (0-1) because of the effect that the well nominated pupils interact with each other and the less well nominated students interact with each other, on the other hand the cohesion index is 0.30 (0-1), weak cohesion in relation to the tensions and opposition already existing between two leaders and between the less and better nominated pupils. the presence of confrontation between leaders and between leaders and peers, the group was divided into cliques each advocating the same representation, thus affecting the cohesion of the group. The leaders of this class have an authoritarian approach and conflicts are latent.

7)-The results of class letter and philosophy « 3LP2 » souk-el-Tenine High School

According to peery's sociometric model:

7.1- pupils choice chart :

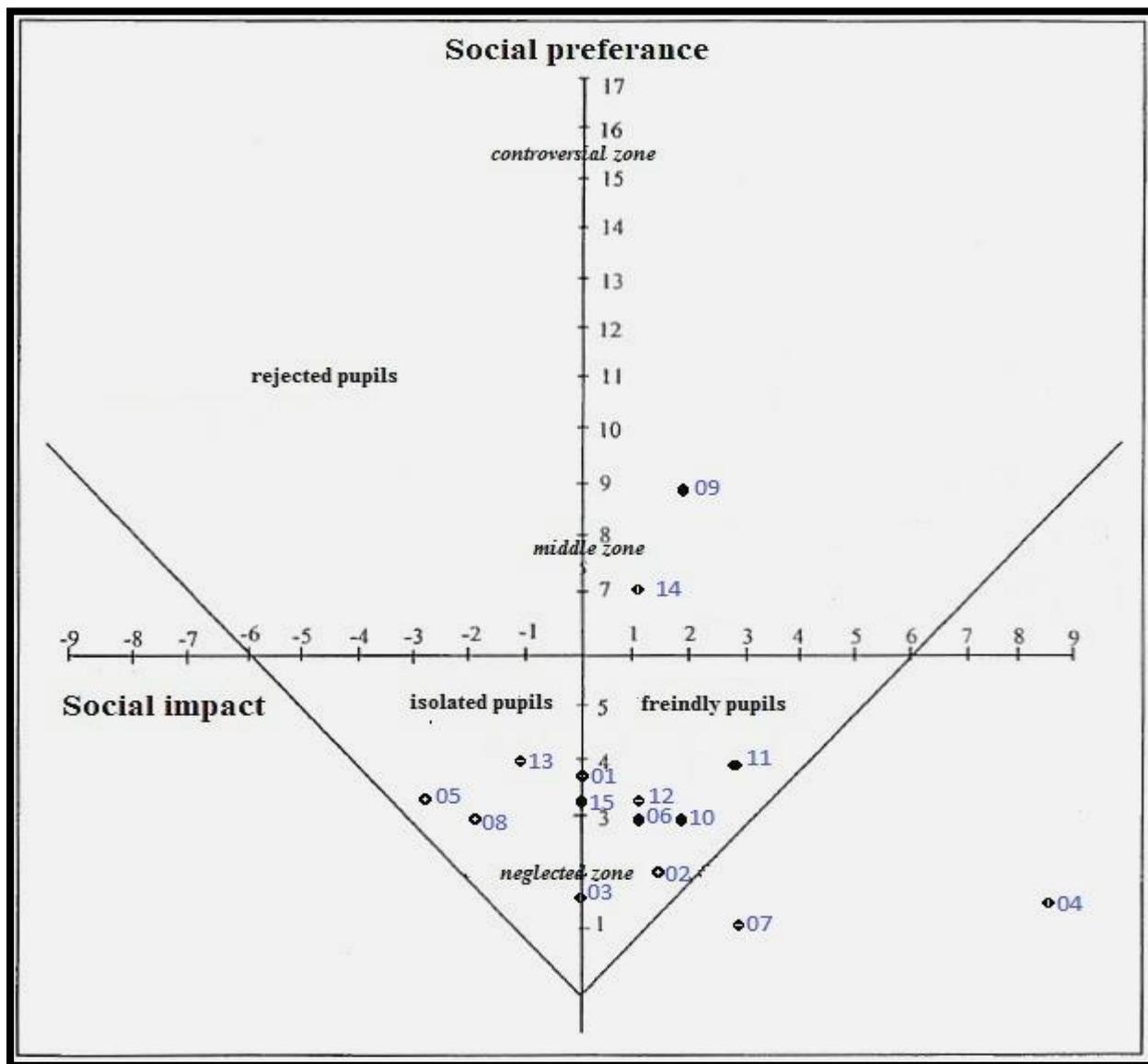
NAME AND FIRST NAME AND CODE	ALINA .B	CHAHRAZA	LOUNIS.A	BILLAL.B	WISSAM.D	IBTISSAM. Y	ASMA .B	LIZA .CH	NOURLHOU	DOUNIA .Y	CHIRAZ.G	SAMRA.M	FERIEL.R	SARAH.R	TILELIM	+ CHOICES	- CHOICES
BOUNCHACHE ALINA 01									-				+			1	1
KHELAF CHAHRAZAD 02	+												+			2	0
ALMA LOUNIS 03																0	0
BAZA BILLAL 04	+	+	+		+	+	+	+	+	+	+	+	+	-	+	13	1
DAOUD WISSAM 05								-	-	+				-	-	1	4
YAHIAAUI IBTISSAM 06								+								1	0
BOUCHEKOT ASMA 07											+	+	+			3	0
CHENA LIZA 08				-		+								-		1	3
ABID NORLHOUDA 09														+		2	0
YAHIAOUI DOUNIA 10					+											1	0
GUENANE CHIRAZ 11			+						+					+		3	0
MOUHIBI SAMRA 12					+	-					+					2	1
REZEKINI FERIEL 13	+	+							-						-	2	3
REJRADJ SARAH 14	-								+		+					2	1
MIRA THILELI 15				-					+			-		+		2	2
POSITIVE CHOICES	3	2	2	0	3	2	1	2	4	3	4	2	4	3	1	36	
NEGATIVE CHOICES	1	0	0	2	0	1	0	1	4	0	0	1	0	4	2		16

Table number 13: The choices of the pupils of the class letter and philosophy « 3LP2 » souk-el-Tenine High School

*INTERACTION INDEX=TOTAL CHOICES+ TOTAL REJECTION /N (n-1)
 = 36+16 /15X14= 0,25

*COHESION INDEX=Total CHOICES / N (n-1) = 36 /15X14 = 0,17

Figure 40: Weight of pupils according to the perry model



7-2-social statuts of students according to the perry model:

- Leader pupils : 01
- Pupils neglected : 02
- Friendly pupils :06
- Unclassified pupils : 02
- Isolated pupils : 03
- Rejected pupils 00
- Middle pupils :01

According to the sociometric model of PIERRE GIRARDOT :

7.3-Synthesis table :

PUPILS	POSITIVE CHOISE	NEGATIVE CHOISE	POSITIVE PERCEPTION	NEGATIVE PERCEPTION	RELATIVE SHARE
BOUNCHACHE ALINA	2	1	1	1	5
KHELAF CHAHRAZAD	0	0	1	1	2
ALMA LOUNIS	0	0	1	1	2
BAZA BILLAL	0	1	1	1	3
DAOUD WISSAM	2	0	1	0	3
YAHIAOUI IBTISSAM	1	1	0	0	2
BOUCHEKOT ASMA	0	0	0	0	0
CHENA LIZA	1	0	0	0	1
ABID NORLHOUDA	1	0	1	2	4
YAHIAOUI DOUNIA	1	0	2	0	3
GUENANE CHIRAZ	2	0	3	0	5
MOUHIBI SAMRA	1	0	0	1	2
REZEKINI FERIEL	1	0	0	0	1
REJRADJ SARAH	1	2	1	2	6
MIRA THILELI	0	2	0	0	2
TOTAL	13	07	12	09	41

Table number 14: Synthesis table of the class letter and philosophy « 3LP2 » souk-el-Tenine High School

7.4-SOCIOGRAM OF THIS CLASS :

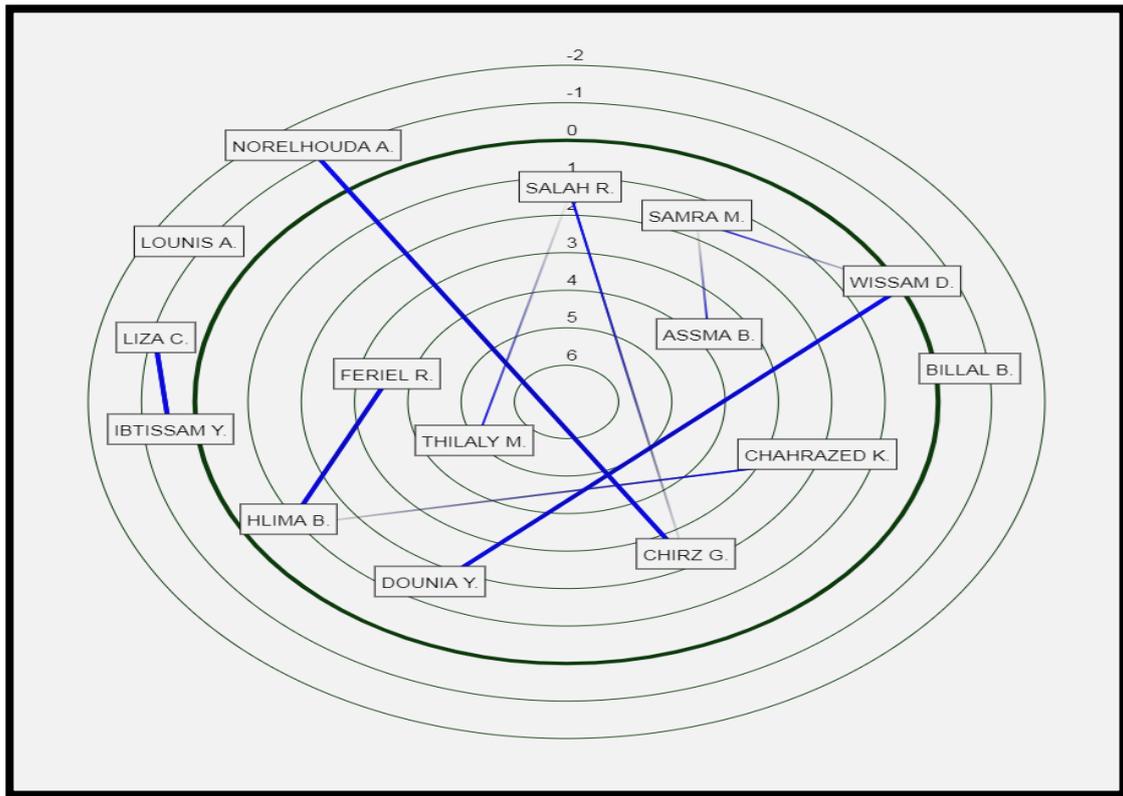


Figure 41: Sociogram of positive choices at SOUK EL TENINE High School

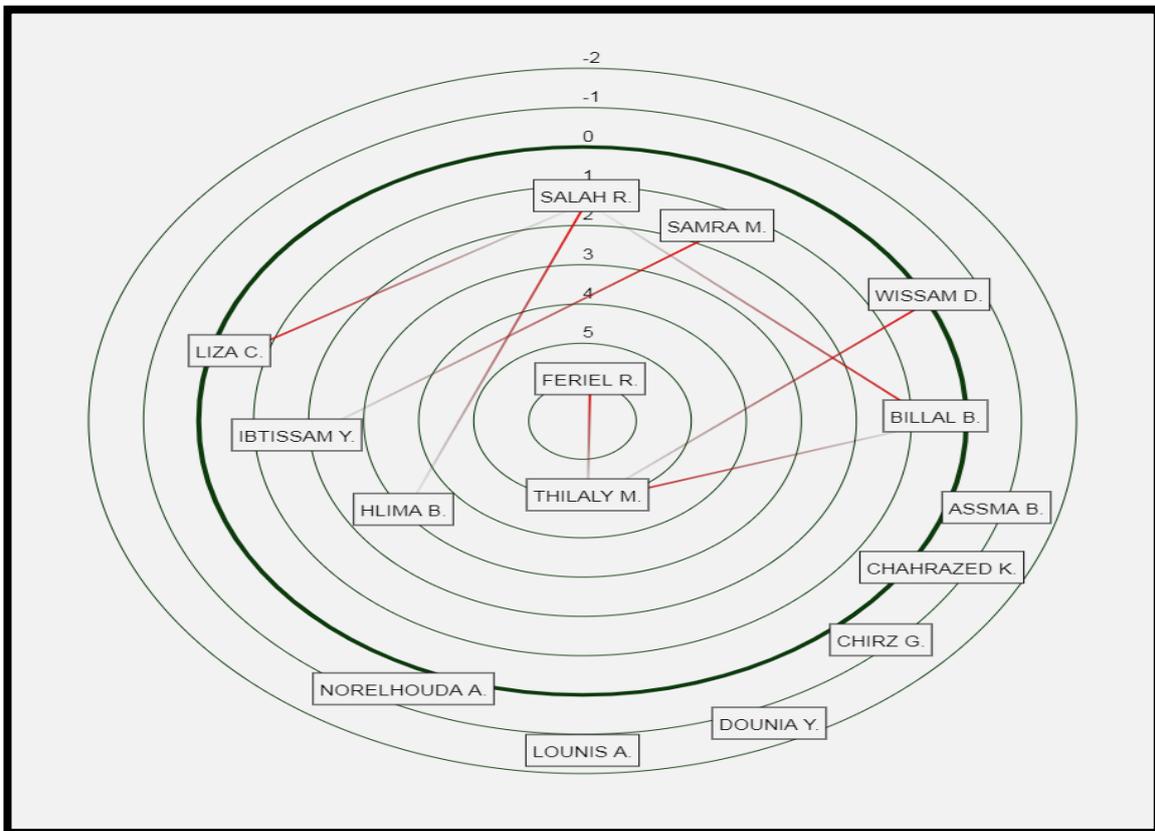


Figure 42: Sociogram of negative choices at SOUK EL TENINE at High School

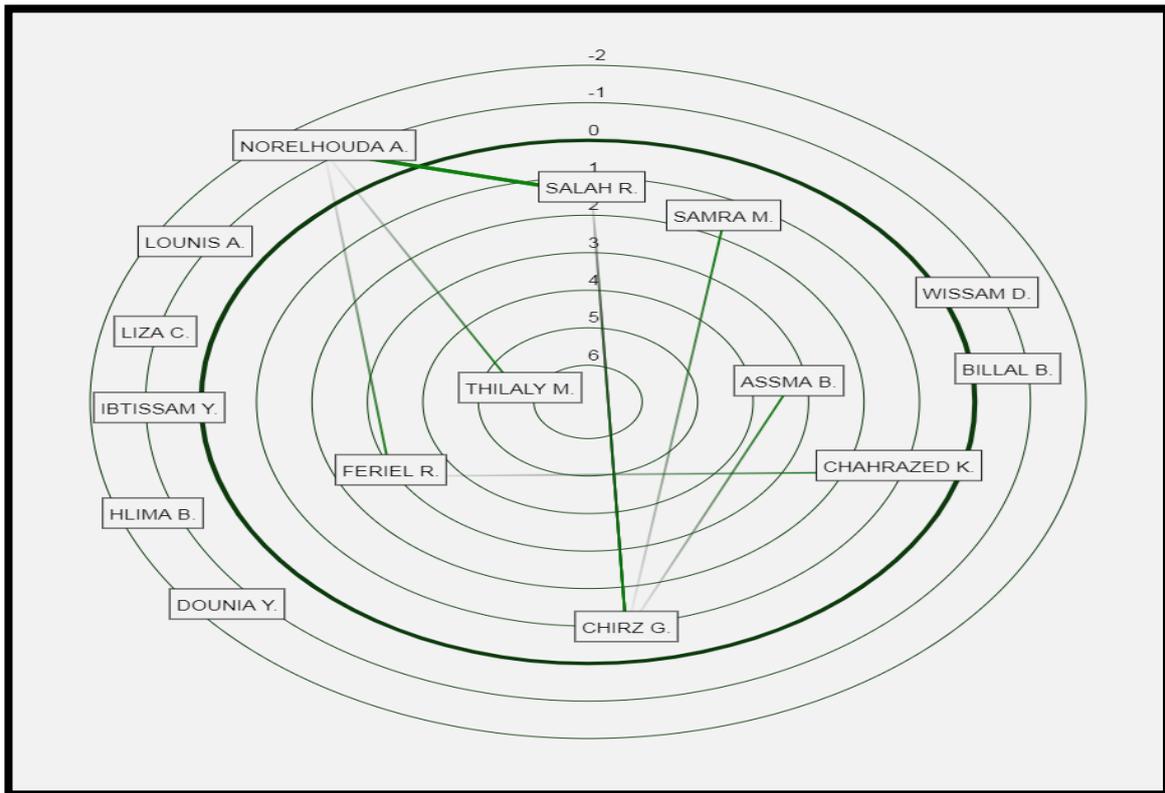


Figure 43: sociogram of positive perception at SOUK-EL-TENINE High School

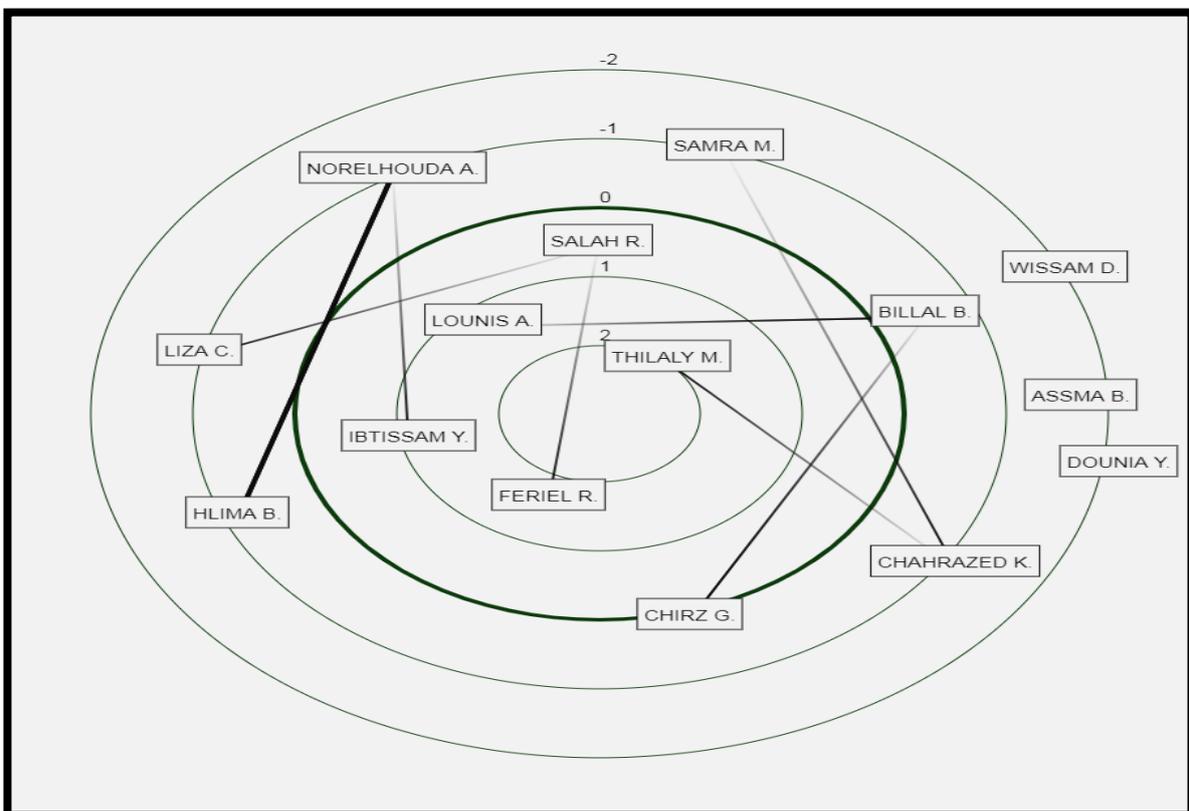


Figure 44: Sociogram of negative perception at SOUK-EL-TENINE High School

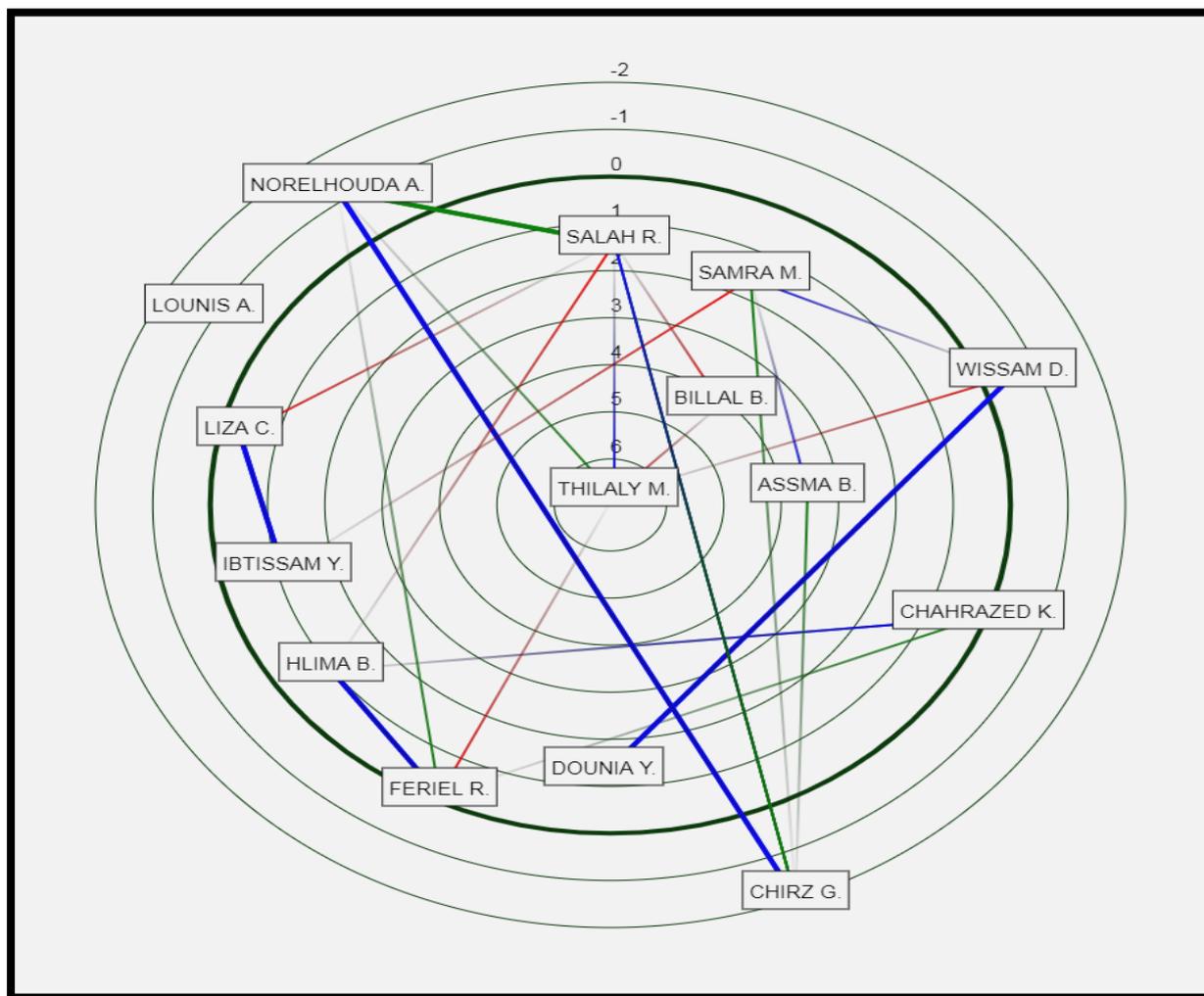


Figure 45: General Sociogram at SOUK-EL-TENINE High School

7-5 the formation of the most cohesive socio-Groups with percentage:

GROUP 1 :	69%	GROUP 2 :	77%	GROUP 3 :	56%	GROUP 4 :	33%
CHIRAZ	GUNANE	WISSAM	DOUD	FERIEL	REZKINI	LIZA	CHENA
NOURLHOUDA	ABID	SAMRA	MOUHOUBI	CHAHRAZAD	KHELAF	IBTISAM	YAHIAOUI
SARAH	REDJRADJ	DOUNIA	YAHIAOUI	HLIMA	BOUNCHACH	TILELI	MIRA
						LOUNIS	ALMA
						BILAL	BAZA
						ASMA	BOUCHEKOUT

7.6-Analysis and interpretation :

This class is composed of 15 students, 13 girls and 02 boys, According to PEERY sociometric model, there is only one pupil as leader, Nourelhouda, code number 09, and only one pupil with average status, so there are only two pupils with a large number of positive appointments. The kind pupils who receive few positive and negative nominations we registered 06 pupils, as well as 02 neglected pupils and 03 others isolated among them the two boys, namely 02 pupils not were not classified by this sociometric model, we conclude therefore 11 pupils with a low social status what makes very little interaction and cooperation.

According to PIERRE GIRARDOT's sociometric model and the table of choices :

The sociogram of choices, shows that each pupil has only chosen one classmate, as two pupils who have not been given a choice are the two boys, even if one has not chosen the other, which means that there is a latent conflict. The form of socialization is in dyad, for the reciprocal choices, 08 students have a strong bond it is important but its reciprocal choices are located between students with a low status.

The sociogram of the rejection of this class highlights the fact that pupils with difficulties reject those with high status, leading to intra-group conflicts, hence the lack of a common objective and low mobilisation, Since the sociogram of positive perceptions, 07 students did not receive any expectations, which confirm the lack of group spirit and trust between peers, thus a lot of tension and opposition. For the sociogram of negative perceptions, it is deduced that latent conflicts are the most present, hence the risk is high.

The indices of cohesion and interaction are very low, for cohesion 0.25 (0-1) and for interaction 0.25 (0-1), this is due to the authoritarian style of the leader of this class where communication is poor and teamwork non-existent, hence the dynamics of this class is bad.

