CONFLICT OF GROUPS IN THE ALGERIAN UNIVERSITY SOCIOMETRIC STUDY

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Abstract*: Because the college is a social entity that interacts with the environment, affects and is encouraged through in reality described boundaries, and has actors who have interaction in a social-academic fabric, it ought to be highlighted this touchy entity in society, and the truth that people in it vary economic, social and cultural situations which normally form their courting with every different and their courting with As the professor is the mainstay of this social entity due to the fact for the goodness of the professor restoration this system ought to spotlight the primary actor thru the take a look at of battle and battle control that the professor reveals himself withinside the inevitable system of setting himself in alternatives that make him guard himself and his existence, many coordinates at the back of the conflicts leaving the primary project Crozier withinside the scholar has a margin of freedom to take gain of the scenario and prevail with minimum effort.*

Keywords: battle; University professor; foyer groups; strategic analysis; sociometric testing.

1. Introduction

The university is the lifeline of contemporary social life, and the beating heart of the development of all social systems, because it has a great importance in achieving development, because it is simply the source of real production, the production of human wealth that depends on the success of all operations and in all fields.

Universities are considered the title of peoples, and scientific and technological progress is their product, and experts and technicians are its industry, and from there universities are considered the factory that provides society with the human forces that drive all its capabilities, but innovative for all its developments, the minister, doctor, military, professor and..., They are the product side, as they feed all the branches without exaggeration, so for this, university to fix all formats, based go sour all areas of social life, because they link the runaway chapter between all these formats community.

The preparation of an educated and conscious generation that believes in its role and the issues of its society is the way to succeed, survive and be able to compete in this changing world, opening up to other civilizations and dealing with them has become unavoidable, and there is no point in intellectual and cultural closure, which requires that universities begin to identify mechanisms to deal with challenges through a new vision

On the other hand, if this scientific edifice "University" is exposed to a crisis, it will necessarily affect all the sectors it feeds, so many thinkers and scientists have given great interest in studying all the parts of higher education and the University in general as a social-educational structure and cultural production institution, by focusing on its

poles, Such as University professor and student, university administration, curriculum and reforms, and the way of running the University.

Algerian University is experiencing a serious crisis at all levels, as a result of historical, moral and functional accumulations that reduced the role of the University in the distribution of degrees only, and disrupted the University's function, where many researchers asserted that the university reached a situation described as serious, "The crisis at the University of Algeria, far from suggesting any kind of optimism, is more like the case of a patient struggling with death in the interest of intensive therapy" (Mairi, 1994: 169), and a researcher adds (Abdelhafid, Mekadem,1993 P 113) "We do not exaggerate if we say that some institutes do not have the minimum necessary conditions for work".

So we wanted through this research paper is to highlight some variable of the crisis, including the daily struggles and enduring manifestations of violence exist within the University and between professors, between the administration, between the student and the professor ... We wanted to highlight three poles that have become combative looking for the margins of freedom "management "professor" and "student", so we asked questions in the space of two theoretical approaches by Pierre Bourdieu and Michel Crozier.

2. Problematic

It is indisputable that the university has become in modern society and contemporary, of the most momentous social institutions, given the assigned functions of Educational, Scientific, political, and economic multi... Some of them are the formation and qualification of the human element/capital scientifically, professionally, intellectually, and politically, bringing the various productive sectors and multiple spheres of society with the manpower they need to contribute to comprehensive social development projects.

Based on this central importance of the university, it has been the subject of many dissertations and various studies in its reference frameworks and specialized referrals. In order to approach and understand this institution, the idea, role, culture and mechanisms of operation, through the sociological perspective that we adopt in our approach this is a background for research and analysis.

What we are aiming for here is the" culture of the university space", in the overall sociological concept of culture, it is values, norms, customs, traditions, laws, perceptions, trends and visions of the world... That is, everything that underpins the lifestyle of a group or society is limited in time and space (Rocher, 1995: 111) and the effects of this university culture on its young clientele and, indeed, on society in general.

Based on the sociological perspective mentioned above, the scientific approach of the University Institution, idea, role and structural and social transformations, necessitates the need to link this institution with its own sociocultural context on the one hand, and link it on the other hand, to a context in which the university has become a privileged, scientifically, socially and politically central social institution... It is this cosmic context in which educational discourse – especially formal ones – is often emphasized as a guiding reference for defining the goals, tasks and functions of the University in our societies.

