

# The Pedagogy of the Competencies Approach and its Impact on Group Dynamics in the Physical Education and Sports Class

Salah Eddine Chamekh<sup>1</sup>, Aziz Fairuz<sup>2</sup>

<sup>1</sup>Higher Institute of Sport and Physical Education of Ksar-Said, Tunisia, <sup>2</sup>Higher Institute of Sport and Physical Education of Gafsa Tunisia.

## ABSTRACT

The subject of our research revolves around a basic axis, which is the dynamics of the group "social interaction". during the physical education and sports class in light of the competency approach. The researcher used the descriptive approach for its suitability with the problem of the study. The research sample included 47 students and 37 professors. To achieve the goal of the study, we studied the students in the different interactive social situations that they live in while practicing physical activity, using the "Moreno" scale for social interaction, "the symmetric test" in addition to the use of observation by participating in work and play situations. As for the statistical methods, the researcher used both the mean Calculation, standard deviation, and percentages, where the researcher concluded that physical education and sports in light of the competency approach have a positive relationship on group dynamics.

**Keywords:** Group dynamics, competency approach, physical education and sports class

## INTRODUCTION

Teaching is a purposeful educational process emotional, physical and social growth are directed to become qualified to carry out their various life roles.

It is a selective social process in which all individuals interact. The educational process is a system of interacting components, each element of which influences and is affected by the other elements, as it is a complex and complex process, one side of which cannot be isolated from the other aspects.

What the educator must believe in, when it comes to talking about the proximity of competencies and group dynamics in the educational field, is that building curricula by adopting this approach was not a coincidence, but rather came in response to the rapid development of knowledge and the advancement of information and communication technologies that clearly affect the aspects of human life, so it was necessary for the student to adopt new curricula that make learners learn how to perform their role in a complex social system and to learn - also - how to learn permanently and continuously.

Aware of the school's responsibility to provide learners with the tools to enable them to employ their knowledge and face problematic situations of significance required by contemporary life, the classical conception of ready-made educational programs that present the contents of the subjects in a fragmented form without any link between them has been moved beyond a dynamic,

### Access this article online



**Website:**  
<http://sjsr.se/>

**ISSN:**  
2001-9211

### Address for correspondence:

Salah Eddine Chamekh, The Higher Institute of Sport and Physical Education in Kasr Said, Tunisia.  
E-mail: [chamekhsalah.11@gmail.com](mailto:chamekhsalah.11@gmail.com)

permanent “curriculum” approach that adds harmony to students’ training plans, gives meaning to learning, and enables learners to build broader, lasting and relevant competencies and knowledge that can be recruited in the areas of life and work.

### Problematic

Physical and sports education aims in its essence to make the educational act with its scientific and cultural contents compatible with the successive variables to prepare the citizens of tomorrow and make it positive in thinking and action, capable of adaptation and rapid interaction within the group.

The citizen of tomorrow who believes in work as a value, in excellence as an advantage, and in creativity as a virtue in a society whose foundation is the interdependence between freedom, responsibility, production, and mastery.

In general, the basis of approaching competencies is the formation of a learner who is not satisfied with receiving knowledge and consuming decisions, but should be a researcher, productive and creative thinker, capable of assuming responsibility, active in his collective individual life.

The group is part of the fabric of this society, that is, it is the microcosm of the large society, which in turn includes several age stages, including: Adolescence, in which the individual is exposed to psychological problems that may develop into changes and disorders that are reflected in his psychosocial behaviours. The social aspect plays a major role in the socialization of the adolescent, and the building of groups between individuals, where relations of brotherhood, respect, cooperation and how to make collective decisions are possible.

The influence of the group will increase as the child gets older, in adolescence the child faces a bio-psychological development that we find seeking a way to find safety. (p12,1984,LEMAY) Whatever it is, the theory of group dynamics sees that the social position is of great importance because the learning process is carried out in a social and psychological situation that has the characteristics of vitality, interaction and kinetic, and this interaction process is a process of modification in the behavior of the individual or in the way of thinking and direction as a result of passing through an experience that gains him

a new experience, and that experience can not take place in a vacuum, but it occurs in a social situation. (LEMAY,1984,p12).

In the context of the above, and after presenting these variables, the following problem comes to mind:

Does the physical education and sports class affect the dynamism of the group in light of the competency approach?