8)-The results of class science économie « 3S1 »IGHZER AMOKRANE High School:

According to peery's sociometric model:

8.1- pupils' choice chart:

NAME AND FIRST NAME AND CODE	TANIA.i	AMAELO	TINHINAN.	KATIA.B	YACINE.B	TAOUS.B	TINHINAN.T	IBRAHIM.D	TAOUS.S	DIHIA.S	MALAK.A	TIZIRI.K	NOURA.M	NAWEL.M	ZOUINA.M	TAOUS.M	LYDIA.N	FAYCEL.	+ CHOICES	- CHOICES
IBRAHIM TANIA 01			+			+		+	-		+					-	+	+	6	2
OUMEDJAN AMAL 02				+		+	+		+	+			+			+			7	0
AIT DJOUDI TINHINAN 03		+			+				-		+				-	-	+		4	3
BERKAN KATIA 04	+	+	+		+	+		+		+	+						+		9	0
BEN NIA YACINE 05			+	+				+	-		+					+			5	1
BOUGERMOUDJ TAOUS 06				+	+			+		+	+		-			-			5	2
TIGHILT TINHINANE 07		+			-	+				+				+	+				5	1
DJEBARA IBRAHIM 08	+				+	+						-			-	-			3	3
SEHNOUN TAOUS 09		+	+	+	-	+					+								5	1
SAIDI DIHIA 10		+		+		+	+	+											5	0
AIDE MALAK 11	+		+		+			-	-			-			-	-	+		4	5
KECHIDA TEZIRI 12	+	+	+	+						+			+	+	+	+			9	0
MERMOURI NOURA 13	+										+	+		+					4	0
MEZANI NAWAL 14	-				-			-			+	+	+					-	3	4
MECHROUB ZOUINA 15		+			+		+	-		+	-	+				+			6	2
MEFDIS TAOUS 16			+	+				-			+		+				+	+	6	1
NEDJEMA LYDIA 17	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+	17	0
YEMAL FAYCEL 18	+	+	+	+	+	+	+	+	+	-	+	-	+	-	+	+	+		14	3
POSITIVE CHOICES	7	9	9	9	8	9	5	7	3	7	11	4	6	4	4	6	6	3	117	
NEGATIVE CHOICES	1	0	0	0	3	0	0	4	4	1	1	3	1	1	3	5	0	1		28

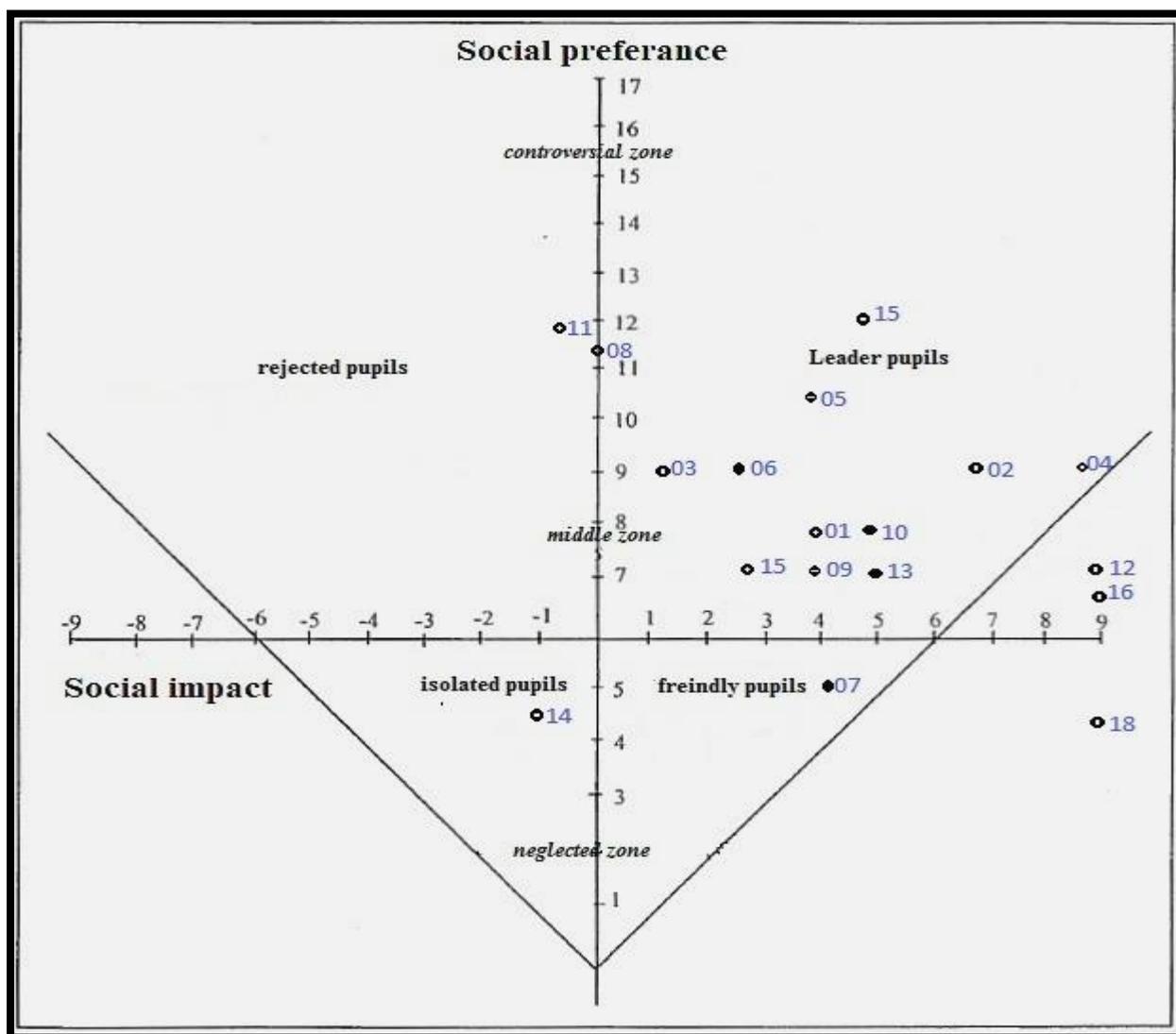
Table number 15: The choices of the pupils of class science économique « 3S1 » IGHZER AMOKRANE High School:

*INTERACTION INDEX=TOTAL CHOICES+ TOTAL REJECTION / N (n-1)

= 117+28/18X17= 0,47

*COHESION INDEX=TOTAL CHOICES / N (n-1) = 117/306= 0,38

Figure 46: Weight of pupils according to the peery model



8.2-social statuts of pupils according to the peery model:

- Leader pupils: 06
- Pupils neglected: 00
- Friendly pupils: 01
- Unclassified pupils: 03
- Isolated pupils: 01
- Rejected pupils: 01
- Middle pupils: 05
- Transversal pupils: 01

According to the sociometric model of PIERRE GIRARDOT :

8.3- Synthesis TABLE :

PUPILS		POSITIVE CHOISE	NEGATIVE CHOISE	POSITIVE PERCEPTION	NEGATIVE PERCEPTION	RELATIVE SHARE
IBRAHIM	TANIA	1	0	0	0	1
OUMEDJAN	AMAL	2	0	0	0	2
AIT DJOUDI	TINHINAN	2	0	0	0	2
BEN NIA	YACINE	2	2	6	2	12
BOUGERMOUDJ	TAOUS	2	0	1	0	3
TIGHILT	TINHINANE	0	0	1	0	1
DJEBARA	IBRAHIM	2	1	4	0	7
SEHNOUN	TAOUS	0	4	0	1	5
SAIDI	DIHIA	1	0	2	0	3
KECHIDA	TEZIRI	4	1	3	0	8
MEZANI	NAWAL	0	1	0	0	1
MEFDIS	TAOUS	0	1	0	0	1
NEDJEMA	LYDIA	1	0	0	0	1
YEMAL	FAYCEL	0	1	0	1	2
Total		17	11	17	04	47

Table number 16: Synthesis table of the class science économique « 3S1 »IGHZER AMOKRANE High School:

8.4- SOCIOGRAM OF THIS CLASS :

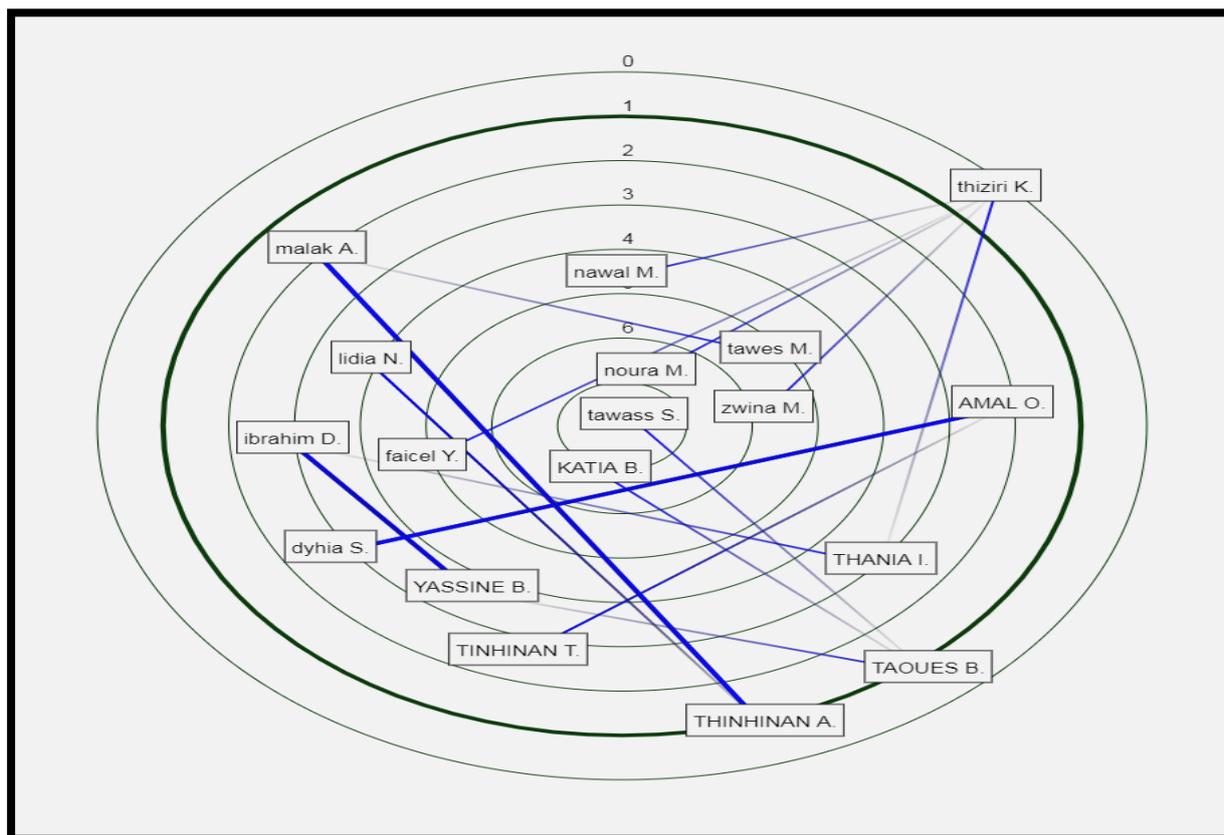


Figure 47: Sociogram of positive choices at IGHZER AMOKRANE High School

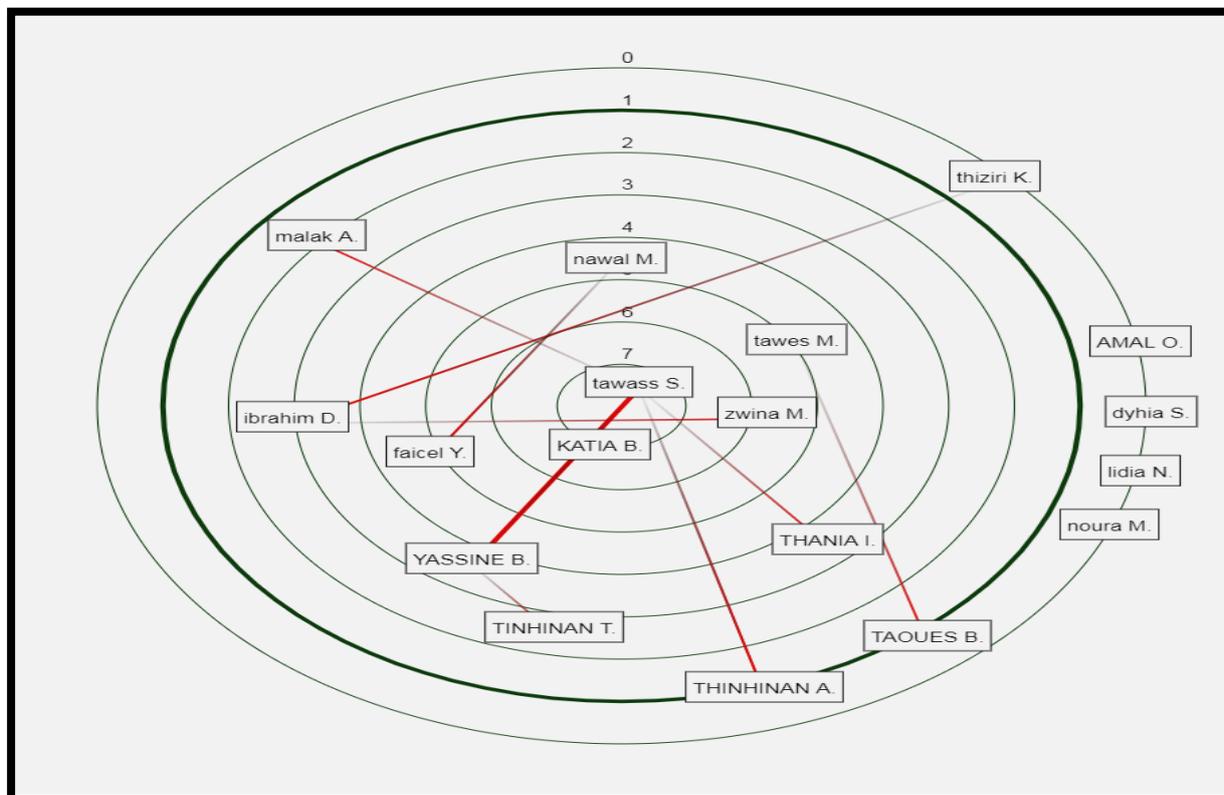


Figure 48: Sociogram of negative choices at IGHZER AMOKRANE High School

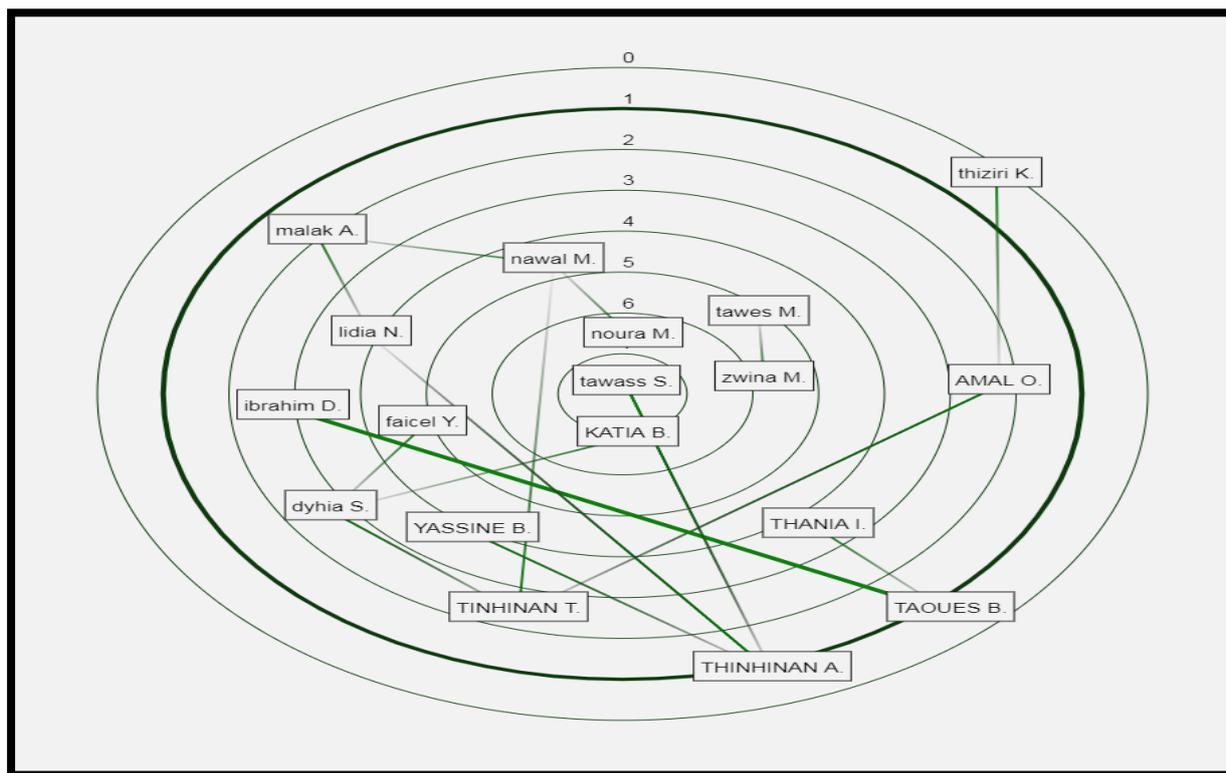


Figure 49: Sociogram of positive perception at IGHZER AMOKRANE High School

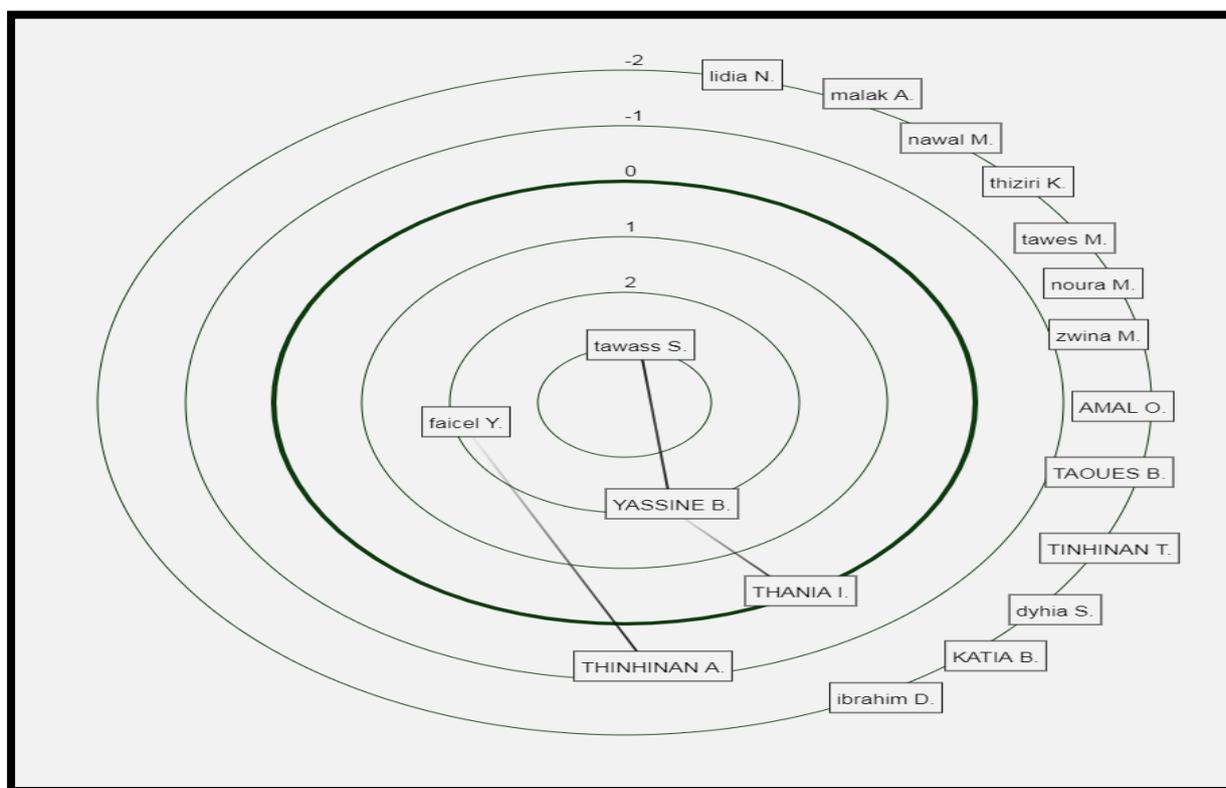


Figure 50: Sociogram of negative perception at IGHZER AMOKRANE High school

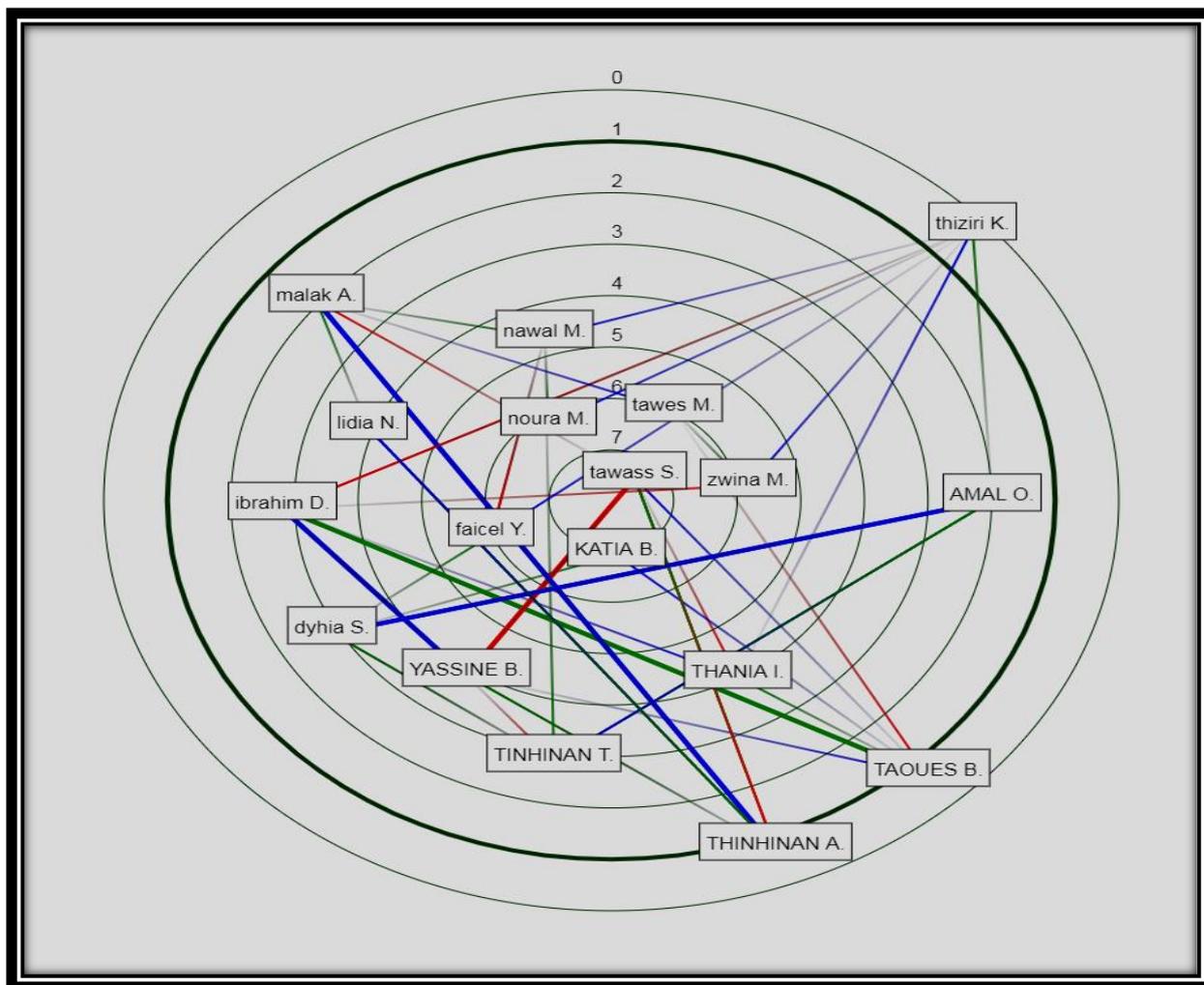


Figure 51: General Sociogram at IGHZER AMOKRANE High School

8-5 the formation of the most cohesive socio-Groups with percentage:

GRPUP 01 :	55%	GROUP02 :	68%	GROUP03 :	50%	GROUP04 :	30%
BENYA	YACINE	NEDJEMA	LYDIA	IBRAHIM	TANIA	YEMAL	FAICEL
BOUGERMOUDJ	TAOUS	MERMOURI	NOURA	KECHIDA	TIZIRI	AIT DJOUDI	TINHINANE
DJEBRA	IBRAHIM	AIDE	MALAK	MECHROUB	ZEOUINA	BERKAN	KATIA
SEHNOUN	TAOUS	TINHINANE	TIGHILIT	MEZIANI	NAWAL	MEFDIS	TAOUS
						OUMEDJAN	AMAL

8.6-Analysis and interpretation :

This class is composed of 18 pupils, 15 girls and 03 boys, According to PEERY sociometric model, there are 05 pupil-leaders: Tinhinane A, Katia, Amal, Yacine and Taous B, we analyze a strong emergence of female leadership, 06 pupils with an average status and

another pupils in the cross-cutting area, this makes 12 pupils with a high status which means a significant number of positive nominations.

On the other hand, we have one pupil with a friendly status and another isolated pupil, who is: Nawal, and one isolated student who is Malek. Three pupils are not classified by this sociometric model: Fayçal, Tiziri and Taous. From the table of choices, the large number of positive nominations is confirmed with 117 and only 28 negative nominations.

According to PIERRE GIRARDOT's sociometric model and the summary table: From the sociogram of choices, we can see that the form of socialization is dyadic as there are some forms of triadic socialization. We analyze various choices, especially between leaders, which mean good understanding far from tension and opposition, but we have not recorded several strong links that will affect the cohesion index.

For the sociogram of rejections, there are several obvious conflicts, but no conflict between the leaders which confirms their mobilization for a common goal but also their democratic style, a reciprocal conflict between Yassine and Tous Sahnoune his two pupils have a high social status, so we really need to resolve this conflict in the best way.

The sociogram of positive perceptions, the pupils are not confident enough of their social status, they only expressed one expectation, and the lack of reciprocal choices makes a cohesion index close to an average of 0.38 (0-1).

The sociogram of negative perceptions explains the few latent conflicts that have an extreme effect on the stability of a class group, and confirms the overt conflicts that were reported by the pupils in our second question of the sociometric questionnaire. This class is characterized by a very important interaction index compared to the results recorded 0.47 (0-1), this is due to the emergence of 04 leaders of the female sex, who are characterized by the interest that sex gives to the construction of relationships with peers and also to the democratic style of its leaders. The different groups proposed by this sociometric model will really improve the cohesion and dynamics of this class.