Thus, what has come to be known to us as the crisis of the university - despite the reservations that may be expressed about the use of the concept of crisis – is a question that can be understood in sufficient depth only if it is linked, on the one hand, to a structural crisis in Algeria & apos; s educational and historical system, on the other hand also to the conditions of a totalitarian social system that is permeated with many elements and manifestations of crisis and disintegration at various levels and at various levels, which in most Third World societies has led to the failure of many attempts at development and modernization.

It affects and is influenced by the social environment according to the nature and form of relations that he builds according to certain criteria, including what is voluntary and what is forced and inevitable, and all this results through the constant friction between him and his colleagues at work between him and the administration as an official hierarchical organization, between him and the students, and to, Conflict and its management daily and continuously, so it engages in formal or informal lobbying groups,enters into a social network.

In this context, major problematic features emerge that can be formulated in the following questions:

What is the nature of the formation of pressure groups and what is the purpose "comparing the two department"?

B. who has a greater zone of uncertainty in the current conflict? How does this affect students' academic achievement, university level and University composition in general?

3. Theoretical approach

As already mentioned, we have relied on two approaches:

3.1 cultural capital and symbolic statement Bourdieu: where practicing teachers in their violent symbolic building for the capital of culture, social, and in his talk about the relationship of exchange bet and training between the two of Pierre Burao: "the RH-conflict is a struggle bet"(Bourdieu, 1984: 258) if rationalization for a fighter in a war situation determines the vision of destruction as long as winning means the liquidation of the enemy, the human beings in organizations and systems live with the "enemy" and the problem is not its liquidation but how they try to develop their interests at their own expense.

3.2 strategic analysis of Michel Crozier: by projecting the factory trilogy over the University trilogy and trying to show where the larger zone of uncertainty lie in the light of the conflict and the impact that this has on the entire educational process, we chose strategic analysis as an approach to reading the social reality at the University, where strategic analysis is based Crozier and Friedberg E... They reviewed their approach in their author: the actor and the system l'acteur et le système (Crozier and Friedberg, 1977), which is illustrated in Crozier's thought on clarifying what strategic analysis means.

If Crozet admits that " strategic "is not a "happy" choice, as he recalls war, he feels that he has found no better, and if we accept the following definition of strategy as "the art of power relations" – the use of force in its broad sense, that is, the play of effects, Where Actors practice to play important influences to obtain other sources of power"(Quivy and Van Campenhoudt, 1995: 93), this connotation is accepted by

"Crozier", but this strategy has the enemy of the relating to the behavior of the opponent or partner, the will of "strategic analysis" is due to the desire to understand the behaviors in which they are presumed to have but the trend is changing depending on the context friend /opponent.

Crozier and Friedberg define in their founding author of the strategic approach: "actor and system" as a guide not only to the sociology of organization, but also to the sociology of organized action, they define this strategic approach as located in the level of power relations between actors and the implicit rules governing their interaction,which each calls "les jeux games", and uses attitudes as it has a connotation outside the relationships of its members" (Quivy and van Campenhoudt, 1995: 50).

"Power is defined as a structured relationship, which is described as a relationship of exchange and thus a relationship of negotiation, as well as an unequal relationship and its instruments,and the possibility of certain individuals or groups to influence L'influence on other individuals or groups" (Quivy and Van Campenhoudt, 1995: 93), "under this relationship of power and coercion coexist with an aspect of freedom, which it is necessary to defend or expand a strategy for the social construction of collective action with its frustrations and gratifications"(Quivy and Van Campenhoudt, 1995: 113).

In other words ,the stability of these games relationships of influence among them, through the mechanics of settling tendencies that make up other games, "the system of a built-up action is a structured group of human beings who coordinate the actions of their participants through stable play mechanisms that maintain their structure,that is, the stability of their play and the relationships between them, with settlement mechanisms that establish other games"(Crozier and Friedberg, 1977: 286).

This perception refers to the importance of choices and decisions, and from it to the tools of understanding these mechanics, in particular addressing the relationship between the rationalization of the system of passage to the rationalization of the actor, limited rationalization -, where it takes into account and recognizes conflict relations, it is more about directing decisions and identifying the problem than the conflict about the cost (Crozier and Friedberg, 1977: 361).