Under this question are the following sub-questions:

1. Are there statistically significant differences in the views of physical education and sports teachers on the use of competency-based pedagogy?
2. Are there statistically significant differences between secondary school students in social interaction during the physical education and sports class?
3. Is the working relationship during the physical education and sports class affected by play between secondary school students?

### Hypotheses

#### General hypothesis

The physical education and sports class affects the dynamism of the group in light of the competency approach.

#### Partial hypotheses

1. There are statistically significant differences in the views of physical education and sports teachers on the use of competency-based approach pedagogy.
2. There are statistically significant differences between secondary school students in social interaction during the physical education and sports class.
3. The work relationship during the physical education and sports lesson is affected by play between secondary school students.

### Objectives of the study

- Knowing the opinions of physical education and sports teachers on the use of competency-oriented pedagogy.
- Knowing the extent to which physical education and sports affect the dynamics of the group at the secondary stage.
- Reveal the role of games in building the community among secondary school students.

- Study the map of relations within the department to determine the social status granted.

### The importance of the study

One of the first basic tasks of the physical education and sports class at school is to refine the student's personality and create complete harmony between the motor and behavioural structure and the formation of sound social relations between students, and sports activities are of great importance, as their practice is a state of excitement for the student. (Haimoud Ahmed, 2009-2010, p. 25).

Hence the importance of the study begins through the theory of group dynamics, as it will reveal the psychosocial reality experienced by the educator and the student during the physical education class.

### Search terms

#### Competency approach

It is a functional pedagogy that works to control the course of life with all its entanglement of relationships and complexity in social phenomena, and then it is a systematic test that enables the learner to succeed in this life in its image, by seeking to value school knowledge and make it usable in various life. (National Curriculum Committee, 2005, p. 07).

### Physical Education and Sports

It is a manifestation of education, working to achieve its purposes through the chosen motor activity that is used with the aim of creating a good citizen who enjoys balanced comprehensive growth in physical, psychological and social aspects so that he can adapt to his society to live a happy life under the supervision of conscious leadership. (Abdul Hamid Sharaf, 2000, p. 25).

### Community

The definition of the group is not easy or simple, the group is something very complicated, for example, the football or volleyball team and other teams may be considered that they are all groups, but not necessarily that each group of individuals constitutes a group, the evidence that determines the characteristics of the group is and the existence of interaction between its members so that the members of the group see it as an integrated unit and distinct from other groups, who want to achieve their individual and collective goals.

(Ikhlās Mohamed Abdel Hafeez, Mustafa Hussein Bahi, 2001, p. 20).

### Group dynamics

Group dynamism is defined as: '... A set of psychosocial phenomena that form within primary groups and the laws that control them'. (p16, 1980, MUCCHEILLI).

### Methodology and Tools

#### Survey

The preparatory stage is an important step in social research and its importance is due to the fact that it draws the proper approach to the research to be completed, and this journey paved the way for us the methodological methods by which we were able to address the problems, in addition to excluding some undesirable factors and conditions, and this stage included several steps summarized in the following:

- Contact with officials: We mean the management of the institution that we have chosen as a field for our study, and the aim of this is to explain the subject of study, and to put the first touches to the research.
- Direct observation: Data and qualitative data are an important tool to support the study, and for the research community to get used to the researcher, and not to consider him a stranger to him.
- Determine the workplaces: where tests are performed, and prepare the necessary tools and devices for work.
- Participatory observation:

Gilver argues that:

"Participatory observation is a step forward in terms of experimental control. It's considered semi-experimental, but it's done under natural conditions." (Sayed Ghoneim, 1973, p. 440).

The aim is to see the studied society from the inside and to identify the organizational methods of the group, the goals it seeks to achieve, and the educational curriculum it adopts (Abdul Ghani Imad, 2007, p. 70).

- Observing the regiments that are formed spontaneously during the physical education lesson, in order to measure the player's test, and the work test, with the process, repeated several times to confirm the validity of the composition of the regiments.

Measuring the stability of the sociometric test: Proponents of psychometrics believe that the problem of the stability of the sociometric test does not exist, because they assume that the test reflects the incident in the building of the group, and in the positions of individuals after a period of time, and therefore the stability is due to the continuation of the measurement produced in order to reach the same results. (Gharib Muhammad, 1973, p. 290).

The coefficient of stability of the test was calculated by the method of conducting the test and re-testing on a group of students consisting of (24) with an interval of (08) days between the first and second applications, and by calculating the correlation coefficient between the scores obtained in the first and second tests, we found that it is equal to  $t = 93.0$ , which is a function value at  $\alpha = 01.0$ . As well as for the formed regiments, where the composition of the play and work groups maintained the same constituent elements.