**09)-The results of the class letter and philosophy at AOKAS High school:
According to PEERY's sociometric model:**

9.1-pupils choice chart:

NAME and FIRST NAME and CODE	WALID	LILYA	FRIEL	MANEL	AZIZA	LYDIA	SIDALI	MERIEM	CHERINE	RAYANE	Micipsa	ANYA	CHAMSDIN	YOUNES	HAYET	ROSA	+ choices	- choices
AISSAT WALID 01								+			+		+		-		3	1
BRAHMI LILYA 02																	0	0
BOURICHE FRIEL 03	-								+							+	2	1
BOUHKER MANEL 04						+					-	+					2	1
BOUNOUAR AZIZA 05		+	+	+		+										+	5	0
DIBOUN LYDIA 06		+									+						2	0
SALHI SIDALI 07		-								+				+			2	1
SALHI MERIEM 08			+						+							+	3	0
ACHOUR CHERINE 09		-	+					+									2	1
AMARI RAYANE 10		-	-	-	-	-	+	-				-		+	-		2	8
AMARI MICIPSSA 11	+	+				+						+					4	0
AMOR ANYA 12		+		+		+					+						4	0
FALKAY CHAMSDINE 13							+										1	0
KATHI YOUNES 14	-	-	-	-	-	-	+	-	-	+	-	-	-				2	13
KERKADEN HAYET 15	-		+	+			-			-	-			-		+	2	5
YASSAD ROSA 16			+						+								2	0
POSITIVE CHOICES	1	4	5	3	0	4	3	2	3	2	3	2	1	2	0	4	38	
NEGATIVE CHOICES	3	4	2	2	2	2	1	2	1	1	3	2	1	1	3	1		31

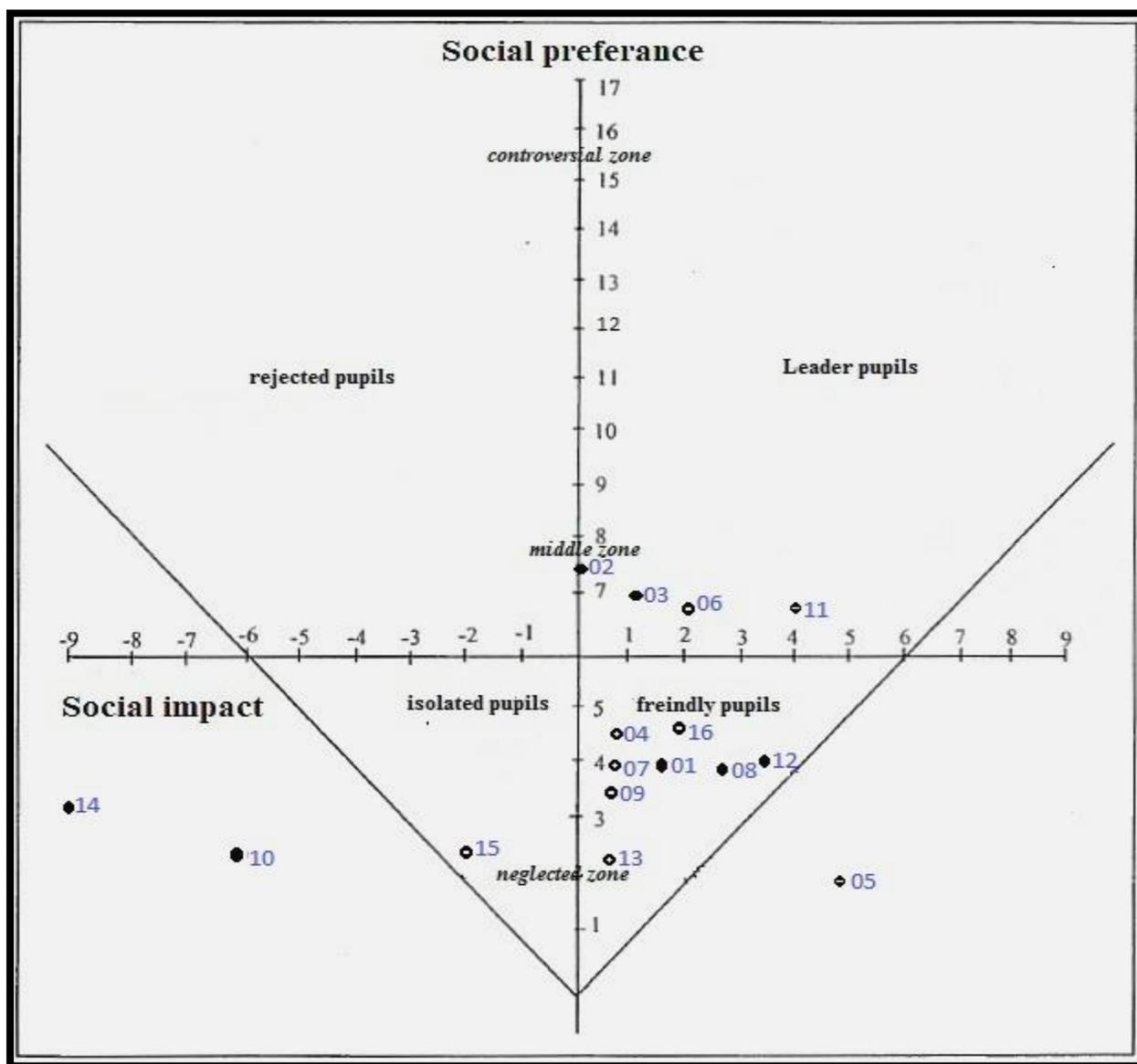
Table number 17: The choices of the pupils of class letter and philosophy at AOKAS High school

*INTERACTION INDEX=TOTAL CHOICES+ TOTAL REJECTION /N (n-1)

$$=38+31/240= 0.29$$

* COHESION INDEX=TOTAL CHOICES / N (n-1) = 38/240= 0.16

Figure 52: Weight of pupils according to the peery model



9.2-social statuts of pupils according to the peery model:

-Leader pupils: 00

-Isolated pupils: 01

-Pupils neglected: 01

-Rejected pupils: 00

-Friendly pupils: 07

-Middle pupils: 03

-Unclassified pupils: 03

-Transversal pupils: 01

According to the sociometric model of PIERRE GIRARDOT :

9.3-Synoptic table :

PUPILS		POSITIVE CHOISE	NEGATIVE CHOISE	POSITIVE PERCEPTION	NEGITIVE PERCEPTION	RELATIVE SHARE
AISSAT	WALID	0	1	1	0	2
BRAHMI	LILYA	0	4	0	3	7
BOURICHE	FRIEL	1	0	1	0	2
BOUHKER	MANEL	1	0	2	0	3
BOUNOUAR	AZIZA	0	0	0	0	0
DIBOUN	LYDIA	2	0	0	0	2
SALHI	SIDALI	1	0	1	0	2
SALHI	MERIE M	2	0	1	0	3
ACHOUR	CHERINE	1	0	1	1	3
AMARI	RAYANE	2	0	2	0	4
AMARI	MICIPSSA	1	1	2	2	6
AMOR	ANYA	1	0	1	1	3
FALKAY	CHAMSDINE	0	0	0	0	0
KATHI	YOUNES	1	1	0	2	4
KERKADEN	HAYET	0	1	0	0	1
YASSAD	ROSA	2	0	4	0	6
TOTAL		15	08	16	09	48

Table number 18: Synthesis table of the class letter and philosophy at AOKAS High school

9.4- SOCIOGRAM OF THIS CLASS:

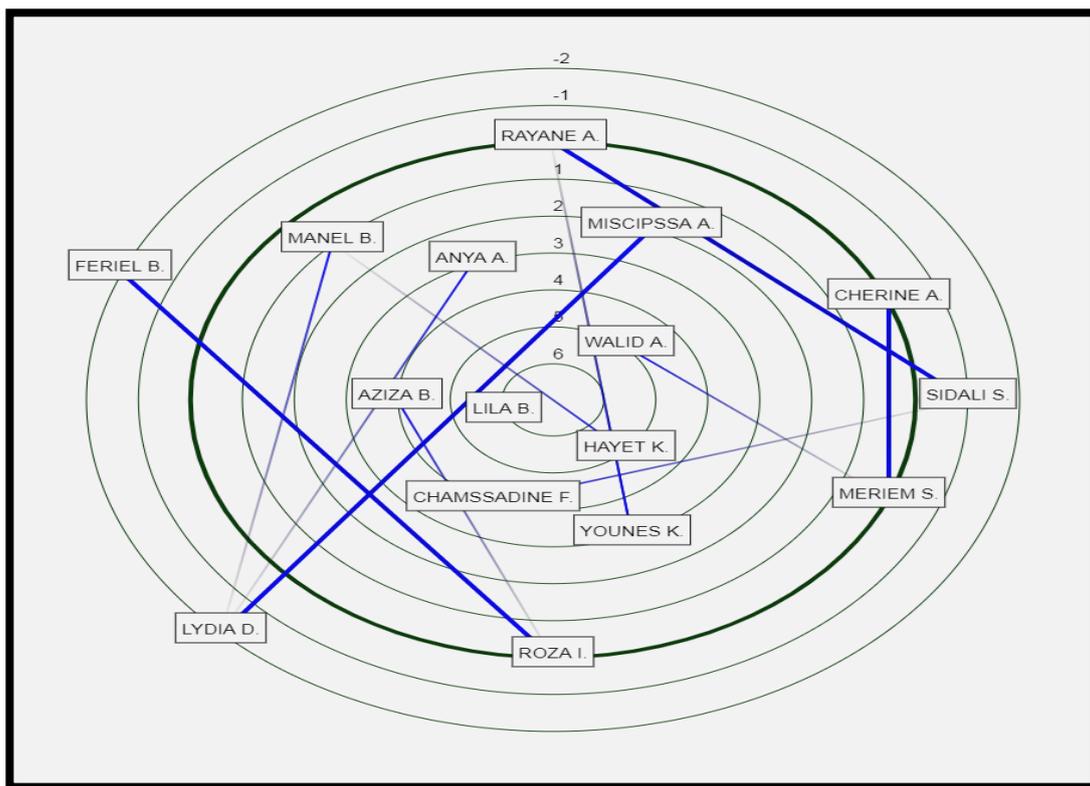


Figure 53: Sociogram of positive choices at AOKAS High School

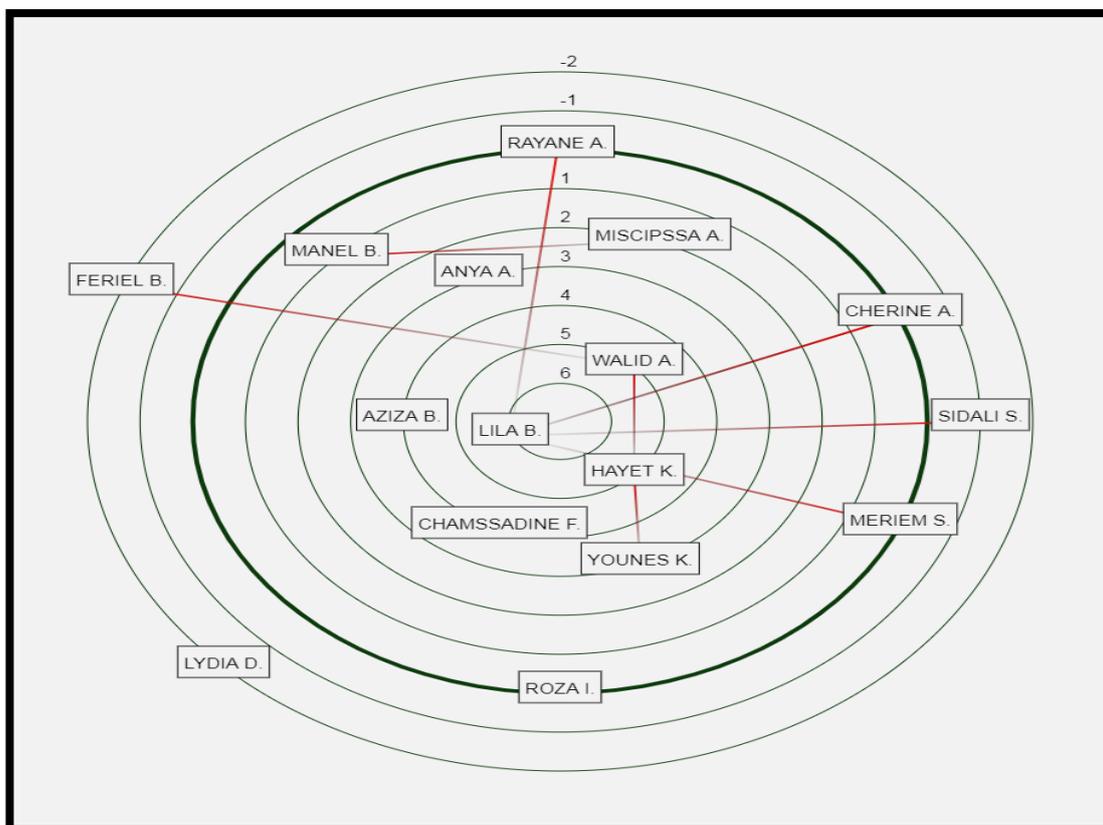


Figure 54: Sociogram of negative choices at AOKAS High School

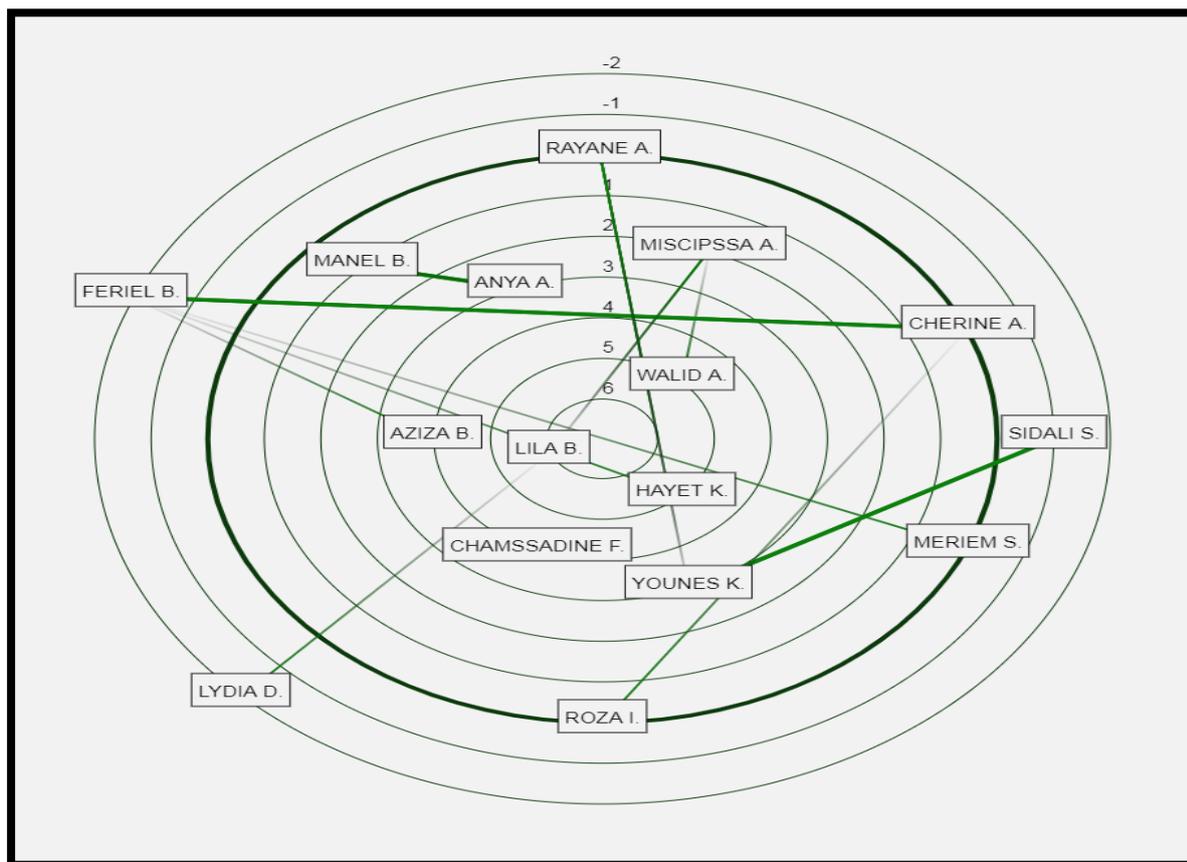


Figure 55: sociogram of positive perception at AOKAS High School

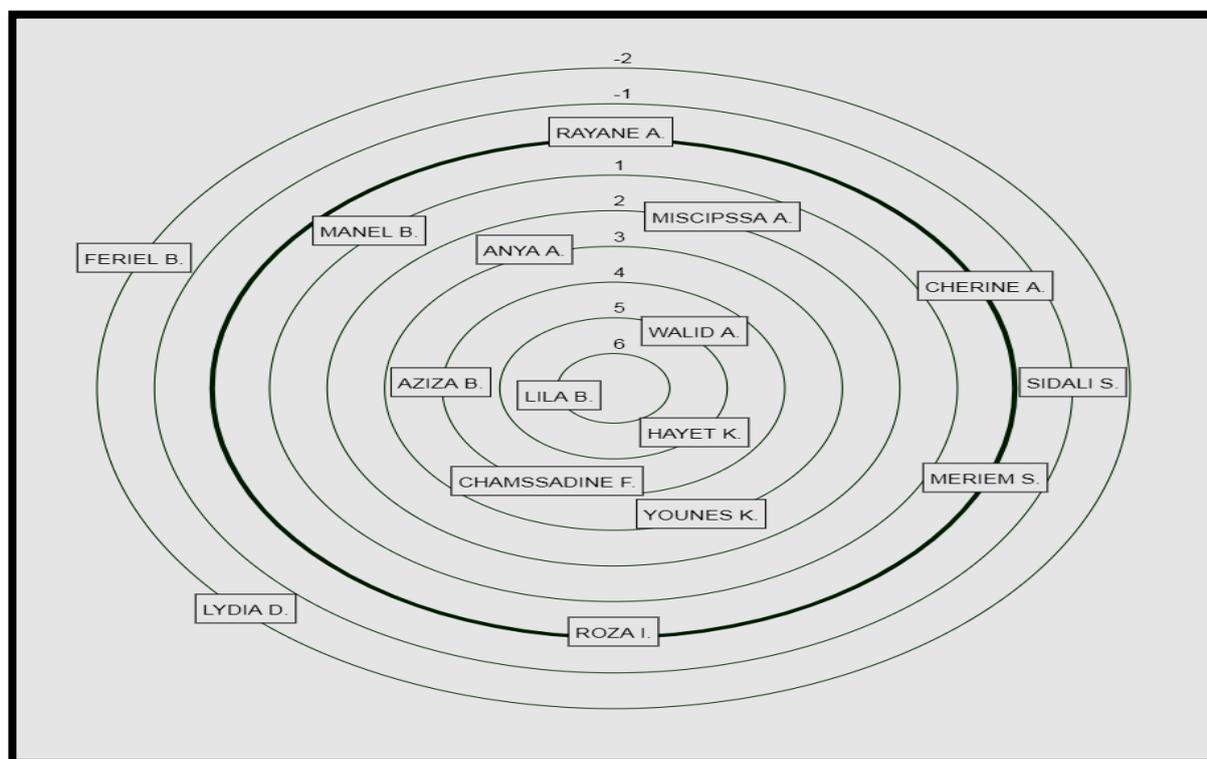


Figure 56: sociogram of negative perception at AOKAS High School

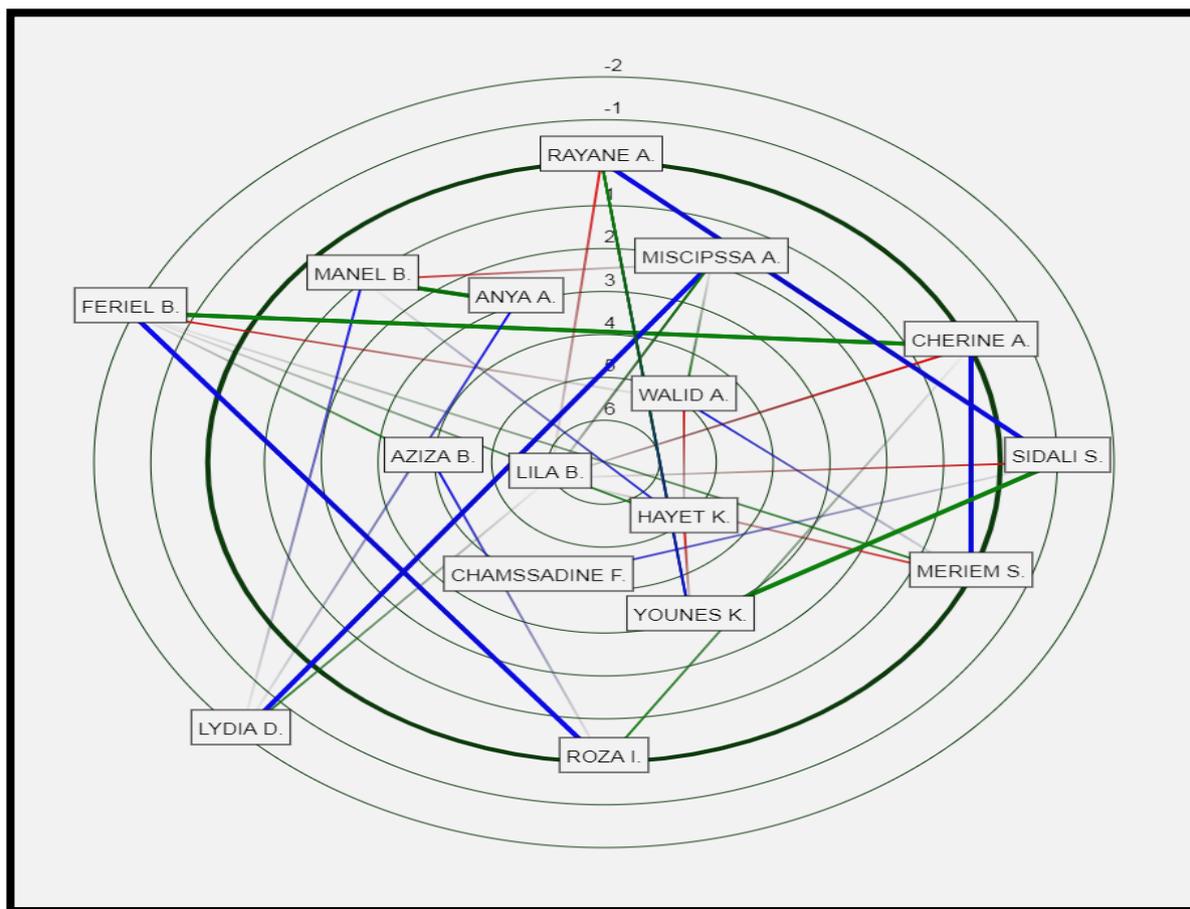


Figure 57: General Sociogram at AOKAS High School

9.5- The formation of the most cohesive socio-Groups with percentage:

GROUP 01 :	74%	GROUP 02 :	53%	GROUP 03 :	67%	GROUP 04 :	42%
BOURICHE	FERIEL	DIBOUN	LYDIA	AMARI	RAYANE	BOUNOUAR	AZIZA
ACHOUR	CHERIENE	AMARI	MECIPSSA	KATHI	YOUNES	KERKADEN	HAYET
ISSADI	ROSA	BOUHKER	AMEL	AISSAT	WALID	BRAHMI	LYLA
SALHI	MERIEEM	AMOR	ANIA	SALHI	SIDALI	FELKAY	CHAMSSDINE

Analysis and interpretation:

This class is composed of 16 students, 10 girls and 06 boys.

According to PERRY's sociometric model and the choice table, this class has no pupil

leaders, with only 03 pupils with average status, Ferial, Lydia and Micipssa, as we have registered 07 pupils with a kind status and one isolated one is Hayet and another pupils as neglected who is Chamssedine. These clearly indicate a very low level of nominations and interaction on the part of the pupils: only 38 positive and 31 negative nominations, a class with a lot of tension and rejection and the majority of the students have a low social status.

According to PIERRE GIRARDOT' model and the synthesis table:

The sociogram of choices which highlights the emotional choices of the pupils shows us that the form of socialisation is in dyad, so there are 08 pupils with strong bonds. The sociogram of rejections, we analysis that 06 pupils are not concerned by the obvious conflicts, and no reciprocal rejection, and that Hayat, Lila and Younes are the most rejected. Since the sociogram of positive perceptions, Ferial Bouhker and the most solicited, 06 students have opted for a positive expectation they were not indicated by their peers, Chamssedine did not make any expectations and his peers did not calculate it, we analyze the possibility of self-confidence and cooperation, a climate of loneliness and stress, lack of mobilization and cohesion between peers.

The sociogram of negative perceptions explains the presence of several latent conflicts in relation to the manifest conflicts, which confirms the climate of panic, opposition and It is analyzed that the absence of student leadership-leaders negatively affects the dynamics of this class, the absence of a common vision generated by a similarity of representations that has created a divergence, even a latent and manifest competition and conflict of representations within the group, the role structure is unstable, the group expresses frustrations and its peers are irritated, making it difficult to achieve common goals, thereby affecting the performance of the group in terms of interaction and cohesion, the interaction index of this class is very low 0. 29 (0-1) and cohesion is also very weak with an index of 0.16 (0-1).