Therefore, our choice of the Cruze approach came from a firm scientific conviction that strategic analysis is best suited to study a phenomenon of this magnitude, because the functional constructivist approach does not adopt the strategy of actors within the format, but rather takes it in a holistic manner and ignores the zone of uncertainty and the logic of play that we want.

4. Study hypotheses

1. The nature of the formation of informal groups varies between the departements "Department of sociology of Tebessa" and "Department of Sociology University of Algiers 2".

2. Students have greater margins of uncertainty than Administrators and professors.

"This negatively affected the educational process and the student used these conflicts to succeed with minimal effort".

5. Procedural concepts

5.1. *margin of uncertainty*: organization is that area in which individuals exploit and benefit from the margins of their uncertainty zone and is the result of their games, the postulates of this perspective are: Organization is a social structure or formation that results from the actions of individuals.

There are always areas to play or scattered among participants in development, and this field of freedom is defined by the actors.

To further illustrate the concept, we cite a vivid example that Crozier gave in his studies at the factory in which he tried to look at the interaction of the formats "Workshop head, production workers, maintenance workers":

There is no fixed period for the maintenance period of malfunctions in the machines or determine their time, or the organization does not determine the size of the Control imposed on the workers by the head of the workshop, if such mysterious or vague things so to speak are what Crozet calls the area of suspicion or suspicion, and the strategic actor is the one who he had more power.

Therefore, the margin of freedom is related to the area of uncertainty and how to exploit it in the framework of role-playing games, so through this study we tried to focus on this concept to study the formal centers of power and the informal centers of power acquired by the active individuals by controlling the area of uncertainty and thus expanding the margin.

5.2. *University*: the university is an institution of higher education and research, and grants certificates or academic leave to its graduates, it provides study of the third and fourth level (as a completion of the study primary and secondary school), the word university derived from the word plural and meeting, as the word collector, in which people gather for science.

5.3. *Conflict***:** "the conflict of interests differs from the conflict of ideas because it is rarely peaceful because when negotiations and efforts to bring the two protagonists together fail, they decide to confront the physical and work to turn the situation in their favor" (Bréard and Pastor, 2000: 11). So it's "a confrontation in which each side tries to alienate the other... It is a series of confrontations and clashes through which each side expresses its aggression, goals and intention to eliminate the other side despite its resistance"(Morin, 1966: 44). "The aim of the conflict is to recover a lost right or to defend oneself or to try to destroy the other party, including through bargaining, intimidation and direct and indirect violence" (Freund, 1983: 65, 66).

George Simmel distinguished between conflict and competition by saying, "the competition of individuals in a given economic unit is not a conflict but a form of interaction"(Simmel, 1995: 23).

5.4. *Actor*: through the subject of our research study it was necessary to develop a procedural concept of the concept of "actor", because we focus a lot on this concept in strategic and coordination analysis, and the fact that the format contains a group of actors, so the actor by which we mean "(Bernoux, 1985: 145) an individual or group that participates in an activity.

6. Anomie and the crisis of the Algerian university

It is astonishing to see today that, after a controversial Algerian historical trend in all respects, especially after the 1990s, which saw security, political and institutional chaos, researchers find themselves stunned by this inverted or reversed situation in

which Algerian society in general is floundering, which has been dominated by a lot of chaos and indifference in all fields, strange social phenomena that are almost a rich field for researchers in all sciences, especially the Social Sciences, have resulted in a state of absence of the authority of law.

The university has become in an unenviable position of destructive social ills that the "most pessimists" did not foresee so how and how enormous amount of problems lurking in the University, this is called Anomie phenomenon.

"It would not be an exaggeration to say that the concept of anomia was developed by Durkheim and is considered one of the main concepts in sociology", (Brahim and Errahmani, 2008: 81). This concept was used in his book "Division of Labor"(Durkheim, 1973). The term modern anomia generally means "lack of standards", and it is directly related to the normative systems on which the various manifestations of social organization are based, which conduct a particular human society, and which are embodied in the various institutions or bodies that are directly related to that society in which they exist and through it, through a kind of social contract based on trust, acceptance and their duties fairly and equitably They are guaranteed to achieve their goals in life, according to the status, status and qualifications of each individual, as this is the ultimate goal of that normative system.

