

# The Theory of Sociological Intervention and the Possibility of its Application in Studying the Educational Situation in Algeria

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## **Abstract:**

*This research paper addresses an extremely important issue, which is the production and application of sociological knowledge in the interest of society. The researcher can use it in a variety of research fields, the most important of which is sociology of education. The researcher looked forward to an intervention based on a change of reality by exploring the sociological intervention that seeks to understand the sociological dimensions of situations of tensions and inconsistencies in conflicting attitudes and situations in an attempt to bring about change in the logic of the act of social actors.*

**Keywords:** sociological intervention, sociological education.

## **1- Introduction:**

The development of the sociology of education, the development of its theoretical and applied research topics and methods, can only be understood in relation to the transformations affecting the education system and the changes that necessitate the need to understand the implications and dimensions of this change.

Since sociology of education is one of the branches of sociology that is concerned with society in general, it is self-evident that it is concerned with pedagogical patterns and micro-phenomena in their historical evolution and in conditions that shape their experiences.

Therefore, it has become necessary, especially in cases of tensions and contradictions, for science, scientists and applied researchers from sociologists and social psychologists to intervene to bring about change in the behavior and culture of individuals by adopting approaches that undertake to understand the socio-educational dimension within the dynamics of the subjective experience of educational actors to manage those crises.

In this context, Sentaul approaches sociological intervention as one of the concepts invested in the field of education and determining its contributions to change. What is meant by sociological intervention? What are the initial milestones for his appearance? What are its applications in the field of education and what are the conditions for its implementation? What are the difficulties of applying it in the study of educational conditions in Algeria?

The answer to these questions encompasses the focus of our study of this subject.

## **2- Preliminary features of the emergence of the concept of sociological intervention:**

Intervention in sociology is merely a "sociologist's step in a particular social organization, often as a customer of sociologists in order to facilitate some of the changes required by such organization" (Lapassade, 1976: 51).

It is "an agreed service, a sold service, where the sociologist is requested by a client who provides the parameters of the system: group, sets or institution, and through a commercial relationship completes their work" (Herrerros, 2002: 75).

The concept of intervention in the first order has been raised by communal psychologists within the research framework of the verb identified by Curate Kurt Lewin as a structural research framework or by an orderly order Analytical research uses a collection of techniques such as investigative research, unguided interviews, and group discussions.

But the grounds for intervention lie in the reporting of the group in every phase of the research, An analytical picture of the situation will be illustrated in an upward way This interventionist method is defined by the technique of retrogression, Since its inception, sociology has been determined by an "interventionist project", which Auguste Comte aspired to establish a science of healing for the sick community he called "Pal Sociatriel But this project has long remained inky on paper social misery in order to improve the situation resulting from that situation, Sociologists also offered their services to governors and officials, but their work did not constitute fundamental issues in the field of sociology, so sociologists remained mere theorists or researchers seeking to advance knowledge "(Herrerros , 2002:192).

Many sociologists and other specialists in other sciences agree that "the history of intervention in regulations was initially associated with technical work resulting from the Taylorien model, where the concept of intervention was raised by technical engineers or so-called regulators who applied the Tellurien principles and foundations in industrial enterprises" ( Galiene,1996:26).

The emergence of the Telori model dates back to the beginning of the twentieth century, where it was widely echoed by many institutions and organizations, especially economic ones. which applied the curricula and foundations of this model for the purpose of raising productivity at work, But Tellurism, as is known, cannot be regarded as a form of interference with organizations as much as a rational act of organizing work within the organization and improving workers' working conditions. So the next stages had to be awaited for the need to intervene in the areas of governance, administration and management.

In the 1950s, the first step was recorded in industrial and economic demand, which was aimed in particular at raising productivity for this purpose. "Mentors or officials of economic and industrial institutions have sought intervention from graduates of trade and economic schools and engineering schools with the skills or classical techniques in management in order to organize the plant for better production. All these interventions have generally been based on all aspects of time and movement." (Morin,1996: 27-28) Although these interventions have been able to achieve some of their objectives, the walkers have found themselves faced with the need to invest and employ the humanities, given the nature of the problems they have encountered, especially with regard to the reactions and attitudes and representations of the employees or staff, This led walkers to hire technical psychologists who controlled well in human engineering 'ergonomie in order to solve problems that had an impact on work and productivity.