10) - The results of the class letter and philosophy at FOUDALA TAZMALT High school

According to PEERY's sociometric model:

10.1-pupils choice chart:

NAME and FIRST NAME and CODE	TIROGZA	SALASS	ROMAISSA	CYLIA	MASSI	IBRAHIM	SYPHAX	IKRAM	ALI	MEBROK	MARIA	THIZIRI	DANYA	MADINA	AHCEN	IKRAM	M.AKLI	AHMED	A.REHMN	CELINE	MERIEM	FAHIM	IMANE	YAMINA	BELAID	SARA	POSITIVE CHOICES	NEGATIVE CHOICES
AGUERCIF THIROUGZA 01	+	+					-	+	+	-			+	-		+	+	+				-	+	+	+		9	4
OUKIL SALASS 02	+	+			+	+						+						+	+		+						7	0
AMGHAR ROMAISSA 03	+		+	+		+				+	+		+		+												8	0
BARACHE CYLIA 04	+			+			-	-		-			+		-			+		-	+	-			+		5	6
BELAID MASSI 05	+	+	-	+	+	+	-	-	-	+	-	-	+	-	-	-	+	-	-		-		+	+			9	12
BELGAID IBRAHIM 06		+				+	+	+		+			+				+					+					7	0
BENMESOUD SYPHAX 07							+	+	+	+					+	+	+			+		+					8	0
BENMAMAR IKRAM 08	+							+	+		-		+		-		+	+	+	+	-			+	+		9	3
BOURAI ALI 09		+			+				+	+							+					+		+	+		7	0
BOUSORA MEBROK 10			+	-			+	+	+	+				-			+	+		+		+			+	+	9	2
DJEBARI MARIA 11			+	+	+	-	-			-	+					-	+	-	-			+	+	-	+		7	8
HADDAD THIZIRI 12			-		-	-		+	+	-		+	+			+	+					+	+	+		+	9	5
DADACHE DANYA 13	+			+							+		+				+			+					+		6	0
DERICHE MADINA 14	+	+	-				+	+		+		+	+	+	-		+	-			+	+			+		11	3
ZEGUEN AHCEN 15	-			-			+		+			-	+	-	+		+	+		-		+		-			6	7
ABDERHMAN IKRAM 16							+	+								+	+			+		+	+				7	0
AKIL M.AKLI 17		+					+	+					+		+		+	+				+			+		7	0
AMIROCHE AHMED 18					+		-		+			+		+				+	+				+		-	+	7	2
GHOUZALI A.REHMAN 19								+							+	+	+	+	+					+	+	+	7	0
MAHIA CELINE 20							+	+			+		+							+	+	+	+	+			7	0
MERABTIN MERIEM 21	-		-	+	-		+	-		-		+	+	+			+	-			+	+	+	-	-		7	8
MIRA FAHIM 22									+	+					+	+		+		+	+	+	+		+		8	0
BENDENNI IMANE 23		-	+		-	+	+	+		-		+		-		+	+		+	+	+	+	+	+	+	+	13	4
ARIF YAMINA 24	+		+		+	+	-	+			+			+	-		-	+	-	+		-	+	+	+	+	12	5
AMIROCHE BELAID 25	+					+	+	+		+			+									+		+	+	+	8	0
ABDRAHMANI SARA 26	+	+		+	-	-	+		-	+		+			-	+			+		+	-		+	+	+	11	5
POSITIVE CHOICES	10	7	4	6	4	4	11	10	6	9	6	6	12	3	5	6	13	12	5	5	6	14	8	10	13	7	193	
NEGATIVE CHOICES	2	1	4	2	4	3	5	3	2	6	2	2	0	5	7	2	1	3	3	3	2	4	0	3	1	1		71

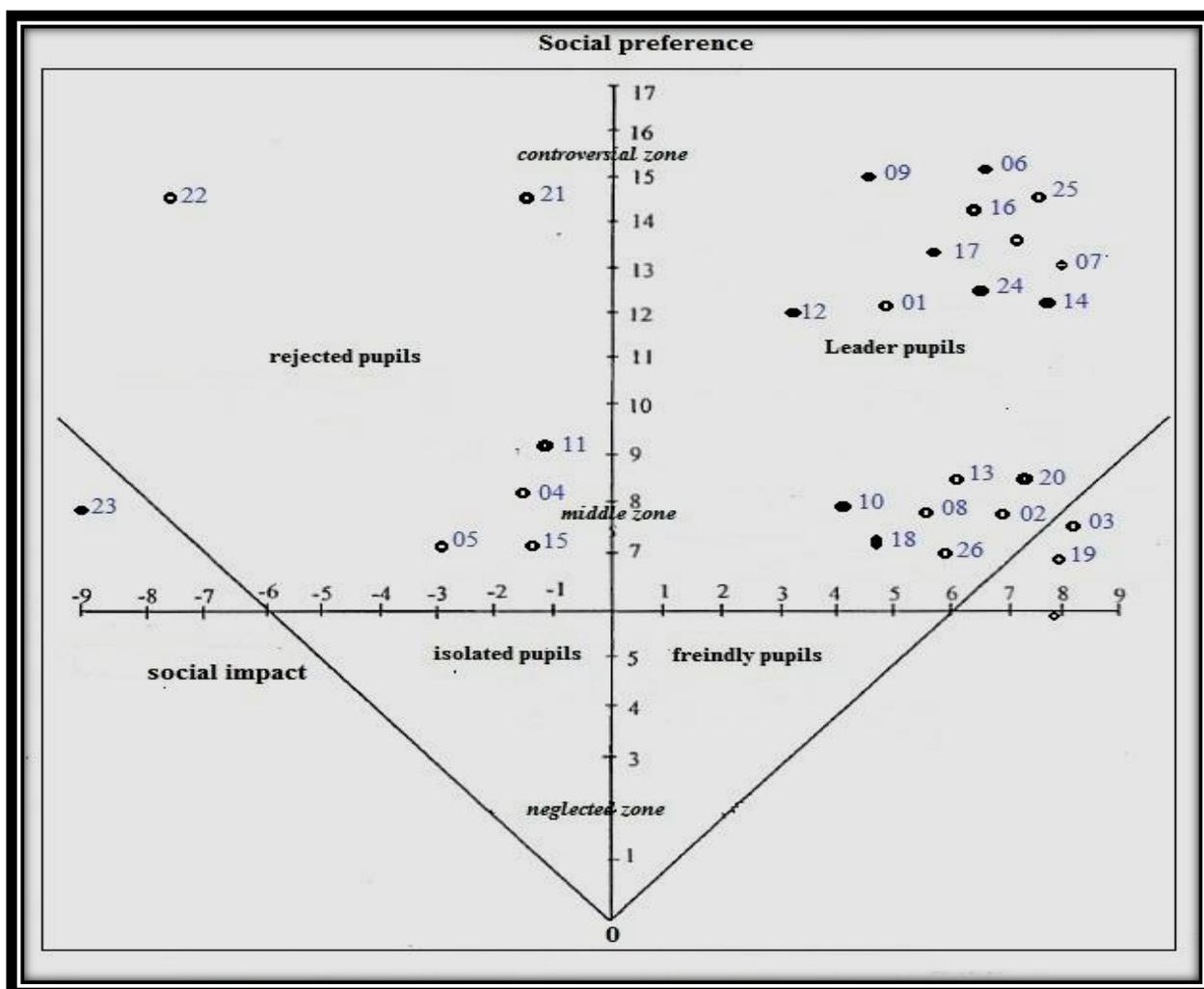
Table number 19: The choices of the pupils of the class letter and philosophy at FOUDALA TAZMALT High school

*INTERACTION INDEX=TOTAL CHOICES+ TOTAL REJECTION / N (n-1)

=193+71/26(25) = 0.41

* COHESION INDEX=TOTAL CHOICES / N (n-1) = 193/650= 0.30

Figure 58: Weight of pupils according to the perry model



9.2-social statuts of students according to the peery model:

- Leader pupils: 11
- Isolated pupils: 00
- Pupils neglected: 00
- Rejected pupils: 04
- Friendly pupils : 00
- Middle pupils : 07
- Unclassified pupils : 03
- Transversal pupils : 00

According to the sociometric model of PIERRE GIRARDOT :

10.3- Synthesis table :

PUPILS		POSITIVE CHOISE	NEGATIVE CHOISE	POSITIVE PERCEPTION	NEGITIVE PERCEPTION	RELATIVE SHARE
AGUERCIF	THIROUGZA	2	0	1	0	3
OUKIL	SALASS	1	0	0	0	1
AMGHAR	ROMAISSA	1	0	2	0	3
BARACHE	CYLIA	1	0	0	0	1
BELAID	MASSI	1	1	1	1	4
BELGAID	IBRAHIM	0	0	1	0	1
BENMESOUD	SYPHAX	1	1	0	2	4
BENMAMAR	IKRAM	0	1	0	0	1
BOURAI	ALI	1	1	1	1	4
BOUSORA	MEBROK	0	0	0	1	1
DJEBARI	MARIA	0	0	1	0	1
HADDAD	THIZIRI	1	0	1	1	3
DADACHE	DANYA	3	0	2	0	5
DERICHE	MADINA	0	1	0	1	2
ZEGUEN	AHCEN	1	4	2	4	11
ABDERHMAN	IKRAM	3	1	1	0	5
AKIL	M.AKLI	0	0	2	0	2
AMIROCHE	AHMED	0	0	1	0	1
GHOUZALI	A.REHMAN	1	0	1	0	2
MAHIA	CELINE	0	1	0	0	1
MERABTIN	MERIEEM	1	0	2	0	3
MIRA	FAHIM	4	1	4	1	10
BENDENNI	IMANE	1	0	1	0	2
ARIF	YAMINA	0	0	1	0	1
AMIROCHE	BELAID	1	1	1	1	4
ABDRAHMANI	SARA	1	2	1	2	6
TOTAL		25	15	27	15	82

Table number 20: Synthesis table of the class letter and philosophy at FOUDALA TAZMALT High school

10.4- SOCIOGRAM OF THIS CLASS:

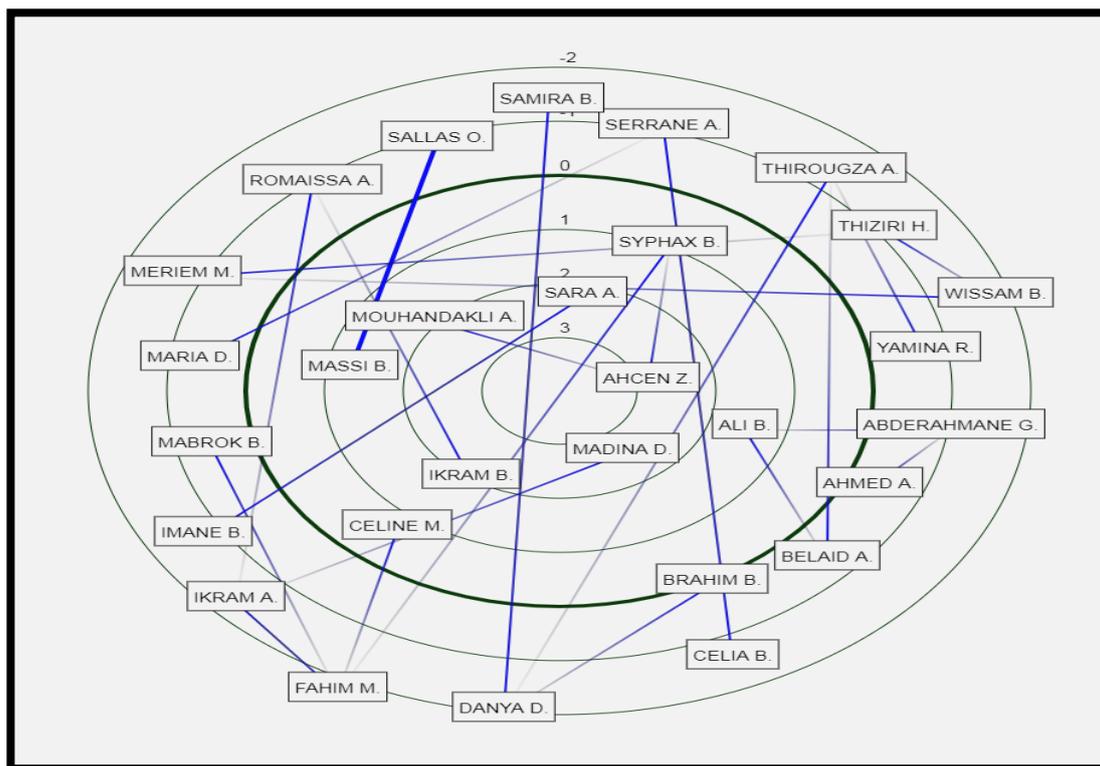


Figure 59: Sociogram of positive choices at Foudala Tazmalt High School

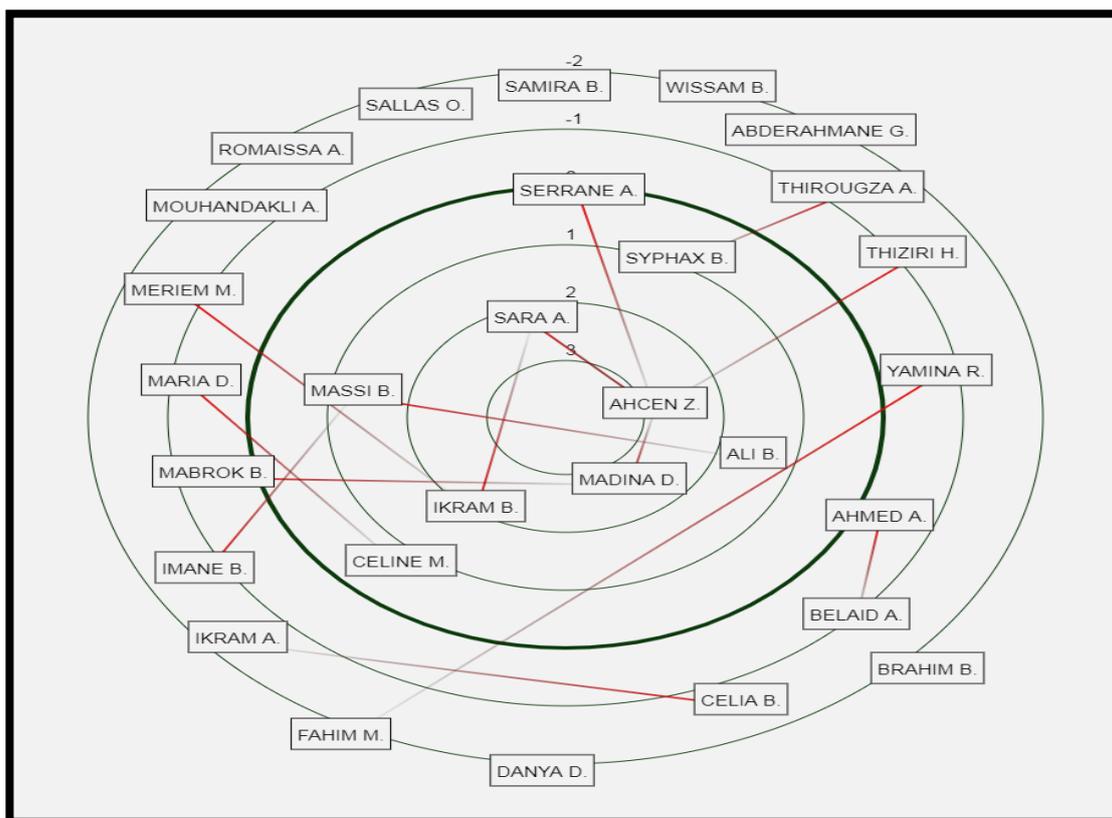


Figure 60: sociogram of negative choices at Foudala Tazmalt High School

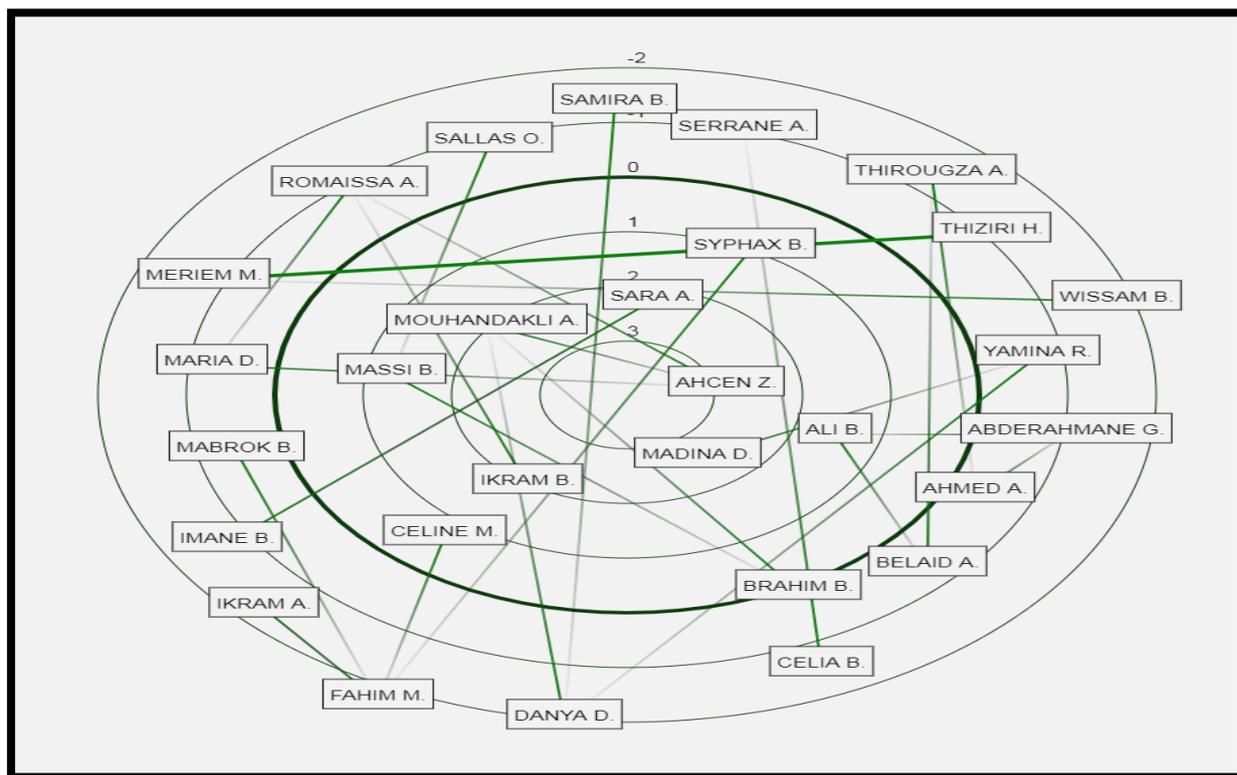


Figure 61: Sociogram of positive perception at Foudala Tazmalt High School

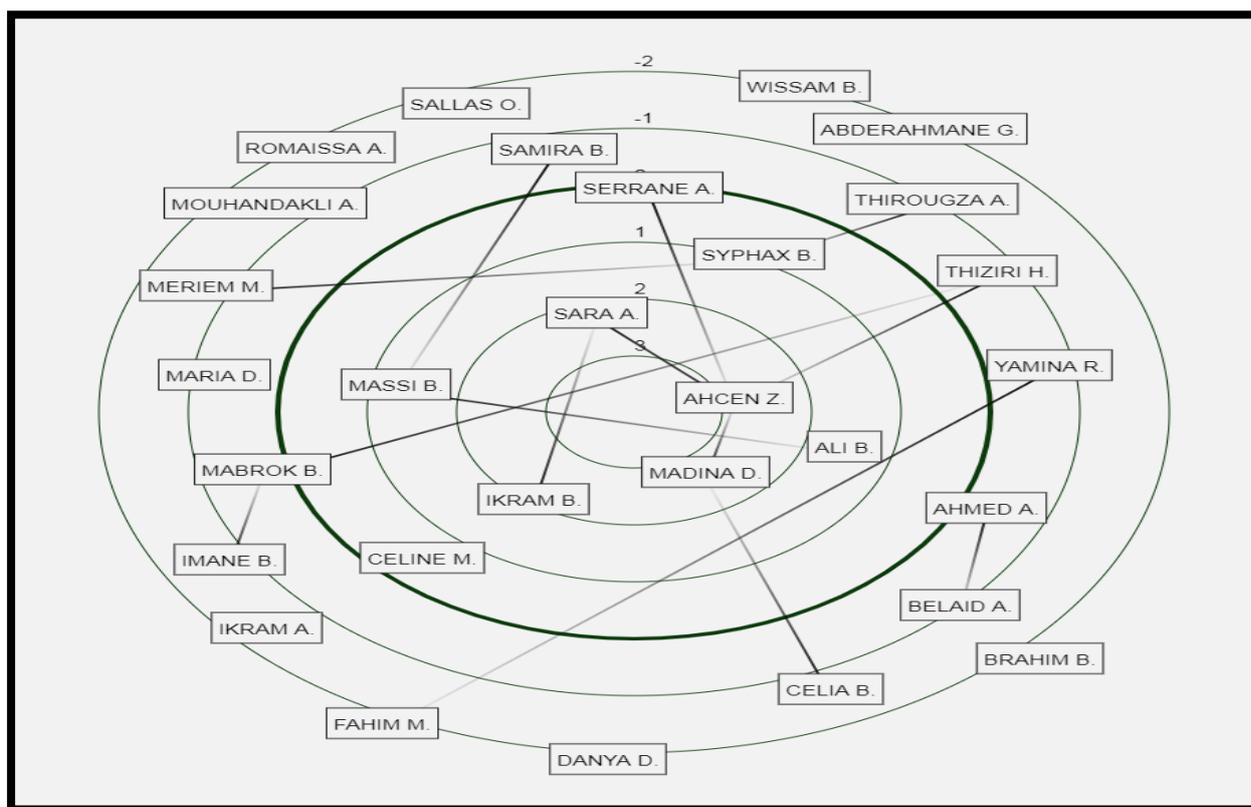


Figure 62: Sociogram of negative perception at Foudala Tazmalt High School

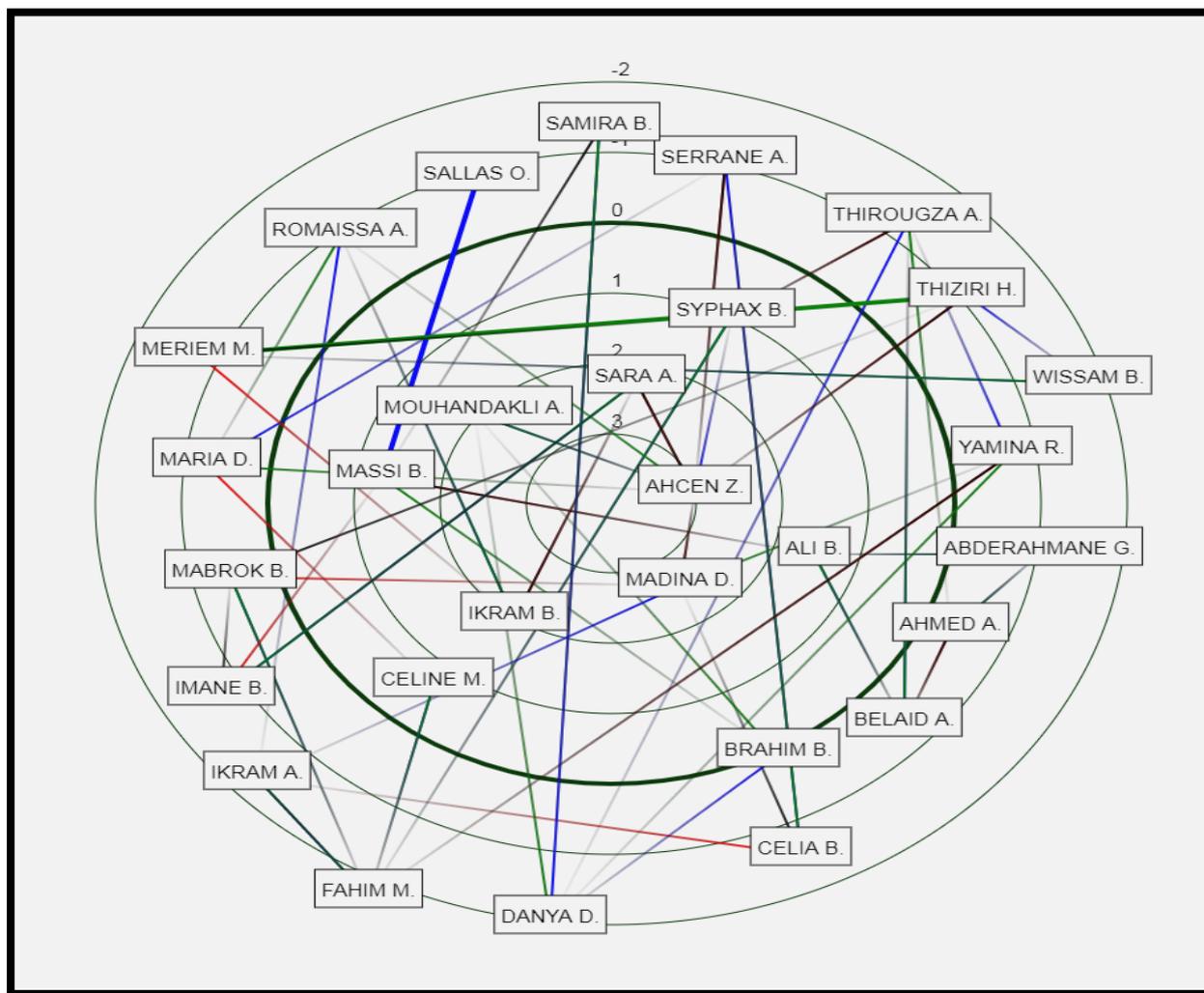


Figure 63: General Sociogram at AOKAS at Foudala Tazmalt High School

10.5- The formation of the most cohesive socio-Groups with percentage:

GROUPE 01 : 65%		GROUPE 02 : 58%		GROUPE 03 : 73%		GROUPE 04 : 54%	
MIRA	FAHIM	DADACHE	DANYA	BARACHE	CYLIA	HADDAD	T HIZIRI
BENMESSOUD	SYPHAX	BAHLOUL	SAMIRA	AREZKI	SIRAM	ABDELAZIZ	WISSAM
AMGHAR	ROMAISSA	AGUERCIF	TIROUGZA	DJEBARI	MARIA	AMIROCHE	BELAID
ZEGHAGH	AHCEN	BELKAID	BRAHIM	ABDERAHMANE	SARA	BOURAI	ALI
ABERAHMANE	IKRAM	AAKIL	M.AKLI	BEN DENANI	IMANE	MERABTIN	MERIEM

GROUPE 05 :	45%
OUKIL	SALASS
AMIROCHE	AHMED
BELAID	MASSI
ARIF	YAMINA
BOUSSORA	MABROUK
BENMAAMAR	IKRAM
MAHIA	SERINE
GHOUZALI	A.RAHMANE

10. Analysis and interpretation :

This class is composed of 26 students, 13 girls and 13 boys.

According to PERRY's sociometric model and the choice table, this class has a very large number of pupil leaders 10 in total, i.e. 40% of all pupils, among them 07 boys and 04 girls. We registered 08 average pupils, this gives 18 pupils with a high social status which will positively affect the interaction index, but on the other hand we registered 05 rejected students, these are students with the following codes: 04-05-11-15-21, two pupils did not register by this model, these are students with the codes: 03 and 23.

According to PIERRE GIRARDOT's model and the synthesis table:

The sociogram of the choices which highlights the emotional choices of the pupils, shows us that the form of socialization is in dyad, thus there are only 08 pupils having strong bonds, the leaders of this class we make very few choices between them.

The sociogram of rejections, we analyse that 08 pupils are not concerned by the obvious conflicts, and no reciprocal rejection, as we recorded several conflicts between leaders, between thiziri and syphax and between Faham and yamina, which indicates the presence of multiple confrontations and oppositions, which made intra-group conflicts.

Since the sociogram of positive perceptions, 9 students have opted for a positive expectation, so they were not indicated by their peers; the leaders of this class are totally different which indicates the lack of a common goal.