The state of anomie is manifested in the state of organizational disintegration in universities, the collapse of standards, the separation between the stated goals and the correct means to achieve these goals, the blatant contradiction with the rumored official ideologies and what is happening on the ground, and the individual psychologically feels alienation, absurdity and moral collapse, which reflects negatively, isolation and deviation.

The images of alienation are manifested in various images suffered by the University professor, especially:

6.1 *lack of power***:** means the feeling of the individual not affected in public events, such as the University in which he works, or the family, society or the system in general, and the result of this lack of self-confidence, indifference and negativity, and this trait has become characteristic of almost all professors without exception, the professor has become characterized by indifference and negativity

6.2 *lack of standards*: in which the professor feels the collapse of values, norms and social relations, and loses confidence in the value of work as a way of success, and tries to achieve his goals in illegal ways, through means of intermediary or bribery or become aggressive in his dealings, criticising the situation, this reflects negatively on his family life and his work life.

6.3 *social and psychological isolation***:** social isolation begins when an individual begins to reject the rules of social behavior in members of society because its culture and rules differ with the culture and rules of others, imposing on himself a form of social isolation, which makes him feel lonely, isolated and psychological alienation, and this is clearly observed in the isolation of many teachers and their inability to weave social relations

6.4. *self-alienation*: in which the professor loses confidence in himself and his abilities and himself, he imagines his life aimlessly, although he feels that his abilities qualify him to give more but enters the stage of despair, becoming lazy about meetings and teaching, undisciplined, and thus increasing opposition and clash with his colleagues and friends.

7. Sociometric test

"The subject of sociometric is the mathematical study of the psychological characteristics of groups and thus the sociometric develops experimental techniques based on quantitative approaches.on the one hand, it examines the development and organization of groups, the place and centers of individuals therein, and on the other hand it is concerned with measuring the intensity and expansion of psychological trends that unite groups" (Morin, 1966: 26)

The sociometric test is a means of measuring the relationships that appear between members of one group, it examines the social structure in the light of the attraction and dissonance that appear in the group, since "the relationship resulting from automatic selection is different from the imposed relationship, and the status and status of any individual is determined only if we take into account all. However, the sociometric test has several problems when applied, especially if automatism does not appear in the center of the group (Morin, 1966)

In this study we asked a fundamental question: this question was addressed as a comprehensive sample inventory, that is, it is addressed to all professors in both departments, whether in tibsa or Algeria, and the question was as follows:

Remember three of your co-workers you love to work with and you love to always see them with you in the workplace? In order and by preference number one, number two, number three?

### 8. Stability of the sociometric scale

To verify the stability of the sociometric scale in our study by retesting a sample of 27 professors, the duration between the first and second application was two weeks (fifteen days), and using the rank correlation equation of Spearman the coefficient of stability was 0.67.

Using the second Test to measure the stability of the correlation coefficient, it was found to be statistically significant at the level of (0.05) as the calculated value (t) reached (4.514), which is greater than the theoretical value (t) (2.020) degree of freedom (25), which means that the ratio of confidence to the correlation coefficient (90%)

9. Encryption of the sociometric test

We had to, as the professors promised during the interviews and the questionnaire, to hide the names and make them symbols in the form of semantics for interactions, where the lottery was made for the professors and each name corresponds to an alphabetic letter "French", and when the letters are completed is increased (1) and then (2).