We conclude that the sociometric test is constant because its coefficient is constant, and its use for this study can be trusted.

### The approach followed

The method means a set of rules that are set with the intention of reaching the truth in science or it is the way that the researcher follows.

In his study of the problem to discover the truth (Ammar Bouhoush and Mohamed Mahmoud, 2001, p. 99).

According to the nature of the subject and the problem of the research we are going to study, we adopt the descriptive approach which is defined as an accurate perception of the mutual relations between society and trends, tendencies, desires, and perceptions so as to give a picture of the reality of life and the development of indicators and build future predictions (Wajih Mahjoub, 1991, p. 219)

### Society and research sample

#### Research Community

It is represented by the secondary school teachers of the municipality of Djelfa, estimated at 43 teachers and students of the secondary school (Sheikh Al-Naeem Al-Nuaimi High School), and their number reached 1045.

### Research Sample

Based on the nature of the research and a request for the objectivity of the results, the researcher selected an intentional sample of the teachers of secondary education for the municipality of Djelfa, estimated at 36 professors.

Based on the nature of the research and a request for the objectivity of the results, the researcher deliberately selected a sample cut in terms of educational level, gender, and random in terms of the characteristics of the pupils, and the sample was selected from secondary education students:

- Second year of management and economics with a total of 24 students.

## RESULTS AND THEIR DISCUSSION

Analysis and discussion of results:

### Presentation and discussion of the first axis

There are statistically significant differences in the opinions of physical education and sports teachers about the use of competency approach pedagogy.

### Analysing and discussing the results of the first hypothesis

After presenting the results obtained from the questions that were identified from No. (01) to No. (18) and related to the first hypothesis, which says, "There are statistically significant differences in the opinions of teachers of physical education and sports about the use of competency-based approach pedagogy," as we note from the tables Previously, most of the professors had an "agree" percentage of answers, while the professors' responses were less with regard to the second choice, "neutral." As for the third choice, which is "disagreeable," it was a weak percentage, and the value of K2 for good matching was medium. The value of the significance level in most of the statements was (0.00), and by comparing it with the level of significance (0.05), we find that the value of the level of significance is greater than the value of the significance level, and this indicates that the first hypothesis has been achieved, and this shows us that there are statistically significant differences in the opinions of education teachers physical and mathematical skills on the use of competency-based approach pedagogy.

This is consistent with the study of Flan Quedari Tamzour (2017), which found the effectiveness of a competency-based pedagogy in the educational process.

While the results differed with the study of Amrawi Habiba (2020), which concluded that there are structural and organizational problems such as lack of equipment, and the number of students within the department had a negative impact on the application of the competencies approach.

### Presentation and discussion of the second axis:

- There are statistically significant differences between secondary school students in social interaction during the physical education and sports class.

### Displaying the results of the actual choices for the second section of Management and Economics

Through the results of the sociometric matrix of the actual choices for the second section of Management and Economics Table No. (29), and by the previous numerical representation, we find the category that obtained the degree of 19 or more, which we called the accepted category represented by the following students whose names

- Male category: 1-4-7
- Female category: F-I

But if we take the category that got the score 11 or less, which we called the isolated category, we find the following students whose names

**Table 1:** Represents the Frequency and percentages of personal data (gender of secondary school teachers)

Genre	Duplicates	Percentage
Male	36	100%
female	00	00%
total	36	100%

**Table 2:** Represents the division of the sample of the second year management and economics stream

Level	Stream	Gender (males/females)	Total
Second year	Management and economics	12/12	24

- Male category: 5-8-11-12
- Female category: K-L

By calculating the number of choices received, it becomes clear to us that none of the students distributed less than five choices, while we got 84 reciprocal choices out of the total number of these choices, which was estimated at: 120 choices (5n-0), i.e. 70% of the total number of choices. In the recipient, 42 mutual choices were among the male groups by 70% and 42 mutual choices were among the female groups by 70%. The sociometric matrix also shows us that there is no mixing in the relations between the sexes.

### Presentation of the results of the expected choices for the second department of management and economics

Through the results of the sociometric matrix of the expected choices for the second department of Management and Economics, Table No. (30), and by the previous numerical representation, we find the category that obtained the degree of 18 or more, which we called the accepted category represented by the following students.