The sociogram of negative perceptions confirms the presence of several latent conflicts between pupil leaders, which confirms the climate of panic, opposition and confrontation. The presence of a large number of leaders in a class is one of the factors that have negatively affected the dynamics of that class; Thus the negative influence of some leaders, fahim, yamina, syphax and thirougza

have an authoritarian style while the rest of the other leaders have a laissez-faire style, because it creates a lot of tension and makes decision-making really difficult as well as the lack of a common vision that generates a similarity of representations that has created a divergence, or even a latent and manifest competition and conflict of representations within the group, the role structure is unstable, the group expresses frustrations and its peers are irritated, making it difficult to achieve common goals.

The performance of this class is negatively affected in terms of interaction and cohesion, the interaction index of this class is close to the average of 0.41 (0-1), and weak cohesion with an index of 0.30 (0-1).

General Discussion:

This first study aims to carry out a sociometric analysis on different class groups, in order to determine the impact of the emergence of student leadership- and Understanding the importance of affective factors within class groups, understanding the meanings that students attribute to their peers, hence the analysis of the dynamics of class groups, on different territories.

To do so, we proposed a few hypotheses on the emergence and influence of pupil leaders on the group's maintenance, cohesion and capacity for interaction across various territories to confirm their reliability. To do so, we applied a sociometric test and then the application of two sociometric models, the results of which are presented in the form of tables and sociograms that highlight, the identification of the relational and affective tissues of the class group through sociograms, determining the affective relations, conflicts and their types, the roles and statuses of the pupils in the class, the impact of student leaders on the dynamics of the group but the effect of the style, gender and number of leadership- pupils and the impact of the territory on the emergence of pupil leaders.

Verification of the first hypothesis:

We can see from the results that the absence of student leadership-leaders in a class group negatively affects class dynamics. Three high schools in East Bejaia did not register pupil leaders, namely KHERRATA, DERGUINA and AOKAS.

The interaction and cohesion indices recorded in its high schools are the lowest, the interaction index of the three high schools is 0.2 (0-1), and for the cohesion index of the three high schools is 0.14 (0-1) very low values, which explains a very low capacity for exchange and cooperation and low performance on group spirit and mobilization of peers for common goals. The relative weight of its class groups is very low, which affirms the poor dynamics of its classes. From the tables of the choices of its classes, one can see the presence of several

rejections which explains why its classes suffer from a large number of conflicts and confrontations.

The absence of student leaders negatively affects the common vision generated by a similarity of representations can lead to a divergence, even competition or conflict of representations within the group. The group's focus is therefore not on the task at hand, but rather on reducing tensions, on rallying, on the search for shared representations. This process can give rise to power struggles and affect productivity, group cohesion and the emergence of leadership. (Anzieu Didier) (freedom translation).

Group members then spend a lot of energy on the issue of leadership because it is important for the success of their group (Bormann, 1972).

Bormann (1972) demonstrated that until the leader emerges, the role structure is unstable, the group expresses frustration and its members are irritated. In addition, according to the authors, cohesion is weak in this type of group, task accomplishment is slowed down and becomes more difficult (Bormann, 1975), and reaching common goals is difficult, thereby affecting the group's performance (Landry, 2007).

Unlike the class groups with student leaders, have a good class dynamic, and all students have a high social status, the high school of Akbou, Sidaich, Bouhameza, Tazmalt and Ighzer Amokrane according to the figures (7, 19, 31, 43, 55), its classes have indices of interaction and cohesion close to the average, 0.49 (0-1) an important exchange capacity and a considerable performance in terms of cohesion and group spirit 0.37(0-1), as its classes have recorded important relative weights which confirms the good dynamics of its classes. According to Alain Duluc, student leadership-leader refers to: the ability to mobilize their peers to voluntarily participate in the achievement of objectives. Leadership emerges from actions or acts that help the group move towards its goals or help group members work together in collaboration and cooperation.

Pupil leadership positively affects various components of class dynamics, efficiency, effectiveness, mobilization, creativity, teamwork, knowledge sharing, decreased absenteeism, increased satisfaction, commitment, team spirit and sense of belonging, as well as the creation of a positive climate as it improves class cohesion and reinforces interactions and cooperation among peers, thus creating a positive class dynamic.

Yammarino, F. Leadership: Past, Present, and Future, *Journal of Leadership and Organisationnel Studies*, 2013, p.149. Pupil leadership is often named as a best friend and is rarely resented by peers (Wentzel and Asher, 1995).

They are well-liked pupils who demonstrate positive social behaviors (e.g., they are cooperative, have good conflict resolution skills, show little aggression, and exhibit few withdrawal behaviors). Their high social and cognitive skills make them sought after by their peers. They initiate frequent social interactions and these are well-received. These interactions are of longer duration and better quality, which confirms the validity of the first hypothesis, according to which the emergence of student leadership positively affects group interaction and cohesion, promotes a high social status for students and reduces rejection and neglect.

Verification of the second hypothesis:

Based on our sociometric analyses, one phenomenon we have found to attract the attention of the leadership gender as well as the number of leaders present in a class. The sociogram of the choices of this class (figure 38) shows that each student has only chosen one peer; the form of socialization is in dyad. The sociogram of positive perceptions (Figure 40) shows that seven students did not receive any expectations, which confirms the lack of group spirit and trust between peers, and thus a lot of tension and opposition. For the sociogram of negative perceptions, it is inferred that latent conflicts are the most present, hence the risk is high.

The class with the best dynamics and less conflicts and the one located in Akbou high school, it has 04 male leaders and no girls as leaders.

Girls tend to be overly demanding of themselves and others and are less consistent in the way they use their energy and emotions; they are also less sure of themselves. Girls are expected to be risk-averse and rather passive, whereas boys are actually encouraged to pursue their goals. However, it is true that a range of more “feminine” qualities are needed to successfully lead people: social skills, relationships, concern for people. The problem is that a fairly high number of women have not developed the “masculine” qualities, which are also important: self-confidence and initiative. (Eagly, A. H., & Karau, S. J. (2002)) . Role congruence bias theory Towards women leaders. (Psychological Review, pp.573-598) . This confirms the validity of the third hypothesis that female leadership-leaders negatively affect class group dynamics.

Verification of the third hypothesis:

Since the sociometric analysis of the 10 class groups has shown a significant number of students interacting in conflicts, the opposing feelings and opinions between students can be declared what is called overt conflict, just as they can be undeclared what is called latent conflict.

Since the sociometric questionnaire and the sociograms, it is analyzed that classes with a high number of latent conflicts negatively affect the dynamics of friendship relations and the

form of socialization. In the class groups of Sidiaich, Tichy, Souk-el-Tenine, Darguina and Kherrata high schools, since the sociograms and the synthesis tables the latent conflicts are very numerous, this has negatively affected the relations between the pupils, the pupils of these classes are not sure of their popularity; they may interact, even if some of them have pupil-leaders.

Class groups having the dominance of overt conflicts, their group dynamics are much less affected, few pupils are rejected and neglected and several relations of exchange and cooperation between pupils and their groups recorded the best performance in terms of interaction and cohesion, Akbou and ighzer-amokrane.

When the real cause of the conflict is not identified, the student experiences tensions and if the blurring persists, the student becomes discouraged and feels unable to really express what she is feeling. Eventually, her inner conflict will be externalized by absences, rumours or illness. A lot of energy is lost, defence mechanisms are set up. The more time passes, the more delicate these mechanisms will be to manage. This form of conflict is the most feared because it is often accompanied by high tension, verbal or physical violence and negatively affects the maintenance of a group. Brahm Eric, Scene of Latent Conflict, Conflict Information Consortium, University of Colorado, September 2003. (**beyondintractability**)

Verification of the fourth hypothesis:

Since the results of this first study, we conclude that the class groups located in the west of the Bejaia department have several student leaders as they have a better class dynamic, on the other hand the class groups located in the east of the department

Have only 2 student leaders and three class groups have no leaders. From this we can confirm the validity of the fourth hypothesis.

Conclusion:

The first study presented in this research paper aimed to analyse the impact of the emergence of student leaders on the dynamics of the class groups. They calculated the index of interaction and cohesion of each class, determined the social weight of all students, the relative weight of each class group and the conflicts between students, in order to identify the fabric of relations and representations characteristic of the latent structure of the class groups, in two different territories, one in the east of Bejaia County and the other in the west, to try to compare the phenomenon of pupil-leadership-leader in these two different territories. For this purpose, two sociometric models were used to analyse, through a sociometric questionnaire, the dynamics of each class group.

The study shows that the absence of student leadership-leaders in a class group negatively affects class dynamics. Three high schools in eastern Bejaia did not register student leaders, namely KHERRATA, DERGUINA and AOKAS. The interaction and cohesiveness indices recorded in these high schools are the lowest, which explains the very low capacity for exchange and cooperation, as well as the low performance on group spirit and mobilization of peers for common goals. As long as the leader has not emerged, the role structure of the peers is unstable, the group expresses frustrations and its members are irritated. Then, the class groups with student leaders have a better class dynamic, all students in its classes have a high social status, the high school of Akbou, Sidiaich, Bouhameza, Tazmalt and Ighzer Amokrane, its classes have indices of interaction and cohesion close to the average, 0.49 (0-1) an important capacity for exchange as well as a considerable performance in terms of cohesion and group spirit 0.37(0-1), as his classes have recorded important relative weights which confirms the good dynamics of his classes.

It is concluded that student leaders positively affect the ability to mobilize their peers to voluntarily participate in the achievement of goals. Leadership emerges from actions or acts that help the group move towards its goals or help group members work together in collaboration and cooperation, knowledge sharing, Decrease in absenteeism, Increase in satisfaction, commitment, team spirit and sense of belonging, thus improving the classroom climate, strengthen interactions between peers, hence the creation of a good class dynamic.

The results obtained from the study show that our hypotheses are confirmed. Therefore, we found that latent (undeclared) conflicts are more dangerous on the maintenance and the dynamics of the class groups, they negatively affect the spirit of the group the capacity of

interaction and cooperation between peers from which we conclude that the sociometric tests are essential to determine all the conflicts between the students in particular the latent conflicts. This study also shows us that gender and the number of student leaders play an important role in the dynamics of class groups, male leadership is more productive and limits conflicts and especially latent conflicts. While girls tend to be overly demanding of themselves and others and are less consistent in the way they use their energy and emotions, they are also less self-confident, are expected to be risk-averse and rather passive, whereas boys are actually encouraged to pursue their goals.

The number of student leaders in a class is an important factor in achieving a better class dynamic, the best class is that of Akbou High School with 04 male leaders, and in some classes there were more than 5 leaders, but this negatively affected the indices of interaction and cohesion.

The results of the study lead us to say that if our society needs to develop active citizens and leaders whose skills are based on interaction, cooperation and group spirit, it is necessary for the school institution to reconsider the limits of an education system that is still based mainly on a teaching-learning process. In the majority of the class groups within our schools, the quality of interactions and the organization of the context are likely to contradict the principles stated about citizenship and the protagonist, to recognize young people in their diversity, a diversity linked to their individual characteristics such as their personality and their baggage of knowledge and experience, their skills and needs. This contradiction leads to negative effects on the growth of values, attitudes and skills that are, however, considered essential in most official documents. Students' lack of contribution to what constitutes life in the classroom and school confines them to a passive role that hinders progressive learning to exercise leadership.

Study number 02

Identify the type of design of psycho-pedagogical interventions for PSE teachers to develop the exercise of pupil's leadership, improve class group dynamics and conflict resolution

Introduction:

The research work presented in this second study aims to carry out a qualitative analysis among PSE teachers located in the same schools where the sociometric study was conducted, in order to determine the design of psycho pedagogical interventions aimed at improving class group dynamics, resolving conflicts among students, and building student leaders.

The traditional school system reflects a situation in which pupils are reduced to passive learning. It is clear that, in the absence of any opportunity to exercise leadership in accordance with the organizational principles of the school institution, there is a great risk that the contribution of leadership to learning will be overlooked, and even that there will be a need to express leadership that would generate counter dependence and lead to phenomena of deviance (Lamanna, 2004). (-lamanna)

The education profession has evolved considerably over the last ten years or so, and is still undergoing new developments, even upheavals that are disrupting traditional teaching methods and changing teaching activity.

Teachers are often disappointed with the results of their group dynamics: Student involvement in groups is very diverse, There are sometimes conflicts, Some students do nothing and wait for others to do the work for them, Others are rejected by their peers, Leaders take over and exclude students who are a little shy, Students with difficulties are often accused by their peers of delaying the group. All these observations highlight the fact that cooperation, the pleasure of working together, respect for others, and efficiency do not appear “naturally or inevitably” when working together.

When a teacher puts pupils in groups, he is of course interested in a certain number of rational conditions: the objective pursued, the number of pupils in the group, their skills, the activity requested, the instructions, the materials, the duration of the activity, but he is not necessarily aware that these objective conditions, although necessary, are sufficient to ensure a good group dynamic, hence the need for design and planning.

The design and planning of teaching content has become the key point for the success of learning, it allows to prevent all situations that can negatively affect the objective of learning, to program the most adequate situations by choice and selection, allows to measure the trajectory of the intervention as they represent one of the most relevant factors to positively

affect the dynamics of a class.

Design and planning work involves the teacher designing teaching projects and educational situations designed to help students learn, in line with the educational expectations and the Physical, Sports, and Artistic Activities (APSA) programming specific to his or her school and the expected learning outcomes in the school programs.

The design work is based on the mobilization of different registers of knowledge, at the same time ethical, regulatory, programmatic, cultural and scientific. It takes place both upstream and downstream of the pedagogical face-to-face time with pupils; it aims to prepare and anticipate this time by programming actions to be considered in class. This design work can therefore prepare and direct class time, for example, by planning the time structure of a PES lesson, but only by limiting itself to those aspects that the teacher can anticipate.

There are four broad types of preventive interventions that are generally recognized as part of classroom management and building student leaders: interventions for developing positive relationships, interventions for instructional design, interventions for classroom organization, and interventions for behavior management.

CarolynM. Handbook of Classroom Management: Research, Practice, and Contemporary Issues, edited by CarolynM. Everston and Carol S. Weinstein, 2006, pp. 98-99.

By becoming aware of these “issues”, teachers can influence the dynamics of their classrooms. This dynamic is therefore based on the central role of the teacher, because it is the teacher who has the function of activating the levers that will transform a “classroom group” into a “class group” with a good group dynamic. The activation of these levers can be achieved through the teacher's personal pedagogy, through some examples we have cited, but also, and in a complementary manner, through the introduction of an institutional pedagogy in the classroom, especially in the most difficult classes.

Based on this, we will try to determine the different conceptions and planning of teachers' educational interventions during the PES session with the aim of improving the dynamics of class groups and building student leaders and conflict resolution.

The problematic:

This second study aims to understand how PSE teachers conceive of their intervention with respect to conflict resolution, improving class dynamics and building student leadership-building by determining the most dominant modalities of intervention.

Educational research links effective classroom management, which creates more opportunities for learning, to improved student achievement. Classroom management can be defined as « the set of educational practices used by teachers in a cycle-team to establish, maintain and, if necessary, restore in the classroom conditions conducive to the development of students' skills ».

Jean BOYTON and Roch CHOUINARD, *Vers une gestion éducative de la classe*, 3rd ed. (Montreal: Chenelière Éducation, 2009), p. 15 (freedom translation).

It is important to emphasize here the importance of taking into account, when planning or implementing preventive interventions, the interactive nature of the classroom, which can make their application more complex, as well as the six main characteristics that define the context of a classroom: immediacy, where events occur quickly, public notoriety, knowing that events occur in front of witnesses; multi-dimensionality, where the class is made up of several types of students; unpredictability, where the immediacy of events affects how the situation will evolve; historicity, where the way the situation is resolved sets a precedent for future situations; and simultaneity, where several events occur at the same time.

In choosing the appropriate intervention when a situation of indiscipline arises, the teacher must use his or her judgment, knowledge, and professional experience, while taking into account the particular situation of the student with whom he or she is intervening. The teacher's ability to maneuver in the classroom will have a beneficial effect on the group and will help to prevent the appearance of other disruptive behaviors.

Since this study is aimed at determining the intervention design of PSE teachers, what are the dominant designs of intervention of the PSE teachers in our sample for conflict resolution, improving classroom dynamics, and building student leaders?

Hypothesis:

In order to answer our initial question, these hypotheses were formulated, which are defined as a tentative explanation of the most dominant types of interventions by PSE teachers to resolve conflicts, improve class dynamics and build student leadership. They constitute a temporarily accepted explanation of given phenomena until our confirmation or refutation by our analysis of the questionnaire attributed to PSE teachers.

For the hypothesis of this study, it is suggested that the interventions of PSE teachers for conflict resolution, improvement of class dynamics and construction of student leaders are different, interventions for the development of positive relationships, interventions for pedagogical design, interventions for classroom organization and interventions for behavioral coaching such as these may be teacher-specific personal strategies or curriculum-determined interventions.

Practical part

Methodological Part

1-Presentation of the study:

The importance of our research lies in the presentation of a design and planning of interventions by PSE teachers to improve classroom dynamics, conflict resolution, and pupil leadership construction.

2-Tasks of the search :

- In order to achieve our research objective we have assigned ourselves the following tasks:
- Preparation of a questionnaire, consisting of 16 questions in which we will explain our study theme in detail.
- Use of the likert scale.
Presentation, analysis and interpretation of results.

3-Means and method of research:

3.1-Survey by questionnaire:

On the methodological side, our working method required the use of a questionnaire, which is an investigative technique, in order to gather as many opinions as possible for our research topic and also to verify our hypothesis. The questionnaire survey consists of asking a set of questions to our sample of secondary school teachers to determine their most used interventions in relation to conflict resolution and improvement of classroom dynamics.

3.1.1-Questionnaire structure:

The questionnaire consists of 16 questions organized as follows:

Design and planning of the intervention according to the 03 factors	The number of questions
1- The intervention of PSE teachers to build student leaders.	01 -02 - 03 – 04- 05 – 06
2-The intervention of PSE teachers in conflict resolution.	07 -08 -09 -10 – 11- 12
3-The intervention of PES teachers to improve the dynamics of class groups.	13 -14 -15 -16

4- Conduct of the investigation:

4.1-Questionnaire adjustment:

This method is used in scientific research and aims to ask questions that include the subject axis, it contains an adjustment that of PSE teachers.

4.2-Counts:

Our second study is in coincidence with COVID-19, a deadly virus that to cause a total containment, its exceptional sanitary conditions in our country as well as all the countries of the world, obliged us to send the questionnaire on the email addresses of the teachers as well as on the social networks.

4.3-Sample of the research:

a.1- The sample:

For the realization of this second study, our study population is composed of 11 PSE teachers, having final classes in the 10 high schools where we assigned the first study, to report that we found difficulties in contacting some teachers

a.2- Questionnaire presentation:

The psycho-pedagogical intervention of PSE teachers in order to regulate conflict situations, improving class dynamics and building student leaders.

3-Statistical test:

In order to better understand the results collected and to give them a logical meaning, we opted to use the percentages illustrated in tables and then in figures.

To perform all the calculations in our work, we used SPSS software, which is a complete data analysis system. SPSS can use data from almost any type of file to generate tabular reports, distribution and trend charts, descriptive statistics, and complex statistical analyses.



Figure number 64: Representative image of the SPSS software

3.1- The percentage:

After recovering the distributed questionnaires, taking into account the scores of the responses to each statement, then the percentage of each response is calculated based on the total population.

3.2- Content analysis:

. It is one of the qualitative methodologies used in the social and human sciences. For example, approaches to content analysis can be found in sociology, communication, linguistics, psychology, and so on.

3.3-The steps of content analysis:

3.3.1-Constitution:

A content analysis requires a selection of textual documents. This selection is generally made in accordance with a predetermined research question or, in an inductive approach; by seeking to question an object of which one has a general prior idea.

The texts used may come from many sources: authors' books, administrative reports, transcripts of interviews or speeches, conversations.

Reading: The content analysis then proceeds to a reading of the documents.

3.3.2-Classification:

During the reading, the researcher classifies his or her documents. He creates categories or assigns codes to the documents that will enable him to differentiate them from one another.

3.3.3-Interpretation:

The interpretation stage generally takes place during the reading and classification stages.

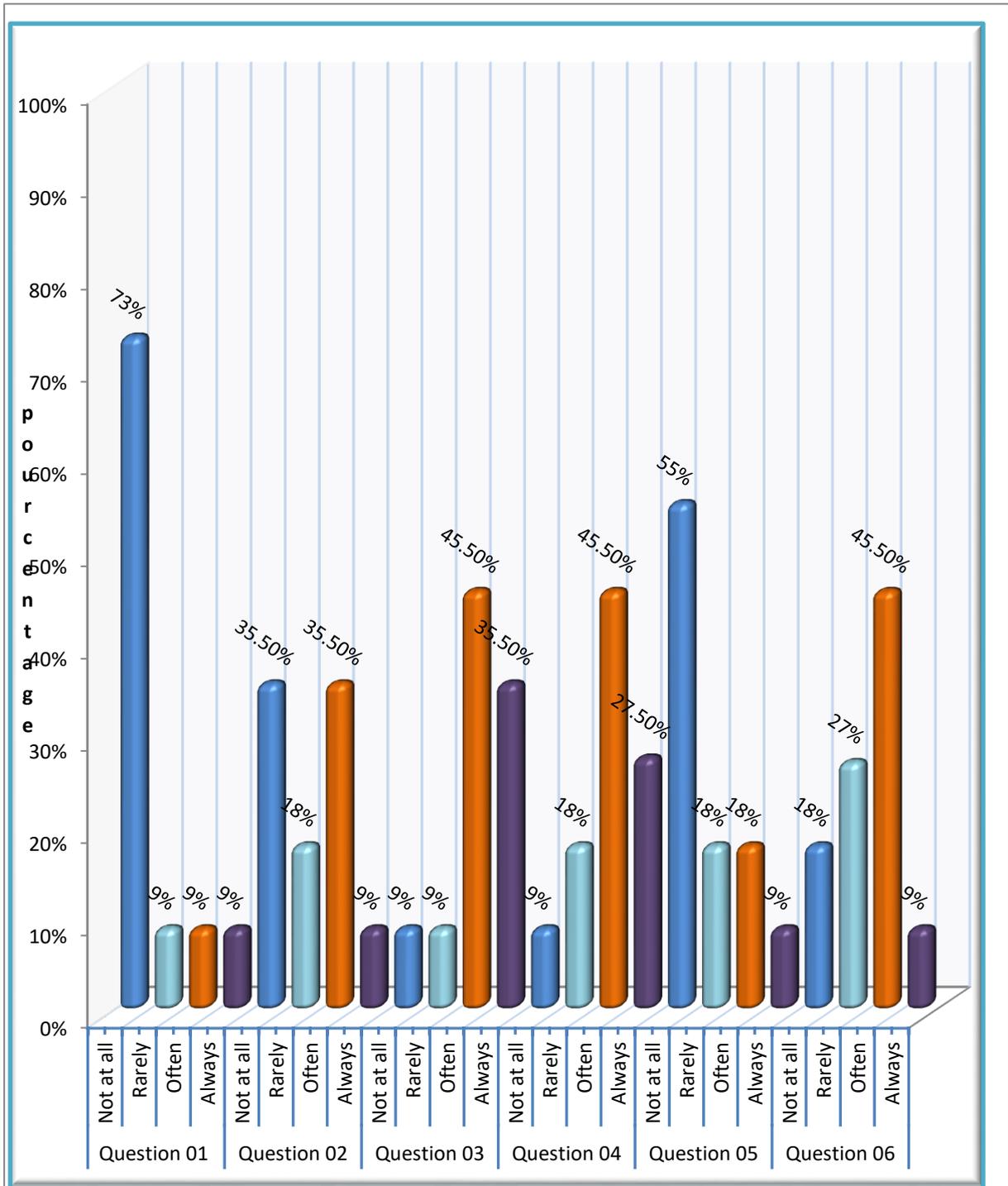
*Analysis,
Interpretation and
Discussion of Results*

1-The axes of the questionnaire:

1.1-Conception of PSE teachers for the emergence and construction of pupils leaders.

	Questions	Likert scale	Number of choices	Percentage %
01	For you, is leadership performance and its exercise by students often a question of gender?	Not at all	08	73%
		Rarely	01	09%
		Often	01	09%
		Always	01	09%
02	In your opinion, is the development of students' physical abilities in PSE one of the ways to enable students to express their leadership and the Develop?	Not at all	04	35.5%
		Rarely	02	18%
		Often	04	35.5%
		Always	01	09%
03	Empowering you students during the P.E.S. session?	Not at all	01	09%
		Rarely	01	09%
		Often	05	45.5%
		Always	04	35.5%
04	Do you plan learning situations according to the social weight of your students in order to build leaders?	Not at all	01	09%
		Rarely	02	18%
		Often	05	45.5%
		Always	03	27.5%
05	Do you have any personal strategies for developing student leaders and improving the social weight of your class?	Not at all	06	55%
		Rarely	02	18%
		Often	02	18%
		Always	01	09%
06	Do you use different forms of student groupings for each learning objective to enable student leaders to emerge?	Not at all	02	18%
		Rarely	03	27%
		Often	05	45.5%
		Always	01	09%

Table n° 21: Conception of PSE teachers for the emergence and construction of pupil's leaders.



Graphic number 01: Results of conception by PES teachers to emerge and develop the exercise of pupil-leadership

Analysis and interpretation of the results of question number 01:

Since graph number 02 and table number 01, 73% of the teachers rejected outright the idea that leadership performance is a question of generation, 09% of the teachers rarely considered that the design of the generation in their interventions is far from being a priority, 00% of the teachers often answered and always.

For the teachers in our sample, both leadership generational and leadership generational are on an equal footing, and they opt for flattened learning and not differentiated learning.

Analysis and interpretation of the results of question number 02:

According to the results of the second question, teachers are divided on whether developing students' physical skills allows them to express and exercise their leadership during PSE sessions, with 27% responding not at all, 27% responding rarely, 27% responding often and 19% always, with a significant number of teachers taking into consideration the development of physical skills in their perception and planning of intervention to enable students to exercise their leadership.

Analysis and interpretation of the results of question number 03:

According to the results of this question, only 09% of the teachers in our sample always give responsibility to students during the PES session, 27% of the teachers often give responsibility to their students, 27% rarely give responsibility to their students, and 37% of the teachers never give responsibility to their students during the PES session. Teachers, in their design to develop student leadership, give little importance to empowering students.

Analysis and interpretation of the results of question number 04:

The results recorded in this question show that the majority of teachers have a very clear vision of taking a strong interest in determining the social weights of their students, and planning learning situations in correlation with the social status of students, thus enabling students to exercise leadership, 37% of the teachers agreed on always and 27% on often a percentage of 64% who have the idea of integrated planning of learning situations specific to the social status of the pupils, while 27% indicated that this concept is rarely used and only 09% replied not at all.