It can be said that the first sociological intervention in sociology is the one addressed by Alan Touraine in the study of social movements in that it brings the acting self to the surface of consciousness, because the self, according to Alan Touraine, is not fully present in consciousness, but rather covered and concealed behind other demands, which requires delving deeply into what lies behind these demands, in order to find the real struggle behind them, which is the struggle to produce the self. Although this latter exists in the actor's consciousness, it needs to be extracted and freed from various forms of demands and struggles" (Touraine, 2011 : 210).

In other words, the mechanisms of sociological intervention focus on "pushing actors to discover this meaning in their own actions" (Touraine, 2000, P 905) , since the basic measure of the validity of the researcher's hypothesis, according to Alan Touraine, is its ability to increase the capacity for action among the individuals under study" (Touraine, 2000: 913).

Building on the foregoing, the method of sociological intervention is the method that has been adapted to fit and coincide with the sociology of action initiated by Alan Touraine (**Alain Touraine**) in (**La Voie et le Regard, 1978**), and then developed within the Center for Social Analysis and Intervention "CADIS" in France. Indeed, the sociology of action began in the 1960s in the field of working conditions, then crystallized in the lates 1970 in the sociology of social movements, before expanding later with the beginning of the 1980s into new fields and at the hands of new scholars, most notably the professor of sociology at the French University of Bordeaux (**François Dubet ,1946**), who is one of the prominent members of the Center for Social Analysis and Intervention CADIS, the center founded by "Alain Touraine".

While the idea of the sociology of action established by "**Alain Touraine**" is based on "**society's production of itself** ", through an approach to the general historical frameworks of social action from an evolutionary perspective similar to that created by "**Karl Marx**", as this approach is based on an attempt to decode social events carrying the future and is therefore essentially considered a predictive approach.

However, researchers at the Center for Social Analysis and Intervention, such as "**François Dubet**", tried to get rid of this predictive feature towards a deeper analysis of society, as mourning was declared with the idea of "**the social individual**" and the historical reading of society as a succession of defined types of societies" ( Zaina Folco, 2014: 102).

### **3- Concept of sociological intervention:**

A relatively modern methodological innovation requires the formation of several groups of social actors involved in the phenomenon. Intervention adopts a special type of interviews in the form of interventionist sessions in terms of performance, design and procedures. Three types of sessions can be distinguished:

- Sessions in which group members are discussed among themselves within the logic of **self-analysis**.
- Sessions during which groups meet "**interlocutors**" "**adversaries**" or "**allies**".
- Sessions during which sociologists propose hypotheses derived from the analysis of previously collected substances.

Thus, it can be said that the approach of sociological intervention is based on the interplay between the subjective analysis of the groups of actors and the intervention of researchers with theoretical hypotheses " (Becho,2019 : 97).

In essence, this approach is the most recent gap between scientific knowledge and ordinary knowledge in order to make a break between the two "**François Dubet**" in 1994, saying "Instead of considering mutual advocacy games between actors and researchers as obstacles to knowledge, we suggest addressing them as a potential material for sociology. This does not mean, however, that the investigator's powers in the analysis process are abandoned. The sociological intervention is interspersed with a tension between the overall understanding situation and the detection situation, as this latter position is characterized by the will to "**demonstrate hidden social relations**". (Alain Touraine) and then bypassed the resistance of the actors and their ideologues " ( Becho, 2019: 98).

### **4 - Sociological intervention and its educational applications:**

In addition, interventionist work can be introduced into school life, where the social act is understood and interpreted in order to track its causes and investigate its effects, including the aim of generating the hidden meaning of the act in accordance with the practice of intervention and accompanying mechanisms that stand on a human view of social relations.

The work of the sociologist is based on his need to understand social events relying on a special kind of observation that allows analyzing the behavior of individuals based on cultural references and on a narrative style of autobiography. The social actor acts from acquired predetermined constraints that may not be consistent with the reality of social life at a specific point in time that makes it mediate the individual's relationship with his surroundings, which may lead to conflict, contradiction or disagreement that necessitates sociological intervention. That is because every human self grows on two levels: the individual's exploitation of himself, which forms the cognitive level, and the other's exploitation of the individual, which reflects the relational aspect at the social level.