- Male category: 1, 3, 9, 10
- Female category: "None of them"

But if we take the category that obtained a score of 12 or less, which we called the isolated category, we find the following students whose names are:

- Male category: 4.5.6.7
- Female category: F

By calculating the number of choices received, it becomes clear to us that none of the students distributed less than five choices, while we got 76 reciprocal choices out of the total number of these choices, which was estimated at: 120 choices (5n-0), i.e. 63.33% of the total number of choices. In the recipient, 36 mutual choices were among the male groups by 60% and 30 mutual choices were among the female groups by 50%. The sociometric matrix also shows that there is no mixing in the relations between the sexes.

### Discuss and analyse the results of the second hypothesis

Through the results of the actual and expected sociometric matrix, and in order to find the extent of the correlation between them and the similarity or difference in the relationship between them, we calculated the correlation coefficient, whose value was



**Table 3:** Shows a summary of the analysis of the first axis phrases

The Question	Most freq variant	Percentage	Value	Indi result $\chi^2$
Tend to teach by competency approach.	Agree	55.6%	0.02	Stat sign
The Labour Institute provides you with special curricula for teaching with a competencies approach.	Not Agree	50%	0.00	Stat sign
Tend to teach by competency approach.	Not agree	58.3%	0.00	Stat sign
The competencies approach contributes effectively to teaching.	Not agree	38.9%	0.00	Stat sign
Do you believe that the competency-based approach is effective in the educational process?	Agree	86.1%	0.00	Stat sign
You see that the method of teaching with a competency approach makes the learner responsible for integrating his previous knowledge during the physical education and sports class.	Agree	55.6%	0.00	Stat sign
You encountered difficulties in applying the competency teaching approach.				
Teaching with a competencies approach helps to organize and control during teaching.	Not agree	47.2%	0.00	Stat sign
She finds it difficult to prepare, plan and implement lessons and evaluate them according to the competency approach.	Agree	58.3%	0.076	Not stat sign
Prefer to avoid using the competency approach in the educational process.	Agree	61.1%	0.013	Stat sign
You see that teaching with the competencies approach contributes to raising the student's cognitive level during the physical and sports education class.	Agree	38.9%	0.00	Stat sign
The reality of teaching with the competencies approach is negative in the teacher of physical education and sports	Agree	61.1%	0.558	Not stat sign
Evaluation in competencies approach pedagogy is a necessary component of building knowledge in the educational process.	Agree	55.6%	0.00	Stat sign
The competency approach is used perfectly during the class to reduce effort and save time.	Agree	86.1%	0.013	Stat sign
You believe that the use of the competency-based approach restricts the professor's freedom during the implementation of the lesson.	Agree	55.6%	0.076	Not stat sign
You believe that teaching with a competency approach makes the educational process interesting.	Agree	38.9%	0.04	Stat sign
The physical education and sports inspector attaches great importance during the training seminars to the subject of teaching with competencies, or does he not care about you?	Agree	55.6%	0.02	Stat sign
You get annoyed if you are forced to apply the competency-based teaching method by the inspector.	Not agree	55.6%	0.717	Not stat sign
You see that the competencies approach curriculum helps the student to achieve the goals of physical education and sports.	Agree	55.6%	0.02	Stat sign

estimated at:  $R = 0.93$ , which is an acceptable ratio that is statistically significant at the level of  $A=0.05$ , which indicates the positive relationship between Both actual choices and expected choices in the second section are management and economics.

### Presentation and discussion of the third topic

The working relationship during the physical education and sports class is affected by play among secondary school students.

Presentation of the formations of the groups of plays in the second year of management and economy:

### In this test, we obtained the following groups

- Male groups:  
P01: 11- 02- 06- 10- 12- 09  
P02: 01- 03- 07- 05- 04- 08
- Female group:  
F 01: I-K-B-L-J-E  
F 02: A-D-G-H-C-F

We notice through the composition of the cohorts in this test the complete separation between the female groups and the male groups, and this confirms the lack of mixing in the relations between the sexes in the criterion of friendship.