Analysis and interpretation of the results of question number 05:

According to table number: 01 and figure number: 02, we can see that 37% of the teachers did not have a personal conception, 37% responded by rarely, 09% responded by often and only 18% responded by always, we conclude that the majority of teachers when designing their interventions to allow students to express their leadership and have them develop it, they do not refer to personal strategies, they do not consider it as something very effective and that can develop student leadership.

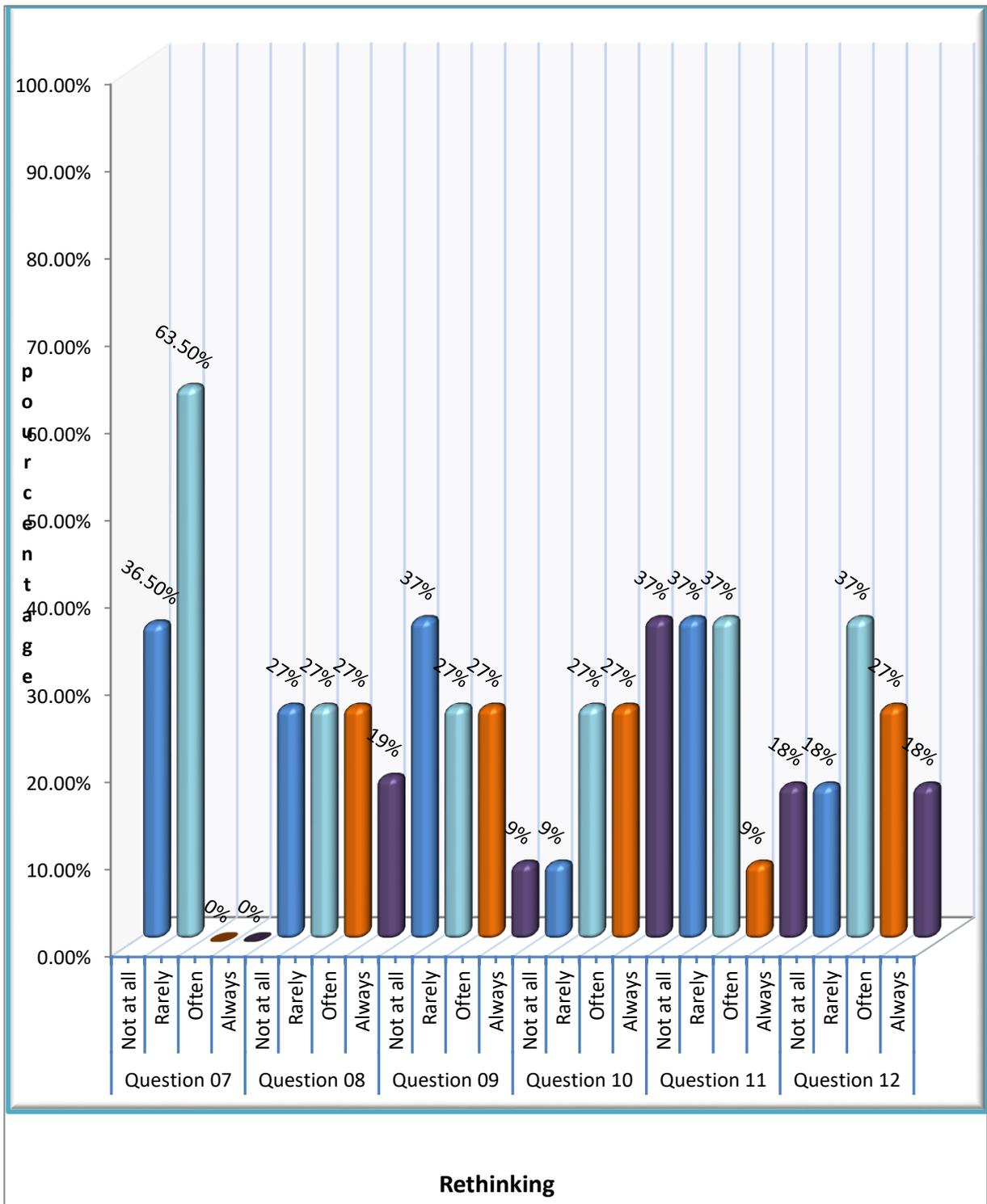
Analysis and interpretation of the results of question number 06:

The results of this question show that teachers are divided on the idea of forming well-defined groups of students that will allow students to express and develop their leadership, only 18% of teachers never have the idea of using the different forms of grouping, 37% rarely have the idea of using the different forms of grouping for their intervention, on the other hand 27% often use the different forms of grouping for the design of their intervention, we notice that teachers are divided regarding this modality of intervention design.

1-2- Conception of PES teacher for conflict resolution:

	Questions	Likert scal	Number of choices	Percentage %
07	Do you emerge more masculine leaders than feminine leaders for less conflict?	Not at all	04	36.5%
		Rarely	07	63.5%
		Often	00	00%
		Always	00	00%
08	Do you use strategies to get around conflicts without resolution?	Not at all	03	27%
		Rarely	03	27%
		Often	03	27%
		Always	02	19%
09	In case of conflicts between you pupils, do you adopt repression?	Not at all	04	37%
		Rarely	03	27%
		Often	03	27%
		Always	01	09%
10	Do you use psychosocial data specific to your students to determine the types of conflicts and their causes, and then prepare specific learning situations?	Not at all	01	09%
		Rarely	03	27%
		Often	03	27%
		Always	04	37%
11	If you have a conflict during the PSA session, do you intervene immediately?	Not at all	04	37%
		Rarely	04	37%
		Often	01	09%
		Always	02	18%
12	Do you employ curriculum-based approaches to the perception of your intervention to resolution of pupil's conflict?	Not at all	02	18%
		Rarely	04	37%
		Often	03	27%
		Always	02	18%

Table n° 22: conception of PES teacher for conflict resolution.



Graphic number 02: The conception of PES teachers for conflict resolution

Analysis and interpretation of the results of question number 07:

The results of our first study show us that female leadership is a source of many conflicts, 36.5% of the teachers never took into account to make more male leadership emerge in order to limit conflicts, 63.5% rarely took into consideration in the planning of the intervention to decrease the emergence of feminine leadership and favor male leadership, 0% often used this approach as well 0%.

Analysis and interpretation of the results of question number 08:

Concerning the personal strategies to counteract conflicts, the results show a great divergence between teachers, 27% of the teachers did not use personal approaches at all to circumvent conflicts, 27% responded by rarely, 27% often introduced personal strategies to circumvent conflicts and 19% always took personal strategies into account.

Analysis and interpretation of the results of question number 09:

The results for this question indicate that 37% of teachers never use repression on students that causes conflict, 27% of teachers rarely use it, while 09% always use repression and 27% often. It is concluded that the majority of teachers do not include repression in their conceptions and planning of their interventions in order to limit and resolve conflicts.

Analysis and interpretation of the results of question number 10:

Concerning the results of this question, 09% of the teachers do not refer to the psychosocial data of the students, 27% rarely answered, on the other hand 37% of the teachers always use a database of psychosocial data of each student in order to determine the conflicts, their seriousness, the students in conflict in order to be able to act and interact later, 27% have often carried out the collection of psychosocial data, teaching them a lot on this factor to resolve conflicts.

Analysis and interpretation of the results of question number 11:

For the results of this question, concerning immediate intervention in an obvious conflict between two or more students, 37% of the teachers replied not at all and 37% rarely intervene immediately in a conflict, 27% often intervene and only 18% always, it is analyzed that immediate intervention does not enter the teachers' records for the perception of the intervention.

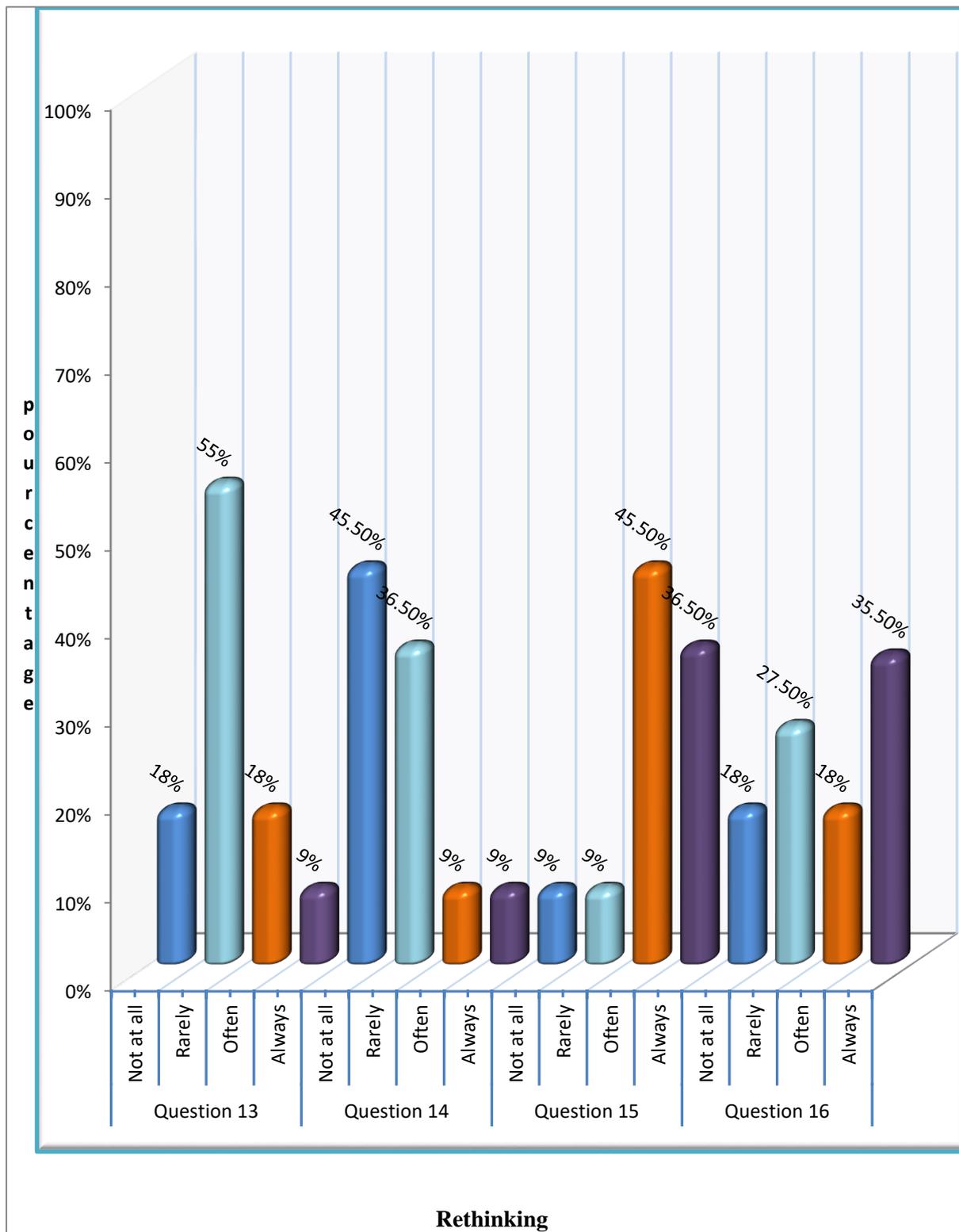
Analysis and interpretation of the results of question number 12:

Regarding the last question of the second factor, 18% of teachers answered not at all, and 37 % said that they rarely use curriculum content to perceive their intervention in order to resolve conflicts, 27% use curricula as a design reference often and only 18% of teachers always use the curriculum as a source for planning their intervention.

1-3- Design of the intervention of PSE teachers to develop class group dynamics

	Questions	Likert scal	Number of choices	Percentage %
13	Do you plan learning situations according to the qualities of your pupil's leaders to ensure a good class dynamic?	Not at all	02	18%
		Rarely	06	55%
		Often	02	18%
		Always	01	09%
14	Do you plan sessions with several games to create a positive classroom climate and dynamics?	Not at all	05	45.5%
		Rarely	04	36.5%
		Often	01	09%
		Always	01	09%
15	Do you plan learning situations according to the curriculum in order to improve class dynamics?	Not at all	01	09%
		Rarely	01	09%
		Often	05	45.5%
		Always	04	36.5%
16	Do you prefer the emergence of more men than women leaders for a better group dynamic?	Not at all	02	18%
		Rarely	03	27.5%
		Often	02	18%
		Always	04	35.5%

Tableau n° 23: Design of the intervention of PSE teachers to develop class group dynamics



Graphic number 03: Results of the conception of PES teachers for a good class dynamic

Analysis and interpretation of the results of question number 13:

We saw in the first study that student leadership-leaders positively affect class dynamics, for the results of this question 18% of teachers do not plan their intervention to improve the dynamics of their classes according to the social and emotional qualities of their student leaders, 55% responded that rarely refer to the qualities of their student leaders to form sample groups to choose the appropriate situations that will allow student leaders to exercise a high degree of leadership, only 09% always responded and 18% often responded, teachers give great importance to their pupils leaders to analyze, select and plan the intervention.

Analysis and interpretation of the results of question number 14:

Several scientific studies have proved the importance of sports games in learning, for this question 45.5% of teachers do not perceive games as a way to build an intervention to improve class dynamics, 36.5% rarely use games, only 09% of signs often use games and 09% always use them to improve class group dynamics.

Analysis and interpretation of the results of question number 15:

The curricula offer teachers a capital support to achieve learning objectives and goals according to different physiological, sociological and motor criteria. Only 09% of the teachers in our sample do not use the curriculum at all and 09% rarely use it, while 45% often use the contents of the curricula to build the intervention in order to multiply exchanges and group spirit, 36.5% of teachers always use it, which shows that teachers are really attached to the curricula to plan and design their interventions.

Analysis and interpretation of the results of question number 16:

For the last question, in the perception and planning of their interventions for the improvement of the group-class dynamics, they give an undeniable importance to the gender of leadership to emerge especially after the realization of our sociometric test. 35.5% of the teachers showed that several male leaders always emerged, and 18% of these teachers often opted for the need to elect male leaders, only 18% never answered and 27.5% rarely.

General discussion:

This study was based on data obtained from our first study and the questionnaire that was designed for teachers of baccalaureate classes in the same 10 high schools as the first study. We wanted to analyze the perceptions of PSE teachers with regard to their interventions to promote the emergence of student leaders and the resolution of conflicts that can lead a group to a total dissolution also to improve the dynamics of a group.

P.E.S. compared to other subjects, known as "intellectual" is for high school students like all subjects. It is a subject that liberates the student and allows him to have the form, like intellectual availability. But a small number find it boring and tiring. Vigarello (1971) shows that the status and function of PSE is linked, on the one hand, to the development of the theory and practice of its pedagogy and, on the other hand, to the educational policy of the period in question. It is the moment when the students are aired, a moment that recuperates the school work, but which allows them to return to it with new strengths. It is not in the same line as the other so-called intellectual disciplines that sanction theoretical knowledge with marks and exams.

In teaching, perceptions of teaching are the teacher's predictions of what behaviors students should adopt and how well they can perform (Good, 1987). The Pygmalion effect occurs when students behave in ways that confirm the teacher's expectations of them. This phenomenon refers to the theory that the teacher develops expectations based on his or her early conceptions of students. These expectations can then influence teaching behaviors that in turn influence student perceptions and behaviors (**(Brophy & Good, 1974; Good, 1987; Martinek & Johnson, 1979)**) . In our view, teachers' responses to students' disruptive behaviors are critical interactions in the development of the educational relationship that are not immune to the influence of expectations.

Our discussion has composed of three axes:

Axis 01: Design of the intervention of PES teachers for the emergence and construction of student leaders.

The most dominant perception by the teachers in our sample is that students are empowered, a significant percentage (35.5%) have always, while 45.5% often empowered students during PSE sessions to enable students to exercise their leadership by establishing interactions and links to achieve the common goal, the student will fully express his or her

knowledge provided that, in situations where students are given the opportunity to set up mechanisms, it must be ensured that these mechanisms are not in favor of some students and to the detriment of others. Indeed, a discussion after having put these activities into practice helps to refocus collective interests and perhaps to avoid leaving students out. Teachers also perceive the planning of learning situations according to the social weight of the students, a very important criterion for pushing leaders to emerge. According to the first study, there is a low number of rejected students and a large number of leaders in the western Bejaia.

The teachers are shared on the use of different types of groups to help students express their leadership, while this criterion is very important, seen in our first study with which we formed the most cohesive groups with little conflict after the sociometric study, it will help students to cooperate and interact which will increase their social status and friendship relationships that are essential to improve the exercise of leadership. However, teachers overlook the fact that the development of motor skills favors the emergence of student leaders, whereas in our first study we found that the majority of popular students are those who practice extracurricular sports, they are solicited by many peers. The teachers do not integrate in their perceptions the fact that female leadership is less performing and hinders the emergence and development of the exercise of leadership and even multiplies the number of conflicts as we conclude that our sample does not have personal strategies to try to promote the emergence of leaders, because it can be said that the training and coaching content and the curriculum does not give great importance to the design of an intervention to develop the exercise of leadership on the part of students.

Axis 02: Design of PES teachers' intervention for conflict resolution.

The most dominant perception of PES teachers in order to resolve conflicts, is to build a database of psychosocial and emotional data of each student in order to determine the relational fabric of each class group, the conflicts existing between students, their severity, it is an effective way to plan objectives and learning situations, which will allow specifying interventions and limit a significant number of conflicts, it is noticeable that teachers are beginning to appreciate the importance of the sociometric test. To a lesser degree Teachers take the curriculum as a real source for perceiving their intervention regarding conflict resolution, teachers' rethinking regarding this factor is positive to a high degree.

PES teachers neglect in their perceptions the immediate intervention that serves to identify and limit conflict, taking a long time to intervene can cause intra-group conflict and

can provoke several latent conflicts that are extremely dangerous on the maintenance and dynamics of class groups.

Teachers are divided on the issue of using repression and punishment in case of conflicts, 37% of teachers never use repression on students who are sources of conflict while 27% use it often. The use of repression can negatively affect the teacher-student relationship and creates many conflicts, so this approach should be avoided in order to resolve conflicts. The results of our first study showed us that female leadership is a source of many conflicts, 36.5% of the teachers have never taken into account to make more male than female leadership emerge to limit conflicts and ensure a great maintenance of the group which will limit conflicts and promote friendships. In this factor it is analyzed that the teachers in the course of their practices do not develop personal strategies in order to resolve the conflicts from which they do not intervene in the immediate future what is lacking in terms of theoretical knowledge related to the resolution of conflicts within the class groups.

Axis 03: Design of the intervention of PSE teachers to develop class group dynamics

According to the results of the first study, student leadership-youth positively affect class dynamics, while the majority of teachers do not plan their intervention to improve class dynamics according to the social and emotional qualities of their student leaders, to form sample groups to choose the most appropriate situations that will allow student leaders to exercise a high degree of leadership, teachers do not give great importance to their student leaders to analyze, select and plan the intervention. Teachers do not give much space to sports games during the PSE. session, 45.5 do not use them at all, while games are an important source of creating a good dynamic, a nice atmosphere and several scenes of cooperation and exchange.

The teachers in their conception and planning of their interventions for the improvement of the group-class dynamics, they give an undeniable importance to the Curriculum, they consider it as a capital support to plan their intervention project in order to counter the situations and factors that can cause bad class dynamics. The teachers are also interested in their conceptions to make emerge an important number of male student leaders; this represents an important data to achieve a good class dynamic.

Since our general discussion, it has been confirmed that the conceptions and plans of PSE teachers for conflict resolution, improvement of class dynamics and building student leaders are different, conceptions determined by the curriculum as for the 03 axis, conceptions for the

development of positive relationships, in view of pedagogical design and in view of coaching student behavior and conflict resolution as for axis number 02, conceptions for the personal development of students and their leadership as for axis number 01, his conceptions can be personal strategies specific to teachers or conceptions determined by the curriculum.

Conclusion:

The second study presented in this research paper aims to carry out a qualitative analysis among PSE teachers located in the same schools where the sociometric study was conducted, in order to determine the different conceptions and planning of psycho pedagogical interventions aimed at improving class dynamics, resolving conflicts among students and building student leaders.

For this purpose, a questionnaire was administered to PSE teachers belonging to the same schools of the first study to determine their visions and how to design their interventions on which factors this center will focus all teachers.

The study shows that the teachers conceive their interventions in different ways, for conflict resolution conceptions for the development of positive relationships, for pedagogical design and for the supervision of student behavior are the real pillars of teachers for conflict resolution through the establishment of a database on emotional relationships between peers.

In order to improve the dynamics of the class groups the teachers this center on the curriculum, means conceptions determined by the curriculum where the teachers do not call upon personal strategies and their practical experience, is it for lack of training or for lack of lived practical situations.

This study shows us that the PSE teachers in our sample focus their conceptions of how to improve student leadership, on the empowerment of students during the PSE session, a major opportunity that will allow students to express their knowledge, which increases the social weight of students, by being solicited by many peers, as teachers are strongly interested in determining the social weights of their students, and planning learning situations in correlation with the social status of the students in order to ensure equality in the exercise of leadership and the emergence of other student leaders, which will greatly improve the dynamics of the class group.

Some avenues of research for future projects should be considered. In particular, it would be relevant to seek to better understand, in the identification of the needs of students for a better class dynamic and to develop their leadership exercises, the best ways to reconcile a collective and an individualizing approach as well as an analysis of common and specific needs. This study also leads to a broader interest in the search for coherence between an analysis of student

needs and teachers' pedagogical conceptions, as well as in tools to assist in the analysis and planning support mechanisms for a diversity of needs.

Other avenues are to be considered concerning initial and continuing education. The results make it possible to stress the importance of training that highlights the real complexity of planning, without reducing it to product planning.

For example, it should not be reduced to a paper trail or confined to planning produced in a uniform framework, thus giving students the impression that planning consists of writing the sequence of one or more tasks in a framework.

A collective reflection appears necessary on the evaluative expectations in initial training, more specifically in practical training and didactic courses. The results also suggest that the development of reasoning and analytical skills should be supported in initial and continuing education. While planning training cannot be supported without recognizing the place and value of intuition, spontaneity and adjustment to the needs of emerging students, it benefits from cultivating professional judgment and the ability of students and teachers to base their planning decisions on conscious reasoning that they can explain.

Study number 03

Comparative study between the two East and West territories of Bejaia, on the exercise of pupil's leadership and the design of the psycho-pedagogical intervention of PE teachers.

Introduction:

Cartography has become, in the interest of knowledge, inventory, zoning and then regulation of space, a universal cultural technical referent, "a common reference, an instrument of social communication, a factor of standardization, a norm shared by all" (**Jacob, 1992**).

Today, the interactive map appears in fact as valuable tools that are used in different fields (sociology, economy, politics and sports), in the third study of our research work we used the cartographic approach to expose our data from the first study and the second study is formed of interactive maps.

The research work presented in this third study and for the purpose of making a territorial cartographic analysis and visualizing several data collected from our two previous studies to demonstrate with interactive maps, the emergence of student leaders in the two territories of our study, will clarify the different types of conflict prevailing in each territory and the performance of the overall class dynamics located in both territories by identifying the indices of interaction and cohesion of each class group.

From the cartographic approach we also aim to determine the design of the psycho-pedagogical interventions of the PSE teachers of the two territories in order to try to emerge several student leaders and the way they perceived their intervention for the resolution of conflicts and the improvement of the class dynamics.

The cartography is a tool and technological support that allows us to select information, to make an analysis of the data from the interactive maps aiming to illustrate the dynamics and characteristics of each territory concerning the exercise of leadership and its impact on the dynamics of the class groups as well as the perception of the psycho-pedagogical interventions of the teachers of the two territories to make emerge and develop the exercise of the leader-student and the improvement of the dynamics of the classes.

Problematic:

Whatever the era in which we place ourselves, cartography appears to be one of the most adequate means, if not the only means to represent the geographical space and the world that surrounds us, "a map is an image, a representation of the world, or more exactly of something, somewhere" Brunet, 1987.

Through all the interactive maps we try to visualize the existence of differences between the students leaders, the dynamics of the class groups and the types of conflicts in the two territories of the department of Bejaia and the design of the psycho-pedagogical interventions of the teachers of EPS with their students in each territory, for this we put this problem: Are the territories of our study are different in relation to our research theme, does one of these territories favor the emergence of student leaders and the exercise of student leadership, are their differences in the perception of psycho-pedagogical interventions between PES teachers of the two territories for conflict resolution, developing the exercise of student leadership and improving the dynamics of class groups?

Hypothesis:

In order to respond to our problematic, we have formulated its hypotheses which are defined as a provisional explanation of the effect of the two territories on the emergence of student leaders, the dynamics of class groups and the perception of psycho-pedagogical interventions on the part of PSE teachers.

It is hypothesized that there is a real difference between the two territories, the Western Bejaia territory favors a great emergence of student leaders and the exercise of leadership, and teachers in the two territories conceive their psycho- pedagogical interventions differently.

Practice Part

Methodological Part

1. RESEARCH APPROACH

The aim of this chapter is to present the methodological approach for verifying the hypothesis that the West Bejaia territory is more effective in terms of the emergence of student-leaders and the exercise of student-leadership, and that teachers in this same department have a different conception of intervention than teachers in East Bejaia.

2. Context of the study

This study is part of a cartographic research on spatial movement that involves a reflection on cartographic modeling, complementary to the digital data represented. It thus opens a research on the representation of interactions and spatiotemporal interrelationships as well as a comparison between the data of our study in the two territories (EAST and WEST) of the Bejaia, which allows making a comparison between the two territories.

3. Corpus:

The corpus of this research is composed of data from the two previous studies, we seek to compare the results of studies of the two territories in 06 different geographical maps each one carries data characterizing, data on the emergence of the student-leaders, the types of conflicts which characterize each territory as well as the indices of interactions and cohesions peculiar to each territory.

Three other geographical maps on the design of the teachers of the two territories, concerning their planning in order to emerge and develop the exercise of student leader, the resolution of conflicts between students and the design of their interventions for a better class dynamic, with the objective of comparing the design of the PSE teachers of the two territories.