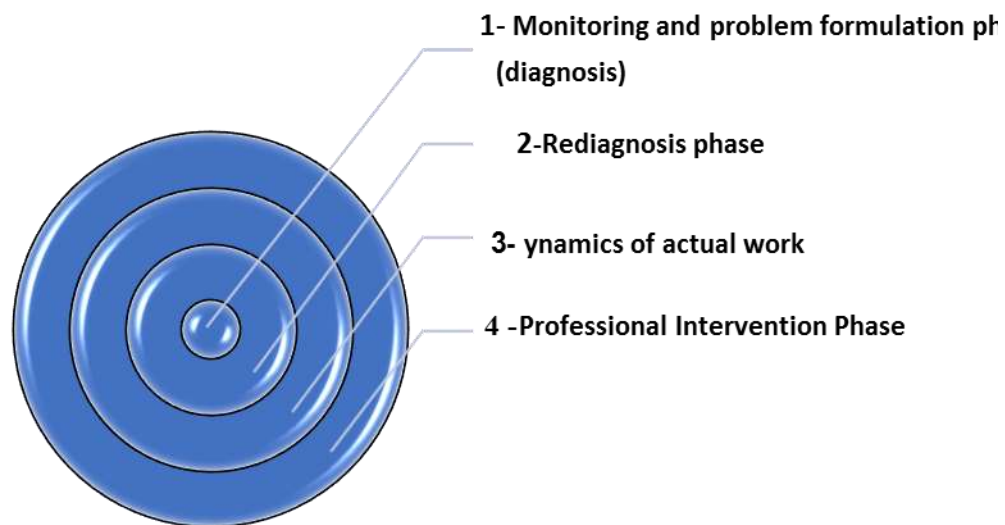
Accordingly, it can be said that sociological intervention is considered "an attempt to facilitate the transition to a new and better situation for a social system like the situation it was in before" ( Galiene,1991: 61).

But whatever the type of intervention work, it requires thinking, guessing, arrangements and preparations specific to the intervention process, which differ according to the fields, parties and groups that make up the organization or what is known as the social context. And intervention in the educational field by the sociologist is to work to achieve a set of goals that fall under the framework of guidance and direction to overcome difficult situations.

### **5- Stages of sociological intervention:**

The method of sociological intervention, like other methods, is built on a set of stages and steps that make it easier for the researcher to move forward in studying phenomena, diagnosing them, encompassing their dimensions to bring about change, and this will only happen effectively if these stages, some of which are connected to each other in a way that enables the researcher to comprehend and well understand the problem and transform it from its social reality to its sociological reality. The

stages that may constitute the most important elements of the intervention process at the level of the educational context can be limited according to the following illustrative diagram:



### **1- The stage of observing and formulating the problem (diagnosis):**

This stage starts from sensing the problem, aiming to understand and analyze the social situations that are being intervened in, which solving them would change the situation to a better one. This stage can be divided into several steps:

#### **1- 1 - Collecting information:**

Relevant information is collected about the social situation that we want to intervene in. This information can include statistics, reports, interviews, field observations, previous research, etc.

#### **1-2- Analyzing and interpreting the data:**

The collected information is analyzed to understand the social structure of the targeted society. This includes analyzing the economic, political, cultural and social factors that influence this community.

#### **1-3- Identifying the problem:**

After understanding the social structure, the problem that should be intervened in is identified. This problem should not just be symptoms, but rather the roots of the issue that is to be intervened in.

#### **1-4- Assessing needs and resources:**

The needs and available resources for sociological intervention are assessed, including determining the financial, human, and external resources that can be relied upon to achieve the required change.

#### **1-5- Developing an action plan:**

An action plan is developed that defines the objectives, strategies, and specific steps that must be taken to implement the social intervention. This plan must be based on the previous analysis and assessment of the situation. In summary, the diagnosis stage in sociological intervention aims to understand the problem and target community and assess available resources before developing the action plan necessary to implement the desired change.

### **2- The stage of returning the diagnosis:**

This stage is not just seen as a process to present study results, but rather as a crucial moment between the situation of collective representation or the stage of discussing results, and the

final exchange stage which consists of translating the results of the diagnosis. Since the diagnosis process reveals what the actors already know, intending to enlighten a group of individuals at a specific moment or stage in time. This stage takes place between the consultant and the organization, then the presence of consultants (intervention staff) who can intervene in the final exchange stage on translating diagnosis results, determining the intended course of action, and models related to the questions raised during the diagnosis results discussion stage. Discussing them with participants away from the organizing body is a first stage where the most important points taken from the diagnosis results are presented and appropriate deadlines are proposed to the organizing body. Here, the intervener tries to recruit all actors to solve the problems raised and bring about change.