**Table 4:** Actual choices for the second Department of Management and Economics

Actual choices for the second Department of Management and Economics										
Total value	Individuality	Mutual	Received	Distributed options	Fifth choice	Fourth choice	Third choice	Second choice	First choice	Pupils' codes
26	03	05	08	05	02	00	02	02	02	1
16	02	03	05	05	00	02	01	01	01	2
18	02	04	06	05	02	01	00	01	02	3
25	03	05	05	05	01	01	03	02	01	4
10	01	04	05	05	01	03	01	00	00	5
17	02	04	06	05	01	02	00	03	00	6
20	03	04	07	05	01	02	02	01	01	7
10	00	03	03	05	01	00	00	01	01	8
12	00	03	03	05	00	00	01	01	01	9
14	02	03	05	05	01	01	02	00	01	10
06	00	03	03	05	02	00	00	00	01	11
05	00	01	01	05	00	00	00	00	01	12
16	00	04	04	05	00	01	00	01	02	A
16	02	03	05	05	01	01	01	00	02	B
15	02	04	06	05	03	00	01	01	01	C
14	00	04	04	05	00	00	02	02	00	D
15	03	03	06	05	02	02	00	01	01	E
21	03	04	07	05	02	01	01	01	02	F
14	01	03	04	05	00	01	01	01	01	G
13	02	03	05	05	02	01	00	01	01	H
23	03	04	07	05	00	02	02	02	01	I
13	01	04	05	05	01	01	02	01	00	J
10	01	02	03	05	00	00	02	01	00	K
10	00	04	04	05	01	02	00	00	01	L
				The total						
		18	42			60				Males
		18	42			60				Female
		36	84			120				General

### View the work force formations in the second year department of management and economics

In this test, the students were divided into 04 groups, 02 for males and 02 for females, so that we get the following cohort formations:

- Male groups:
  - F 01: 1- 6- 7- 10- 12- 02
  - P02: 11- 04- 06- 05- 09- 03
- The female group:
  - F 01: F-I-J-K-L-B
  - F 02: A-C-H-G-E-D

What we notice through the formation of cohorts in the work test is the complete separation between

groups of males and groups of females, and this is confirmed by the previous results in both the test of friendship and play, as we always find that the number of members of female groups is greater than the number of members of groups of males, and a difference in formation Touchstone groups to work on in the touchstone.

### Discussing and analysing the results of the third hypothesis

Through these data, we conclude to accept the idea that there is a strong correlation between the actual choices and the expected choices in the test of friendship for each of the departments, with a difference between the formations of the work and play cohorts.

**Table 5:** The expected choices for the second department of Management and Economics

The expected choices for the second department of Management and Economics										
Total value	Individuality	Mutual	Received	Distributed options	Fifth choice	Fifth choice	Third choice	Second choice	First choice	Pupils' codes
18	03	02	05	05	00	02	00	01	02	1
17	03	04	07	05	03	00	02	02	00	2
23	03	04	07	05	00	02	02	02	01	3
08	02	02	04	05	02	01	00	01	00	4
07	01	02	03	05	01	00	02	00	00	5
12	02	02	04	05	00	00	01	01	01	6
09	01	03	04	05	02	01	00	00	01	7
17	02	02	04	05	00	02	01	00	02	8
19	03	04	07	05	01	03	01	01	01	9
18	01	04	05	05	01	00	01	01	02	10
16	01	03	04	05	00	00	01	02	01	11
16	02	04	06	05	02	01	01	01	01	12
15	02	03	05	05	01	01	01	01	01	A
17	01	04	05	05	01	00	01	02	01	B
15	01	04	05	05	01	00	02	02	00	C
17	02	03	05	05	00	01	02	01	01	D
14	02	04	06	05	02	02	01	00	01	E
11	01	03	04	05	00	02	01	01	00	F
17	02	03	05	05	01	00	02	00	02	G
13	02	03	05	05	01	02	00	02	00	H
17	03	03	06	05	01	03	00	00	02	I
14	01	04	05	05	02	00	01	01	01	J
14	01	03	04	05	01	00	01	00	02	K
16	02	03	05	05	01	01	00	02	01	L
The total										
	24	36		60						Males
	20	30		60						Female
	44	76		120						General

**Table 6:** Shows the correlation between actual and expected choices

Correlation	Average	Standard deviation	Correlation coefficient	Relationship type	Sing
actual choices	14.96	5.37	0.93	Positive	0.05
expected choices	15	3.65			

## CONCLUSION

In this application of the sociometric test, we obtained sociometric scores for each student, and using the statistical method, we converted these scores according to three categories, the accepted students category, the isolated category, and the intermediate category.