4. Method of realization of the interactive maps:



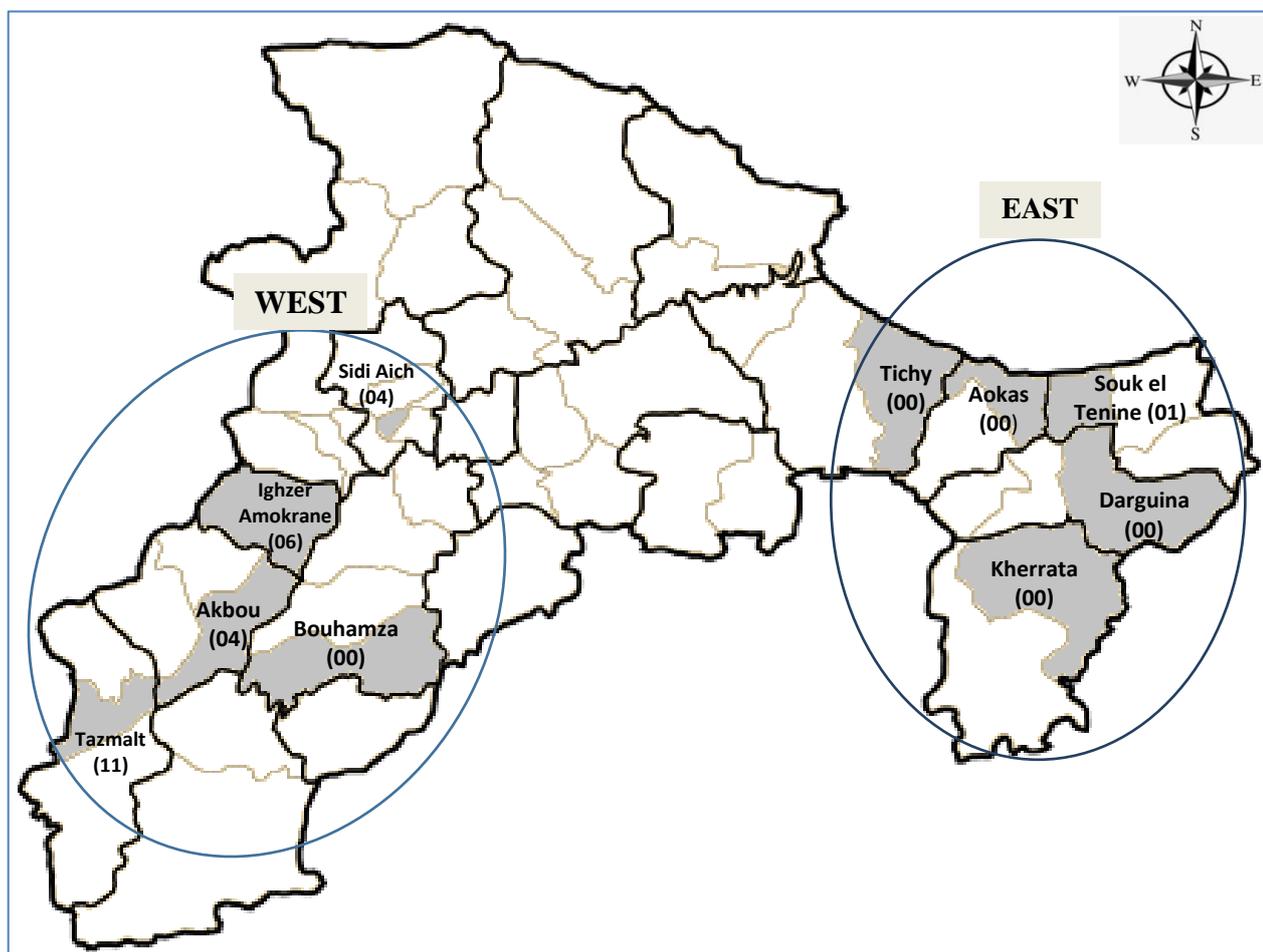
For the realization of the different interactive maps, we used Microsoft office 2007 and 2013, because there are functions such as the graphic map that you can't find in Microsoft 2007, its tools allowed us to build the interactive maps in order to visualize and compare the data between the two territories East and West of the Bejaia County.

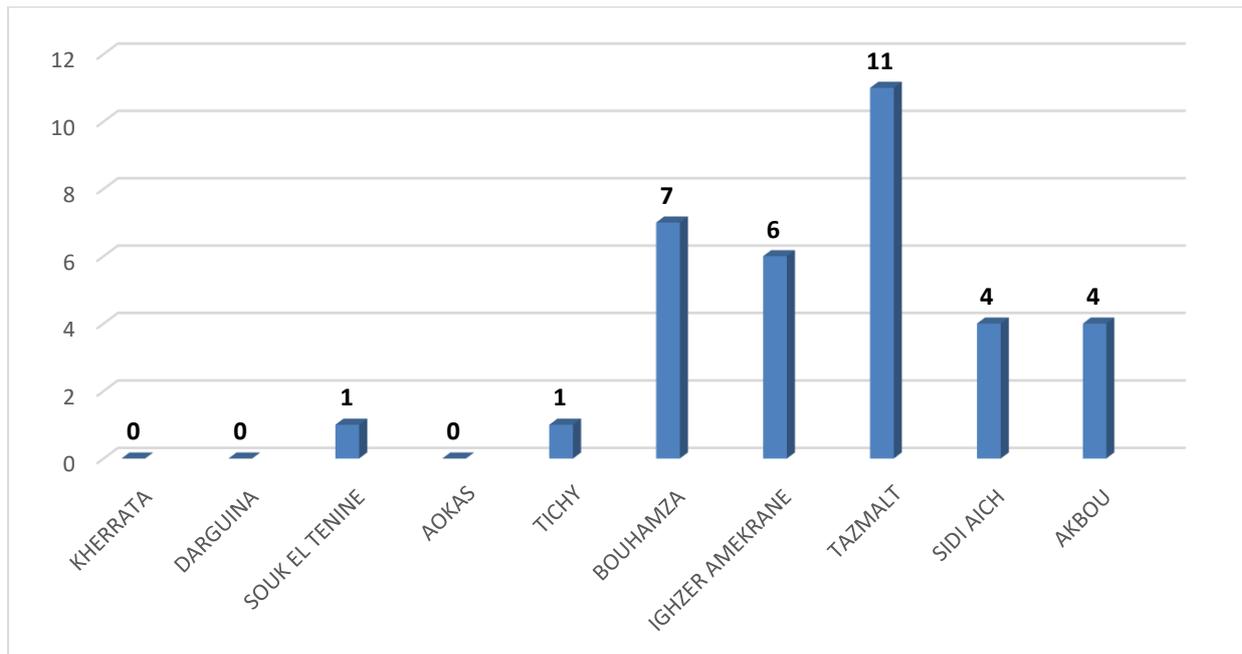
*Analysis,
interpretation and
discussion of results*

Table n° 24: comparative data between the two territories on the practice of pupil's leadership

The name of the HIGHT school	The number of the leadership-pupils
The 05 High Schools located in the East of the department of Bejaia	
EPLF KHERRATA High school	00
DERGUINA High school	00
SOUK-EL-TENINE High school	01
AOKAS High school	00
TICHY High school	01
The 05 High Schools located in the West of the department of Bejaia	
BOUHAMZA High school	07
AKBOU HAFSSA High school	04
TAZEMALT FOUDALA High school	11
IGHZER-AMOKRANE High school	06
MIXTE SIDIAICH High school	04

Geographical map number 01: The representation of leadership-pupils in the two territories





Graphic 04: The representation of leadership-pupils in the two territories

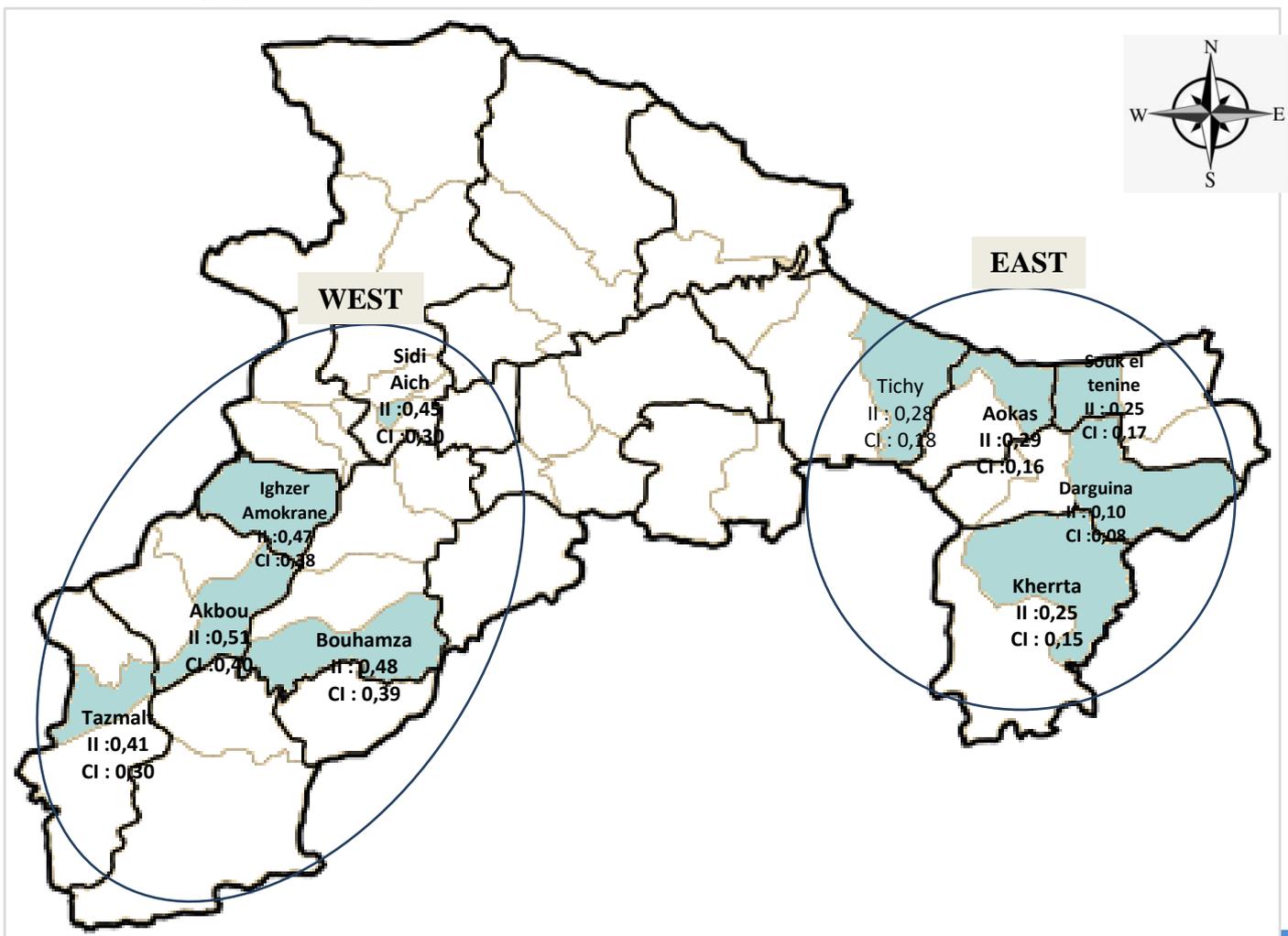
Analysis and interpretation of the graph and Geographical map:

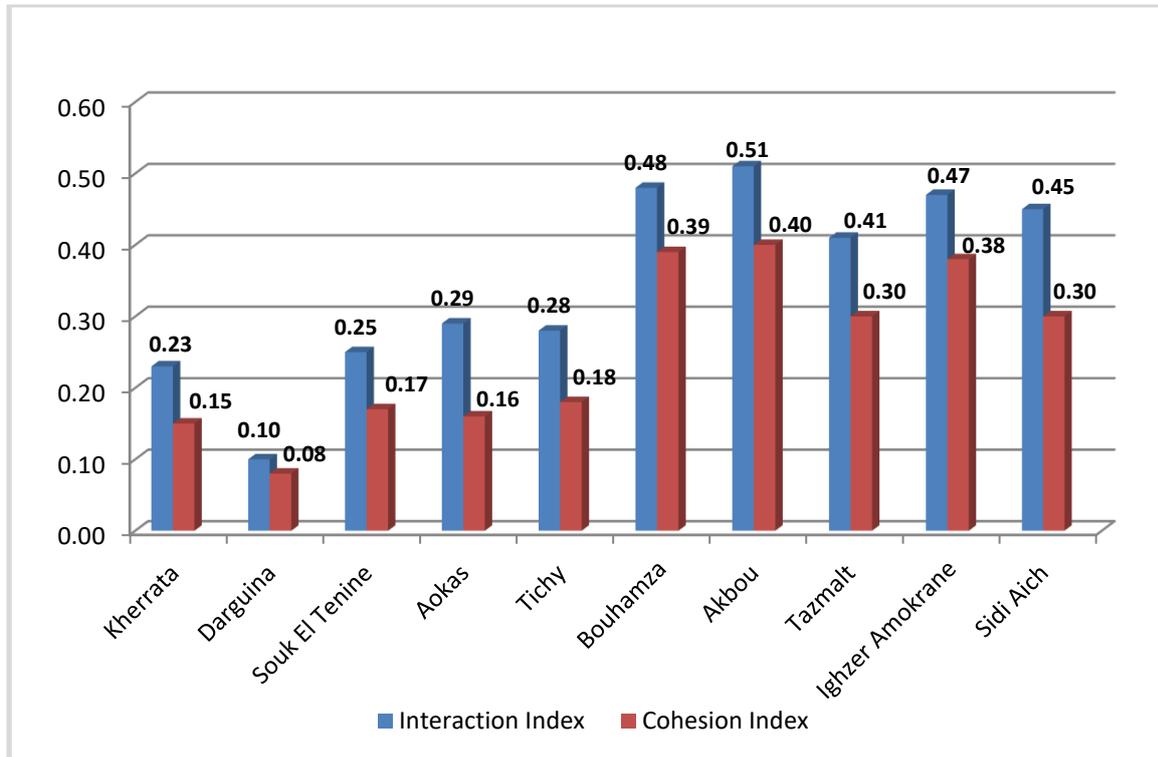
According to the representation of the data on the geographical map of the two territories, we clearly conclude that the exercise of student leadership-leader is strongly present in the WEST territory of Bejaia compared to a weak presence of student leaders in the EAST territory of Bejaia with a strong emergence of student leaders, of which 34 student leaders, 32 were registered in the WEST territory of Bejaia and only 02 in the EAST territory, which shows an important gap, from which we can link its data to several aspects.

Table n°25: comparative data between the two territories on interaction and cohesion indices

The name of the HIGH school	Interaction Index	Cohesion Index
The 05 High Schools located in the East of the department of Bejaia		
EPLF KHERRATA High school	0.23	0.15
DARGUINA High school	0.10	0.08
SOUK-EL-TENINE High school	0.25	0.17
AOKAS High school	0.29	0.16
TICHY High school	0.28	0.18
The 05 High Schools located in the West of the department of Bejaia		
BOUHAMZA High school	0.48	0.39
AKBOU HAFSSA High school	0.51	0.40
TAZEMALT FOUDALA High school	0.41	0.30
IGHZER-AMOKRANE High school	0.47	0.38
MIXTE SIDIAICH High school	0.45	0.30

Geographical map number 02: Indices of interdiction and cohesion in the two territories.





Graphic 05: The results of the interaction and cohesiveness indices in the two territories

Analysis and interpretation of the graph and Geographical map:

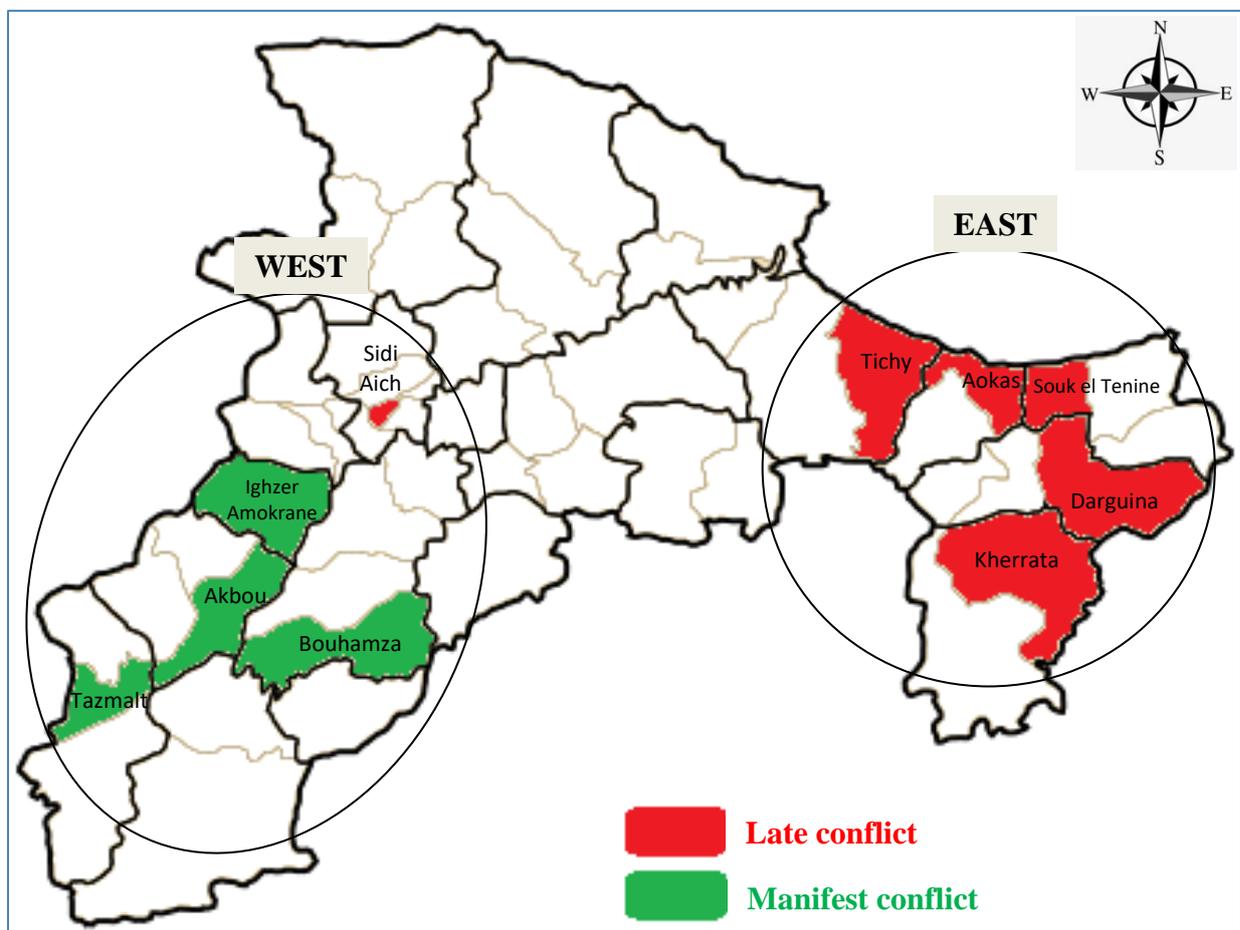
From the results of the mapping and the graph above, it is deduced that the interaction and cohesion indices are very high in the west side of Bejaia with an average of 0.47 (0-1) for the interaction index and 0.36 (0-1), on the contrary very low interaction and cohesion indices in the east side of Bejaia with an average of 0.23 (0-1) for the interaction index and 0.15 (0-1) for the cohesion index.

It should be noted that leadership is very present in the WEST territory and almost absent in the EAST territory of Bejaia. It can be said that the WEST territory's class groups are much better in terms of cooperation, archangels, group spirit, communication and interaction.

Table n°26: Comparative data between the two territories on the dominant type of conflicts.

The name of the HIGHT school	The dominant types of conflict
The 05 High Schools located in the East of the department of Bejaia	
EPLF KHERRATA High school	Late conflict
DERGUINA High school	Late conflict
SOUK-EL-TENINE High school	Late conflict
AOKAS High school	Late conflict
TICHY High school	Late conflict
The 05 High Schools located in the West of the department of Bejaia	
BOUHAMZA High school	Manifest conflict
AKBOU HAFSSA High school	Manifest conflict
TAZEMALT FOUDALA High school	Manifest conflict
IGHZER-AMOKRANE High school	Manifest conflict
MIXTE SIDIAICH High school	Late conflict

Geographical map number 03: Dominant types of conflict in the two territories.



Analysis and interpretation of the table and Geographical map:

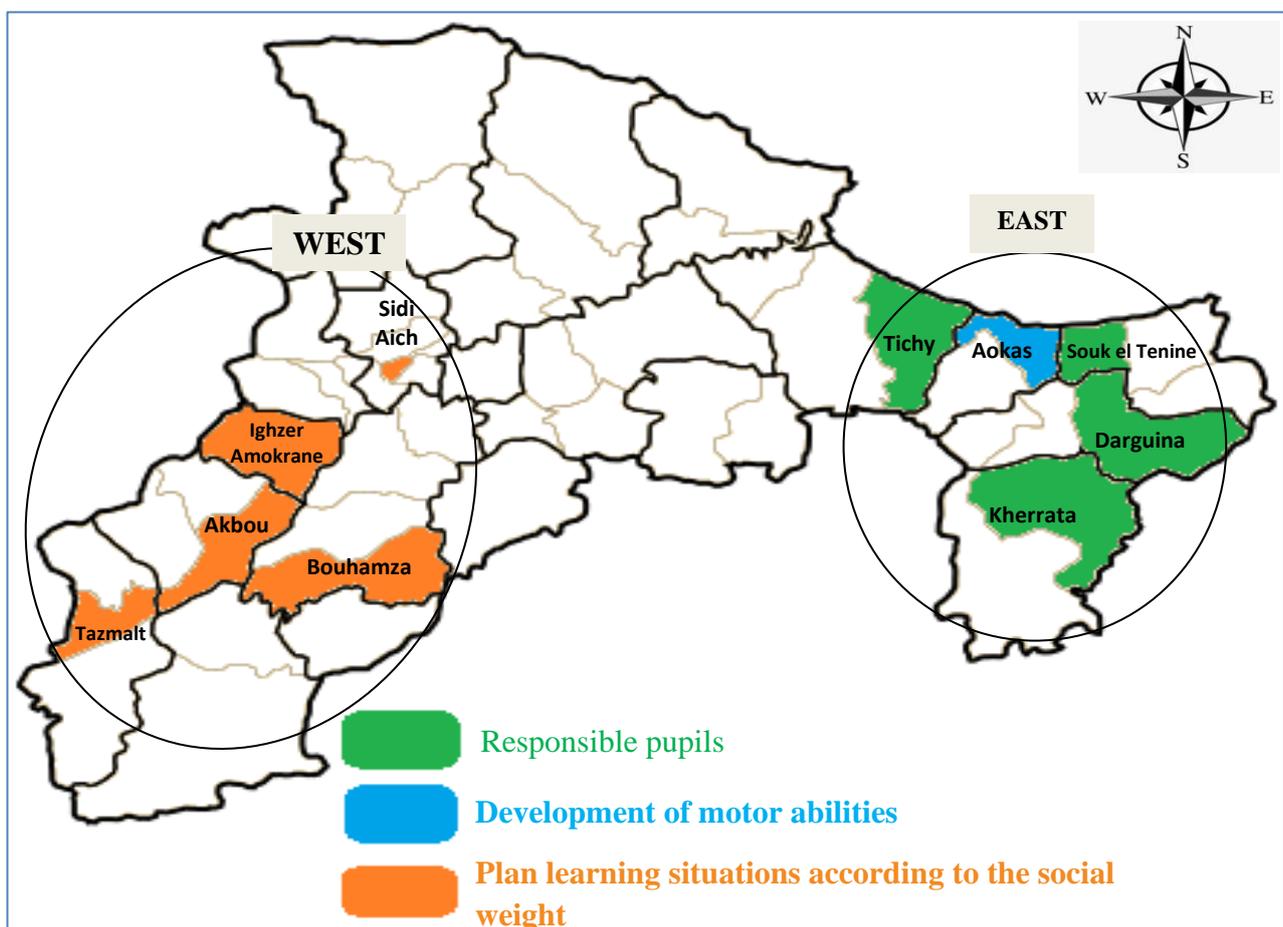
From the geographical map we can clearly see, that the STE territory is invaded by latent conflicts, all the class groups are characterized by a strong dominance of latent conflicts which are of extreme dangerousness on the class dynamics, this is explained by low indices of interactions students do not exchange with each other and lack of friendship relationship, which is the result of the absence of the student-leadership, while the latter represents a process of interaction between the leader and his peers and a process of influence towards the achievement of common goals.

While the WEST territory is characterized by the manifest conflicts that are declared, where the PES teacher can spot and locate them, this is the result of the strong capacity for interaction and communication among the students from the large number of student leaders in this territory, only one high school in this territory is dominated by latent conflicts which is the high school of SIDI-AICH, given the low index of interaction compared to the other high schools in this territory but also the presence of conflicts among the leaders.

Table n°27: Comparative data between the two territories on teacher design to improve leadership practice.

The name of the HIGHT school	Perceptual type
The 05 High Schools located in the East of the department of Bejaia	
EPLF KHERRATA High school	Responsible pupils
DERGUINA High school	Responsible pupils
SOUK-EL-TENINE High school	Responsible pupils
AOKAS High school	Development of motor abilities
TICHY High school	Responsible pupils
The 05 High Schools located in the West of the department of Bejaia	
BOUHAMZA High school	Plan learning situations according to the social weight.
AKBOU HAFSSA High school	Plan learning situations according to the social weight.
TAZEMALT FOU DALA High school	Plan learning situations according to the social weight.
IGHZER-AMOKRANE High school	Plan learning situations according to the social weight.
MIXTE SIDIAICH High school	Plan learning situations according to the social weight.

Geographical map number 04: Teachers’ perceptions of how to improve pupil leadership in the two territories



Analysis and interpretation of the table and Geographical map:

According to the results of the comparative table above and the Bejaia map, PSE teachers in the two territories have quite different conceptions of the tools and methods of intervention to develop student leadership in PSE sessions.