### **3 - Dynamics of actual work engagement:**

This is the stage of total entry into the field of intervention work, and it is a crucial stage as the stage of presenting the arrangement (Invention du dispositif) in the sense of proposing the methods or mechanisms capable of solving the problems raised, since the intervention practice at this stage "goes beyond personal work to predictive work and speculative vision to propose or present the arrangement" (Galiene, 1991, P 72).

In other words, proposing the mechanisms capable of introducing change, "and the researcher is the only one who can make the transition, and therefore it is his duty to present to the group an image of the social movement that gives the act its supreme meaning" (Touraine Alain, 1984, P 206), And this transition to analyzing the act is called **a transformation**.

And due to the sensitive nature of the work, the researcher must not become obsessed with the act but rather reveal its supreme meanings, such that "He oversees the gathering of groups consisting of ten to fifteen people, around a specific issue which is formally proposed by sociologists. These groups are not real groups, they gather individuals who share the same commitment or experience but do not know each other" (Cousin, 2011: 4). And a group of actors is supervised by three researchers, the first (the translator) carries out the self-analysis and stays close to the group playing the role of the initiator, while the second (the analyst) starts from hypotheses that have been formulated, trying to attract the group to that, while the third performs the secretarial tasks of recording the content of the acts.

Defining roles helps overcome the difficulties and problems facing the social system. So the intervener moves from "the sociology of the system to the micro-sociology of groups in order to confront the unconscious group" (Galiene, 1991: 62).

And the nature of the researcher's role increases when he proposes hypotheses to the group after formulating them, so their actions are analyzed by looking at their content as social attitudes. He is the only one who has the ability to define the act and generate the hidden meaning of the act and social attitudes. Thus, the sociological intervention emerges strongly as it connects theory and methodology. It is "the practice of movement theory which affirms the existence of actors and the logic of action and seeks to establish a link between the two, actors are seen as having the capacity to act, but also as being capable of interpreting the actions and situations in which they participate. This is why sociological intervention relies on the reflexive capacity of representatives; through this method, actors are invited to engage in introspective reflection which places at its center an analysis of how they read and interpret" and which questions their ability to act and intervene in this world. The goal of this method is to reveal and analyze social relationships in order to disentangle the different dimensions that organize the actors' action " (Cousin, 2011: 1).

We also note that the researchers practice of intervention sessions pushes them as analyzing sociologists to provoke and observe psychological catharsis, as they give meaning to lived conflicts and propose solutions through which actors in their shared relationships can reach a higher level of balance, thus sociological intervention remains undisputedly a means to gather a large amount of information through the confrontations imposed by its temporal extension. It is -the only one that ensures carrying out the upward movement of the answer to the hidden place of the conflictual production of society-.

### **4- The professional intervention stage:**

The intervention aims at this stage to place the researchers in a situation that allows them to recruit the various methods that match the research topic. Through their positions in front of the group, "they reveal themselves, speak, raise objections, and point out contradictions in the observations made. In short, they intervene. Thus they break the traditional and academic position of value-neutrality that is expected from the sociologist, who should simply step back and record opinions

and testimonies. For sociologists, it is a question of developing a general social logic for interpreting an act or situation; this is why they put forward hypotheses as the sessions progress, and put them into discussion with the group in order to clarify the meaning of the act. At the end of the process, the transformation session is an opportunity for them to present general hypotheses to the actors that reflect their condition and situation. So the method is a comprehensive and cognitive approach" (Cousin, 2011: 4).

It starts by producing information and ends by producing knowledge, and hence achieving balance and settlement between the actors. Here, the intervention is no longer limited to "revealing the system only but also producing knowledge and terminology that may help describe the paths in which everyone is engaged" (HATCHVTEL, 1992, : 82).

The process of sociological intervention depends on **two important factors:**

#### **A- The appropriate period for research:**

Since participant observation is the cornerstone of direct and indirect operations, it is the first obstacle facing the researcher in terms of the time taken up by the observation, especially since the subject of the study usually deals with tensions, contradictions, clashes, which requires a longer period of time in order for the researcher to be able to grasp the aspects of the topic. Therefore, it requires that he involves with him a team of collaborators.