Figure 1: Sociogram represents a network of social relations between the professors of the Department of sociology and demography University of Algiers 2
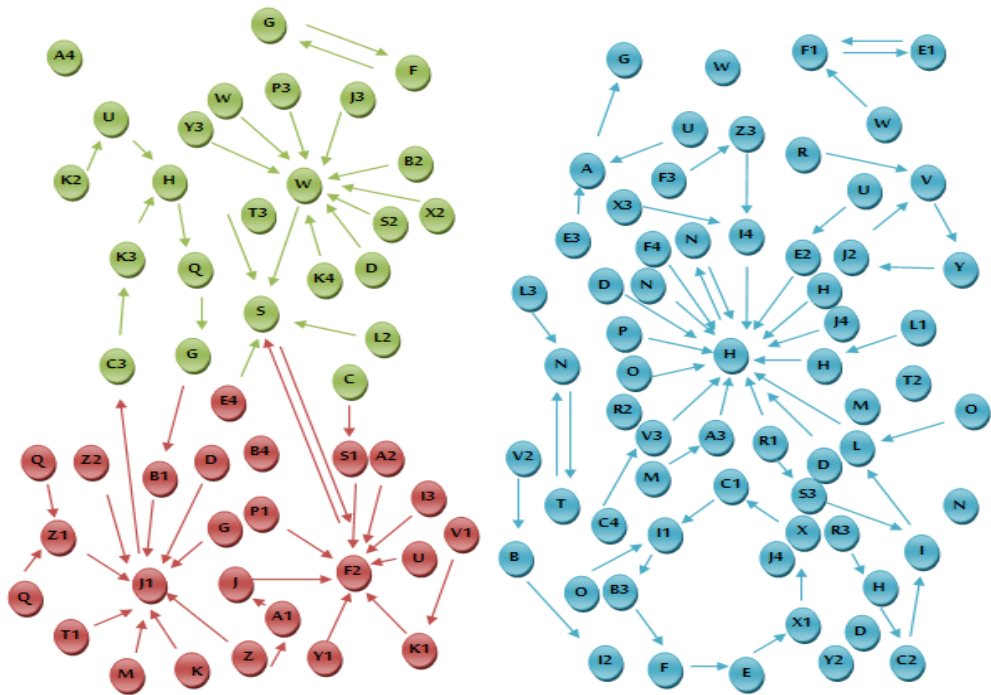
10. Analysis of sociometric test results
10.1 Analysis compendium (Figure1):
- the presence of groups, a group that seems almost isolated, and two groups that seem to be in harmony despite the scallop, but the conflict seems less acute in the work hub acceptance test, where the figure confirms that the social network that connects professors contains three large groups linked by first and second class acceptance choices.
- the existence of a conflict established by the form, in no way can a network of normal working relations be conceived to be such that it makes an almost final break between these groups of the same department.
- having "unofficial" leaders running these groups and managing the conflict.
- Label Group 1 a loyalty group because it includes official Leaders, Group 2 a loyalty group also because it holds allegiance to the official organization and interacts with it, the larger group 3 is a conflict group that has no official leaders and is almost completely isolated from other groups.

10.2 Notes and abstracts:

After changing within the community through a range of dimensions, it turns out that:

- Group 1 consists of actors who have received a composition in the French language and belong to francophone schools and ideologies, influenced mostly by the Marxist school.

- Group 2 is made up of actors who have received an English composition and belong to Anglo-Saxon schools who are very much in agreement in ideologies with Group 1.

- Group 3 consists of actors who received a composition in Arabic.

Conclusion 1: most of the conflicts between these organizations and groups are ideological conflicts based on linguistic and intellectual nerves and ideological affiliations. This confirms the validity of the first hypothesis**.**

Conclusion 2: By studying the answers obtained through the questionnaire shows the following: The "below average" index gets most of the answers about the teachers ' perception of the level of students in general, which is not confirmed by the overall success results of 96.45% percent, which confirms the hypothesis that students have greater margins of freedom and exploit the struggle to succeed despite their level below average, this confirms the validity of the second hypothesis.