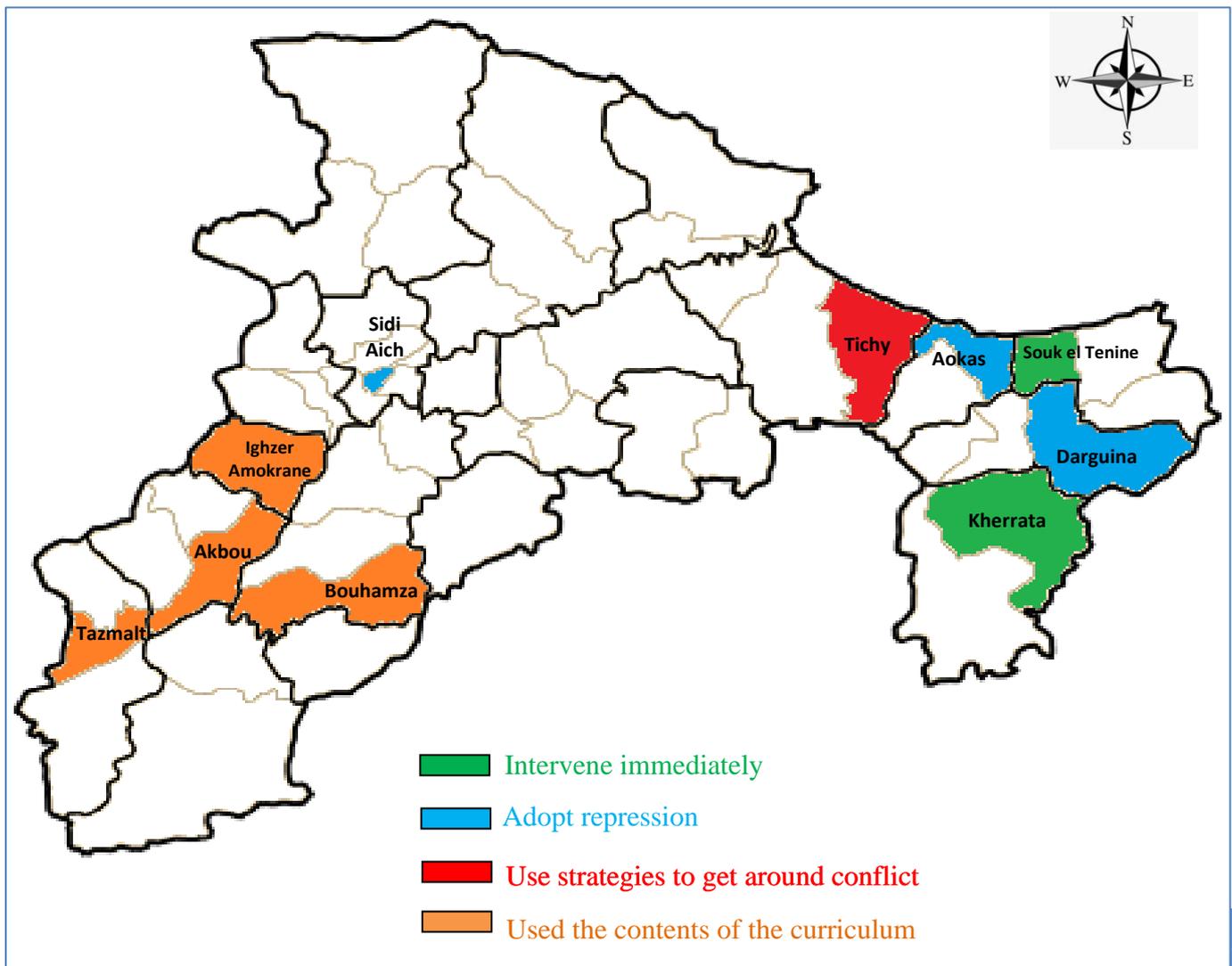
Teachers in West Bejaia design their interventions by planning learning situations according to the social weight of their students, it should be pointed out that teachers in this region especially from the 05 high schools are well-informed about sociometric tests, which is very important according to the results of the first study, it positively affects the improvement of the exercise of student leadership. Determining the social weight of students allows sharing students in more cohesive groups with less conflict.

While the teachers at EAST in Bejaia have a different conception; empowering students for the teachers in Tichy, Souk-el-tenine, Darguina and Kherrata, on the other hand, the teachers at Aokas P.E.S. foresee the development of motor skills in order to improve the exercise of student leadership-leadership.

Table n°28: comparative data between the two territories on the design of teachers in order to resolution of conflicts

The name of the HIGHT school	Perceptual type
EPLF KHERRATA High school	Intervene immediately
DERGUINA High school	Adopt repression
SOUK-EL-TENINE High school	Intervene immediately
AOKAS High school	Adopt repression
TICHY High school	Use strategies to get around conflict
The 05 High Schools located in the west of the department of Bejaia	
BOUHAMZA High school	Used the contents of the curriculum
AKBOU HAFSSA High school	Used the contents of the curriculum
TAZEMALT FOUDALA High school	Used the contents of the curriculum
IGHZER-AMOKRANE High school	Used the contents of the curriculum
MIXTE SIDIAICH High school	Adopt repression

Geographical map number 05: Teacher Design for Conflict Resolution in the Two Territories'



Analysis and interpretation of the table and Geographical map:

According to the results of the above table and the geographical map of Bejaia, the design of the psycho-pedagogical intervention is very different between the teachers of the two territories. The teachers of the EAST territory conceive and plan the intervention according to three strategies and approaches, the teachers of the high school of Kherrata and Souk-el-tenine find that immediate intervention in case of conflicts is the most effective means, the PES teachers of Darguina and Aokas consider adopting repression for students in conflict situations, while the teachers of Tichy prefer to avoid conflicts in order to avoid ruptures in emotional relationships. It is concluded that all the conceptions of the psycho-pedagogical intervention of the EAST teachers are autonomous.

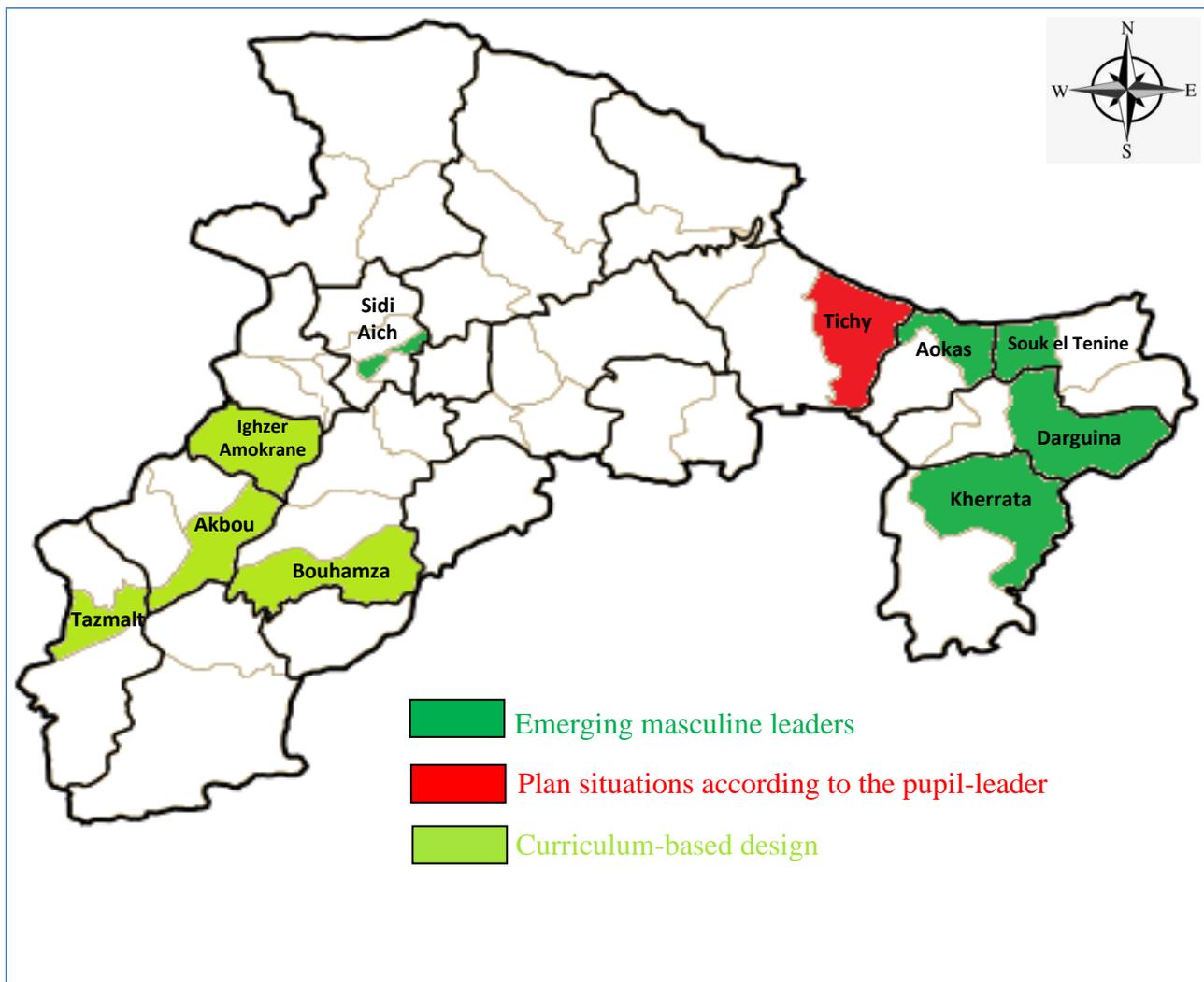
The teachers of the WEST of Bejaia, design their psycho-pedagogical interventions in order to solve the conflicts existing between students based on the scientific data, strategies and methods presented in the curriculum, it must be said that this ministerial document is designed and prepared by inspectors and teachers of the EAST. Only Sidiaich teachers conceive the intervention by adopting repression and punishment on the students in opposition.

It is concluded that the teachers of the WEST of Bejaia conceive their interventions by command and no longer autonomously.

Table n°29: comparative data between the two territories on the design of teachers to improve group dynamics

The name of the HIGHT school	Perceptual Type
The 05 High Schools located in the East of the department of Bejaia	
EPLF KHERRATA High school	emerging masculine leaders
DERGUINA High school	emerging masculine leaders
SOUK-EL-TENINE High school	emerging masculine leaders
AOKAS High school	emerging masculine leaders
TICHY High school	plan situations according to the pupil-leader
The 05 High Schools located in the west of the department of Bejaia	
BOUHAMZA High school	curriculum-based design
AKBOU HAFSSA High school	curriculum-based design
TAZEMALT FOUDALA High school	curriculum-based design
IGHZER-AMOKRANE High school	curriculum-based design
MIXTE SIDIAICH High school	emerging masculine leaders

Geographical map number 06: Teacher design to improve class group dynamics.



Analysis and interpretation of the table and Geographical map:

From the results of the above table and the data from the geographical map, we analyze a real difference in the design of the psycho-pedagogical intervention in order to improve the dynamics of the class groups. The teachers in the WEST territory of Bejaia design and plan the intervention according to the strategies and methods prescribed in the curriculum as well as to the data collected throughout their training, which means that their interventions and by order. They consider the curriculum to be the most effective way to achieve better classroom dynamics, following the situations and stresses described.

In contrast, the teachers at EAST in Bejaia design the psycho-pedagogical intervention to improve the dynamics of the class groups autonomously. They foresee and plan learning situations according to their experiences in the field and do not call upon the curriculum, their situations are prepared according to the social weight of the leading students, only in the high school of Tichy the conception is to intervene immediately which always represents an autonomous intervention.

General discussion :

This study is based on the data obtained from the results of the first and second study. It aims to compare between the two territory of the Bejaia department by visualizing its data on geographical maps, it is 06 data; the number of student leaders, the indices of interactions and cohesions, the type of conflict, the design of the teachers to improve the exercise of studenthip-leadership, for the resolution of conflicts and finally to improve the dynamics of the class groups.

In order to do so, we proposed two hypotheses, To do so, we reorganized the data obtained in the two previous studies in comparative tables, then with the help of Microsoft Office 2007 and 2013 we built interactive maps on which we mentioned the results to observe and visualize the territorial data.

Checking the first hypothesis:

It has been assumed that the WEST territory of Bejaia massively favors the exercise of student leadership, as positively affecting the dynamics of the class groups and that conflicts are far from being latent. The tables (24, 25, and 26) and the data on the maps (1, 2, 3) clearly indicate that among the 34 student leaders 32 are shared in the WEST territory while only in the EAST territory.

The dominant type of conflict in the WEST territory is the overt conflicts as opposed to the EAST territory which is invaded by latent conflicts that are very dangerous for the maintenance of the class group.

Finally, for the team spirit, the capacity of exchange, interaction and cooperation among students, we find very high indices of interaction and cohesion in the WEST territory, contrary to the EAST territory where the lowest indices were recorded.

These results strongly confirm our first hypothesis that the WEST territory positively affects the dynamics of class groups and the exercise of leadership.

Checking the second hypothesis :

For the second hypothesis, it was assumed that teachers in the two territories conceive their interventions differently.

From the tables (27, 28, 29) and the geographical maps (4, 5, 6) it is concluded that for the improvement of the dynamics of the class groups, the teachers of the WEST of Bejaia intervene by command and plan their learning objectives, methods and strategies from the curriculum, unlike the teachers of the EAST territory, they prefer to intervene autonomously either by

making more male than female leaders emerge or plan the learning situations and determine the type of grouping according to the affective bonds of the student leaders. For conflict resolution, EAST teachers design their interventions in such a way that they intervene immediately, using punishment and repression on the students as they use their experiences and know-how to try to get around conflicts without resolving them, which still means that they intervene autonomously.

For the teachers of the West Territory they intervene by command, they consider that the curriculum and the knowledge acquired during their training represent a scientific capital that gives the most effective tools and methods to deal with and resolve conflicts. For the improvement of the leadership exercise, the teachers of the West territory design their interventions with an emphasis on sociometric tests, which allow to determine the social weight of the students first and then plan learning situations according to the social weight of the students, whereas the teachers of the EAST of Bejaia prefer to empower the students and develop their motor skills to enable them to exercise leadership.

These results confirm the second hypothesis where teachers in the two territories intervene in different ways.

Since our general discussion, it has been confirmed that the intervention design types of teachers in the West Territory are by command other than the intervention design of Bejaia EAST teachers are autonomous.

Conclusion

Conclusion:

The third study presented in this research paper aims to carry out a comparison between the two territories using cartography in order to clarify and visualize the data of the two previous studies for the territorial development specific to our thematic and research objectives. The study shows that students in the WEST territory of Bejaia are much better developed on the exercise of leadership, and that the majority of leaders recorded in our study reside in this territory. The study showed us the low presence of student leaders in Bejaia East Territory with only 02 leaders. The geographical maps show that the EAST territory is invaded by latent conflicts and tensions, resulting in low interaction and cohesion indices, unlike the WEST territory of Bejaia, which recorded medium and high cohesiveness and interaction indices as in Akbou High School.

This study allows us to visualize that the PES teachers of the WEAST territory of Bejaia conceive the psycho-pedagogical intervention by command, which means that they refer to all that is scientific example: the curriculum, they consider it as the essence of the construction of their situations and learning objectives to improve the dynamics of the class groups and the resolution of conflicts. While PES teachers in the EAST territory focus on their personal strategies and skills as for conflict resolution they prefer to intervene immediately without knowing the source of the conflict, its depth and its real risk on the class dynamic, adopting repression on what is excluded from the curriculum. For the improvement of the dynamics of the class groups, they plan learning situations according to the student leaders without knowing their real social weight. In order to improve student leadership, teachers in the WEST territory carry out sociometric tests to define the social weight of the students and then plan the grouping of students and the objectives of the PES sessions according to the social weight of the students, which in most cases creates a favorable climate and a good interrelation and group spirit. Contrary to the teachers in the EAST territory of Bejaia, they make the students responsible during the sessions. What is the use of making the students responsible in the PES session if there are no common objectives, if there is a bad communication and cooperation between them and if the students do not qualify the group work, This sociometric study has enabled us to learn a lot about social relationships and interactions and they continue to teach us about this. But, their greater virtue is to focus our attention on the fact that it is in the classrooms that social relationships must be developed and studied. Our schools need to help students develop their knowledge and intellectual abilities to deal with the human problems of our modern world, but solving these problems requires more than

knowledge and learning. Their resolution depends on the development of their leadership skills and a deep sense of human relationships and interpersonal sympathy. How does this development take place? We don't know completely. It may well have its roots in the kind of relationships that teacher's experience, and in the joy and security they gain from their own social sense and feelings of connectedness.

In America, there are many authoritative findings in the field of sociometry. There is hardly any educational institution today that does not call upon sociométriciens specialized in "children education" to solve its group problems. We must look to our country with responsibility and willingness in order to multiply research in this field which will strongly help the Algerian school to solve many difficulties on the pedagogical and didactic level with the aim of improving the Algerian school.

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ANNEX

Ministère de l'enseignement supérieur
Et de la recherche scientifique
Université A.MIRA de Bejaia
Faculté des Sciences Humaines et sociales
Département des sciences et Techniques
des Activités Physiques et Sportives.

الجمهورية الجزائرية الديمقراطية الشعبية
République Algérienne Démocratique et Populaire



وزارة التعليم العالي والبحث العلمي

جامعة عبد الرحمان ميرة- بجاية

كلية العلوم الإنسانية والاجتماعية

قسم العلوم وتقنيات النشاطات البدنية والرياضية .

Achour Yassine

Idiri Amar

A Mr Le Directeur Du Lycee

Objet : demande d'utilisation de votre etablissement scolaire

Monsieur,

J'ai l'honneur de venir par la présente demande solliciter votre haute bienveillance de bien vouloir accepter notre demande citée en objet .

Nous sommes des étudiants en fin de cycle Master 2 filière education physique et sportive , notre travail reside à l'utilisation de votre etablissement scolaire afin de nous mettre à notre disposition les enseignants d'eps pour des tests scientifiques .

En attendant une réponse favorable veuillez agreer monsieur nos salutations les plus distinguées.

Le chef de département

Des Staps



Le questionnaire sociométrique :

Lors de la première étude, on a proposé à chaque élève de répondre par écrit à un questionnaire nominatif lui demandant de répondre rapidement et sincèrement à quatre questions, en précisant que les réponses ne seront pas communiquées et qu'elles permettront de constituer des groupes les plus cohésives.

Pour objectifs d'analyser la dynamique de chaque groupe-classe, déterminer le poids et le statut social des élèves, mettre le point sur les conflits latents et manifestes présents entre les élèves ainsi analyser l'émergence des élèves leaders et le degré de l'exercice du leadership.

- Avec qui aimerais-tu jouer ou travailler ?
- Par qui penses-tu que tu seras choisi ?
- Avec qui n'aimerais-tu pas jouer ou travailler ?
- Par qui penses-tu avoir été rejeté ?

The sociometric questionnaire for pupils in English:

- Who would you like to play or work with?
- Who do you think you will be chosen by?
- Who wouldn't you like to play or work with?
- By whom do you think you were rejected?

Questionnaire intitulé :

La conception de l'intervention psychopédagogique des enseignants en vue de l'émergence des élèves-leaders et développer leurs exercices de leadership, améliorer la dynamique des groupes-classes et la régulation des conflits pour apporter un apaisement.

Questions destinés : aux enseignants d'EPS cycle secondaire (classes terminales).

Bonjour,

On voudrait, d'abord, vous remercier votre disponibilité pour répondre à notre questionnaire.

Ce questionnaire a été conçu pour l'élaboration de notre deuxième partie pratique du mémoire, qui s'inscrit sur la conception de l'intervention psycho-pédagogique des enseignants pour résoudre les situations conflictuelles pendant le cours d'EPS et l'amélioration de la dynamique groupe-classe pour objectif de construire des élèves-leadership.

Notre objectif est d'effectuer une analyse sur les méthodes, outils, et stratégies de conception et de planification d'intervention utilisés par les enseignants d'EPS pour prévenir et résoudre les conflits entre les élèves ainsi apporter un apaisement sur les relations sociales entre élèves et permettre un apprentissage stable et efficace, ce qui permet l'émergence des élèves leaders et l'exercice du vrai leadership.

Questionnaire :

	QUESTIONS	Pas du tout	Rarement	Souvent	Toujours
01	Pour vous, la performance de leadership et son exercice par les étudiants sont-ils souvent une question de genre ?				
02	À votre avis, le développement des capacités physiques des élèves dans les séances d'EPS est-il l'un des moyens de permettre aux élèves d'exprimer leurs leaderships et le Développer ?				
03	Responsabilisez-vous, les élèves pendant les séances d'EPS ?				
04	Planifiez-vous les situations d'apprentissage en fonction du poids social de vos élèves afin de former des leaders ?				
05	Avez-vous, des stratégies personnelles pour développer l'exercice du leadership des élèves et améliorer le poids social de votre classe ?				

06	Utilisez-vous différentes formes de regroupements d'étudiants pour chaque objectif d'apprentissage afin de permettre l'émergence des élèves-leaders ?				
07	Est-ce-que vous émergez plus de leaders masculins que de leaders féminins pour moins de conflits ?				
08	Utilisez-vous des stratégies pour contourner les conflits sans les résoudre ?				
09	En cas de conflits entre vos élèves, adoptez-vous la répression ?				
10	Utilisez-vous des données psychosociales propres à vos élèves pour déterminer les types de conflits et leurs causes, puis préparez-vous des situations d'apprentissage spécifiques ?				
11	Si vous avez un conflit pendant la séance d'EPS, intervenez-vous immédiatement ?				
12	Utilisez-vous des approches basées sur le programme scolaire pour la perception de votre intervention dans la résolution des conflits entre les élèves ?				
13	Planifiez-vous les situations d'apprentissage en fonction des qualités des leaders de vos classes pour assurer une bonne dynamique de classe ?				
14	Prévoyez-vous des séances avec plusieurs jeux pour créer un climat propice et une dynamique de classe positive ?				
15	Planifiez-vous des situations d'apprentissage en fonction du programme scolaire afin d'améliorer la dynamique de votre classe ?				
16	Préférez-vous l'émergence d'élèves leaders masculins que féminin pour réussir une meilleure dynamique de groupe ?				

Questionnaire in English :

	QUESTIONS	Not at all	Rarely	Often	Always
01	For you, is leadership performance and its exercise by students often a question of gender?				

02	In your opinion, is the development of students' physical abilities in PSE one of the ways to enable students to express their leadership and the Develop?				
03	Empowering you students during the P.E.S. session?				
04	Do you plan learning situations according to the social weight of your students in order to build leaders?				
05	Do you have any personal strategies for developing student leaders and improving the social weight of your class?				
06	Do you use different forms of student groupings for each learning objective to enable student leaders to emerge?				
07	Do you emerge more masculine leaders than feminine leaders for less conflict?				
08	Do you use strategies to get around conflicts without resolution?				
09	In case of conflicts between you pupils, do you adopt repression?				
10	Do you use psychosocial data specific to your students to determine the types of conflicts and their causes, and then prepare specific learning situations?				
11	If you have a conflict during the PSA session, do you intervene immediately?				
12	Do you employ curriculum-based approaches to the perception of your intervention to resolution of pupil's conflict?				
13	Do you plan learning situations according to the qualities of your pupil's leaders to ensure a good class dynamic?				
14	Do you plan sessions with several games to create a positive classroom climate and dynamics?				
15	Do you plan learning situations according to the curriculum in order to improve class dynamics?				
16	Do you prefer the emergence of more men than women leaders for a better group dynamic?				

Abstract

This paper is composed of three studies, the first study was conducted on student loan, the second on the design of PSE teacher interventions, and the third is a comparative study using the mapping approach.

Our survey was conducted over a 4-month period on a sample of 197 adolescents, enrolled in final year secondary classes, composed of 126 girls and 71 boys in different streams. The study was conducted in ten different high schools in Bejaia County, five high schools in the east of the department and five in the west, one high school per region, and in each high school a senior class was selected.

The objective of the first study was to determine the impact of the student leadership exercise on the interaction, cohesion and dynamics of the class groups, using a sociometric questionnaire for students and two sociometric models to determine the social weight of the students, the students in conflict and the type of conflicts, calculate the interaction and cohesion indices of each class group and finally compose the most cohesive groups of students with less conflict to try to develop a better group dynamic.

The objective of the second study was to determine the approach and approach that PES teachers use to design their psycho-pedagogical interventions in relation to improving the exercise of student leadership, conflict resolution and the improvement of class group dynamics in order to determine whether their designs are autonomous or by command.

A third study was carried out using the cartographic approach, to compare the results of the two studies on interactive maps with which it is possible to visualize the development of each territory as well as the differences between the design of the intervention of the teachers of EST and WEST of Bejaia.

At the end of this research paper we concluded that the phenomenon of student leadership-pupil positively affects the dynamics of the class groups, it reduces latent conflicts in a very effective way as it improves the class spirit and multiple the cooperation and interaction between students, as it was concluded that the design by command, means according to the results of scientific research and the curricula are the most effective, finally the West territory of Bejaia encourages much more than the East territory of Bejaia and that the teachers of the West territory design their interventions by order to finish we confirm through this research paper that the sociometric test is an effective way to achieve a favorable climate and stable learning.

Résumé

Le présent mémoire est composé de trois études, la première étude a été réalisée au profit des élèves, la deuxième sur la conception des interventions des enseignants d'EPS et la troisième est sous forme d'une étude comparative à l'aide de l'approche cartographique.

Notre enquête a été menée durant une période de 4 mois, sur un échantillon de 197 adolescents, inscrits dans des classes de dernière année du secondaire, composé de 126 filles et 71 garçons dans différentes filières. L'étude a été menée dans dix lycées différents du département de Bejaia, cinq lycées de l'est du département et cinq autres de l'ouest, soit un lycée par région, et dans chaque lycée une classe de terminale a été choisie.

La première étude avait pour objectif de déterminer l'impact de l'exercice du leadership-élève sur l'interaction, la cohésion et la dynamique des groupes-classes, à partir d'un questionnaire sociométrique destiné aux élèves et deux modèles sociométriques pour objectif de préciser le poids social des élèves, les élèves en conflits et le type de conflits, calculer les indices d'interaction et de cohésion de chaque groupe-classe et enfin composer les groupes d'élèves les plus cohésives avec moins de conflits pour essayer de développer une meilleure dynamique de groupe.

La deuxième étude avait pour objectif de déterminer l'approche et la démarche dont les enseignants d'EPS conçoivent leurs interventions psychopédagogiques par rapport à l'amélioration de l'exercice du leadership-élève, résolution des conflits et l'amélioration de la dynamique groupes-classes pour préciser si leurs conceptions sont autonomes ou par commande.

Une troisième étude a été réalisée selon l'approche cartographique, pour comparer les résultats des deux études sur des cartes interactives avec lesquelles on peut visualiser le développement de chaque territoire ainsi les différences entre la conception de l'intervention des enseignants de l'EST et WEST de Bejaia.

A la fin de ce mémoire de recherche, nous avons conclu que le phénomène du leadership-élève affecte positivement la dynamique des groupes-classes, il réduit les conflits latents de manière très efficace comme il améliore l'esprit de classe et multiplie la coopération et les interactions entre les élèves, comme on a conclu que la conception par commande, veut dire selon les résultats des recherches scientifiques et les curriculums sont les plus performantes, enfin le territoire West de Bejaia encourage beaucoup plus que le territoire Est de Bejaia et que les enseignants du territoire West conçoivent leurs interventions par commande pour terminer on confirme à travers ce mémoire de recherche que le test sociométrique est un moyen efficace pour réussir un climat propice et un apprentissage stable.