#### **B- The appropriate method for research:**

which is the Weberian method and which is considered one of the easiest methods to understand opinions.

And they express themselves, speak, express objections, point to contradictions in the words spoken, in short they intervene, in this they break the traditional and academic position of intuitive neutrality that is expected from the sociologist who should simply step back and record opinions and testimonies, For sociologists it is a question of developing a general social logic to account for an act or situation, For this they put forward hypotheses as the sessions progress, and put them into discussion with the group in order to clarify the meaning of the act, And at the end of the process, the transformation session is an opportunity for them to present to the actors general hypotheses that reflect their condition. Therefore, the method is a comprehensive and cognitive approach.

### **6- Conditions for implementing the sociological intervention method:**

The intervention sessions require in terms of performance, design and procedures a set of principles:

#### **1- Requirements for forming groups:**

- Each group consists of 10-15 individuals with common interests around a specific issue or experience without knowing each other.
- The composition of the group members is heterogeneous.
- The possibility of holding intervention sessions in an open manner (three researchers) or in a closed manner (two researchers).
- Relying on provoking interaction and discussion between the interveners to carry out thinking operations (knowledge production) and hence deducing where situations and positions are read and interpreted.
- Generating new ideas and crystallizing common concepts that go beyond initial assumptions and concepts and pushing for collective construction and the ability to express their experience and expertise within their social world to reveal what is invisible or hidden.
- Sociological intervention relies on the social actor's ability to think.
- Showing the nature of intervention relationships during the intervention and analyzing them in order to identify the different aspects of the complex and shared issues between the participants in the same social experience.
- Shaking up and provoking the discussants in the discussion, especially by focusing on contradictory situations by highlighting the contradictions between what the interveners say and what is an internal conflict or tension.

## 2- Composition of researchers:

The implementation of the sociological intervention technique within the framework of the sessions is supervised by three researchers:

**a- The first researcher - the translator:** Carries out the self-analysis and stays close to the group playing the role of the initiator (initiateur) and among his tasks:

- Revealing himself to the members of the group.
- Programming and designing the interaction of the interveners and determining how to direct them to achieve the transformation and self-analysis process.
- Identifying and establishing the composition of the groups.
- Training researchers to exchange roles among themselves.
- Coordinating between researchers on how to organize intervention sessions.
- During the intervention process, he creates unusual situations for negotiation and discussion through confrontation.
- Ensuring that the intervention is under supervision and organization.
- Consolidating the relationship between researchers and representatives.
- Involving the group's representatives in self-analysis by focusing on contradictions and confrontation among them regarding common positions.

**b- The second researcher - the analyst :** Starts from hypotheses that have been formulated, trying to attract the group to that. His most important tasks are:

- Directing group members towards a comprehensive reading of his function and experience in working while presenting research steps.
- Welcoming the discussants.
- Showing respect for all participants in the discussion regardless of their positions and opinions.
- Creating a safe atmosphere that makes participants feel ready to reveal their suppressed feelings.
- Encouraging interaction by asking open questions in order to provoke debate among them.
- Drawing the research path according to the design of hypotheses through opening up to social problems and subjecting actors.
- Facilitating the interactive process and encouraging dialogue and exchange between them.
- Modifying the research path based on the participants' answers.

**c - The third researcher performs the tasks of the rapporteur to record the content of the actions, add:**

- Recording and taking notes that serve the research.
- Obtaining the group's consent for recording and filming.
- Focusing on verbal exchanges, gestures and signals.
- Organizing answers periodically and in an orderly manner, not randomly.

## 3- Session process:

The session time usually takes from one to two hours, and includes the following three stages:

### - The first stage:

Welcoming and introducing participants, giving background on research while clarifying the purpose of the intervention process and basic session rules, as well as shedding light on the common ground between group members, and emphasizing respect for confidentiality and ensuring that everyone agrees to the use of video/audio recording to help participants feel safe to express their opinions, positions, situations and social experience.

### - The second stage:

Asking questions starting with introductory questions to break barriers and start the discussion, inviting participants to share their general thoughts, which gives participants a glimpse of others' views on the subject and makes them think about the topic raised.

### - The third stage:

Moving on to ask the main questions about the initial assumptions. These questions are fundamental to obtaining the information that the sociological intervention aims to reach and are consistent with the purpose and objectives of the method. They must be characterized by reflexive and

transformative capabilities of meanings in order to bring about change based on how the conversation flows.