And by exploiting all the data, we found that the total number of choices in the department was 120 choices,

which indicates a high social interaction among the members of the department, supported by mutual trust among its members, and this was confirmed by the number of mutual choices that we found high, which indicates the cohesion of the department. And an exchange of trust between its members, as students who have many friends feel comfortable and contribute in turn to the cohesion of the cohort, just as the smaller the number of members of the department, the greater the mutual choices among its members,



and thus the cohesion of the department increases, and the difference appears clearly in the relationship between the sexes.

And by analysing the work cohorts and the play cohorts, it became clear to us the great difference between the formations of the play and work cohorts in the department, and this can be explained by the availability of the conditions for each criterion. As the individual does not practice sports activity without mobilizing his powers and energies to practice this type of activity, the interest in choosing the type of activity that works to increase motivation towards practice, as well as choosing the necessary friends for that is important, as sports activity in terms of it is a social phenomenon is determined predominantly by social motives or needs, and is not primarily related to primary motives, and therefore the type of activity and the purpose of its practice also has a role in satisfying the individual's social motives, just as the self-motivation that is represented in the attempt to learn and win sports and the related achievement Self, distinction and fame.

In brief, it can be said that this topic, as interesting as it was, was very broad. And that all our efforts and all our contribution to it seemed small, but this does not prevent us to say that we were saved in it and our goal was to highlight the role of physical education and sports in social interaction among secondary school student.

### Suggestions

Considering physical and sports education as one of the means of education that aims to form the adolescent in a comprehensive and integrated manner in all respects, especially the social ones, and as it is also an educational class in the first place and that it benefits the students, whether from the health or social aspect, and through our study we noticed the great deterioration and indifference that suffers And complain about physical education and sports within our educational institutions.

Through this, we saw the presentation of some suggestions through which we hope to solve some of the problems that hinder students, as follows:

Educating society in general and the family in particular that sport is primarily an educational tool, and that it is of benefit to students, and highlighting its importance in raising secondary adolescents.

- Correcting the idea that the physical education and sports class is a filler in the academic schedule, and that it is an automatic recreational and recreational game that is performed in a random way and can be dispensed with at any time, and allocating its hours to other theoretical subjects.
- Focusing on the social interaction aspect during the class.
- The necessity of having a professor specialized in sports.
- Motivating students to practice and pay attention to the class by encouraging them and highlighting the true value of it and raising the coefficient of this subject.
- In view of the position occupied by the teacher of physical and sports education, as well as the effective role he plays, he must be sensitized to take care of the social problems of adolescents and work to solve them in a correct manner.
- Finally, teachers should pay attention to the social and mathematical aspect of their students and provide them with sound information and rules, in order to form an integrated and balanced personality in terms of physical, psychological, mental and social aspects.

### REFERENCES

1. Abdul Hamid Sharaf, (2000), "Educational Technology in Physical Education", 1<sup>st</sup> edition, Cairo, Egypt: Al-Kitab Publishing Center.
2. Ikhlas Mohamed Abdel Hafeez and Mustafa Hussein Bahi, (2001), The Mathematical Meeting Book, Cairo, Egypt: Al-Kitab Publishing Center.
3. Ghareeb Muhammad Al-Sayed Ahmed, (1973), Introduction to the Study of Social Groups, Cairo, Egypt: University Book House.
4. Abdel-Ghani Imad, (2007), Research Methodology in Sociology, First Edition, Beirut, Lebanon: Dar Al-Talee'ah Publishing House.
5. Sayed Ghoneim, (1973), Personal Psychology, Lebanon: Dar Al-Nahda Publishing House
6. Amarah Yuhoush and Muhammad Mahmoud Al-Thunaiyat, (2001), Scientific Research Methodology and Methods for Research Preparation, 03<sup>rd</sup> Edition, Algeria: University Publications Office.
7. Wajih Mahjoub, (1991), Scientific Research Methods and Methods, Mosul, Iraq: Dar Al-Kitab for Printing and Publishing.
8. The National Curriculum Committee, (2005), the accompanying document for the fourth year curriculum for intermediate education, Arabic language, Algeria: Ministry of National Education.
9. Hamoud Ahmed, (2009/2010), the social status of a secondary school student, a doctoral dissertation in the theory and methodology of physical and sports education, Mentouri University, Constantine, Algeria.
10. LEMAY (M), (1984), Groups of young misfits, Paris: P.U.F.
11. MUCCHEILLI ROGER, (1980), Group dynamics, Paris: E.S.F.
12. MORENO (JL), (1970), Foundations of sociometry, Paris: P.U.F.
13. BASTIN (G), (1970): Sociometric techniques. Paris: P.U.F.