Figure 2: Sociogram represents a network of social relations between the professors of the Department of sociology of Tebessa
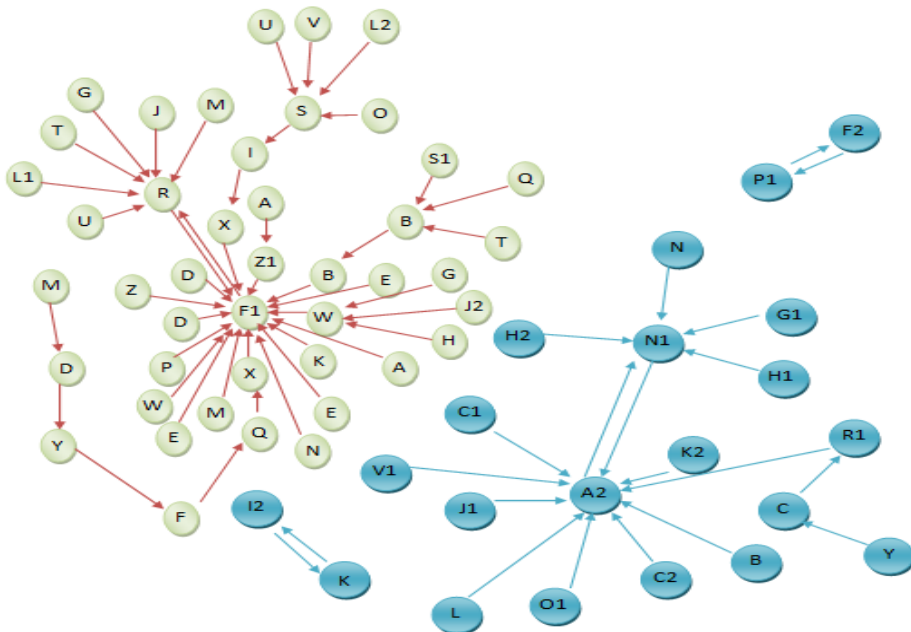
10.3. Analysis compendium (Figure 2):

- the presence of two virtually isolated groups in the work hub admission test, where the figure confirms that the social network connecting professors contains two groups linked by first-and Second-Class Admission choices.
- the existence of a conflict established by the form, in no way can a network of normal working relations be conceived to be such that it makes an almost final break between the two groups in the same department.
- having "unofficial" leaders running these groups and managing the conflict.
- Label Group 1 a loyalty group being comprising official leaders, and Group 2 a conflict group being not comprising any official leader.

Important note: After changing within the community through a range of dimensions, it turns out that:
- Group 1 most of the actors within the group are born within the state of Tebessa.
- Group 2 all actors within the group are born outside the state of Tebessa

Conclusion 1: most of the conflicts between these organizations and groups are conflicts regional.

Conclusion 2: By studying the answers obtained through the questionnaire shows the following:

The "weak" index gets most of the answers about the teachers ' perception of the level of students in general, which is not confirmed by the overall success results of 94.58 percent, which confirms the hypothesis that students have greater margins of freedom and exploit the struggle to succeed despite their low level.

11. Conclusion

through this field study, it has been confirmed that there are conflicts between the groups active in the university environment and these conflicts vary according to the nature of the region and the composition of the professors, but these conflicts have caused the professors to abandon their real function, namely teaching and attention to the scientific aspect and to the students.they have engaged in daily conflicts that have caused the university to fall into the trap of regionalism and daily conflicts that do not serve the University. In this study, we used the sociometric test because it was an effective tool in such a study, because many of the sample members do not express their views and orientations openly, especially with regard to joining a particular group, or recognizing the practices of regionalism among them, or even recognizing the existence of conflicts, so the secrecy and perhaps the "fear" expressed by some of them made us use this effective tool

The results of our study are as follows:
- The presence of conflicts between professors, which negatively affected their returns, the professor became busy defending himself or defending others, or busy attacking.
- The presence of regionalism and patriarchy, the less the group the more it is a character of Thrones, and the greater the character of jihadism, and become regionalism exercised over the open and in public.
- Lack of independence of the University from external decisions, research professor became forced to choose, clouding loyalty or conflict.
- The impact of these conflicts was evident at the student level, where students took advantage of the areas of uncertainty available to them and tried to expand them and

provide margins of freedom and profit, meaning success with minimal effort and investment in the ongoing conflicts.

- Psychological and social problems serious flops where professors, as a result of psychological pressure professional that they are exposed to Daily.

- Low level of many professors due to poor composition and framing.

- As a general conclusion, the Algerian university is experiencing a life-or-death crisis, a serious crisis, it is in the recovery room and all researchers and knowledge must open their fields of study and sound the sirens.

Recommendations and suggestions

o   open the field for serious studies in the university environment to study conflicts and their forms and find solutions;
o   provide the University with a legal system capable of protecting the professor and the administration from abuse of power;
o   try to get closer to the problems of the University professor and find ways to remedy them and direct his abilities towards teaching;
o   create a participatory leadership system that allows players in the university community to take the initiative and the right to take the necessary measures and decisions;
o   attention to the physical aspect of the University professor, which would reduce the intensity of conflicts within the university system.

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