**- The fourth stage:**

Ending the session, expressing thanks and appreciation for the good course of the session and respecting the communication language between all participants.

**6 - Objectives of sociological intervention:**

- Studying collective contradictions to identify causes and consequences, then focusing on the scope of historical identity and the social transformation of the participants.
- Understanding the ability of participants that the movement within the intervention session is capable of deviation or change.
- Engaging participants more in analytical discussion (feedback).
- Helping group representatives face problems by enhancing their understanding of the social reality they live based on positions, situations, and hence rehabilitating it in social relationships.
- Disentangling the intertwined dimensions that organize the actors' action.
- The ability for self-analysis and achieving transformation in providing actors with opportunities to bring about change (cognitive correction) ,or rather accompanying individuals in solving problems.

**7- The sociological value of sociological intervention:**

The field of research in the sociology of education has witnessed several sociological approaches that were characterized by the accumulation of studies and the growth of educational research, and the increasing preoccupation with studying the social phenomenon as an independent science with its own laws and characteristics. What the reality of practice with a sociological dimension showed us, whether in terms of theoretical rooting or at the field level, is that there is a discrepancy in the adoption of sociological approaches and their applications in covering the study of the educational phenomenon to understand and dismantle the problems of behavioral deviations by analyzing the patterns of interaction of educational and instructional elements within their social system and proposing alternatives to confront them.

This clarifies the educational field's need for approaches capable of in-depth analysis of the social and cultural context and its implicit variables, especially since the basic pillar for studying the educational phenomenon is the social actor who requires a kind of analysis, processing and change for the various conflicting situations and positions that the individual or group actor faces. This imposes the participation of researchers to discover the dimensions related to the phenomenon under research processing.

Accordingly, sociological approaches can be classified between what is related to interpretive precepts and concepts, and what seeks to understand the social phenomenon at the micro-sociological level and at the level of vocabulary and facts of the context to which the actor belongs as an individual or group.

The sociological study rejects going down to the field with preconceived ideas and concepts, but rather deduces its concepts from its realistic context, as it also relies on the researcher's experiencing the situations or positions under study in order to change reality.

In light of these goals and objectives, the sociological intervention approach falls under unique characteristics and features that take into account the characteristics of the human phenomenon characterized by individuality and continuous change to give the researcher new horizons that enable him to immerse himself and delve into the patterns of the phenomenon and interact with it to understand the experiences, actions, intentions and interpret the meanings of the self, as the subjective experience of the act is clearly realized as long as this social act takes on a subjective meaning related to the self and hidden behind demands that require sailing into the entity of the self in search of the meanings behind these demands to liberate them on the surface of consciousness.

The epistemological study of this social act is determined according to several references that adopt methodological and hypothetical premises, which imply that external factors beyond the two actors determine their behavior, meaning that the actors exist under the inevitability of forces external to their entities and will, and all the researcher has to do in these situations is search for the causal relationship between these external forces and the actions and behaviors emanating from those actors. This conception is confirmed by Durkheim, who presents the study of phenomena as objective things,

while we find that Max Weber emphasizes the causal relationship between culture and rational behavior, as he studies the act.

Thus, sociological intervention assumes an effective role in rebuilding the subjectivity of the actor and achieving his social recognition and humanization within the transformations experienced by contemporary societies resulting from the transition to the era of modernity, which coincides with problems and obstacles related to social and psychological situations that struggle for survival to prove the self and realize its perceptions and elucidate the features of its existence within its social system.

Hence, sociological intervention has taken the approach of searching for the self as an active subject (economic, psychological, social) with certain intentions, and having the freedom to choose and make decisions in different social situations and positions.

### **8- Difficulties in Applying Sociological Intervention in Algeria:**

Promoting the application of educational research to study school problems and address them requires a deeper and better understanding of the nature of these problems in all their latent dimensions in their circumstances and natural context, which allows the sociological researcher to formulate effective solutions to reduce their impact on the course of the educational actor and in a way that allows for the development and quality of learning outcomes.

Despite the achievement of this educational research, which emphasizes the diversity of using methods in studying these problems, the procedural implementation of the approach of deliberating and dealing with sociological intervention is still limited in the studies and practices of researchers, especially in investigating the educational issue.

Employing intervention in educational research is important in elucidating the orientations of actors, as enhancing these orientations serves the construction of the educational actor's future project by giving him great freedom to academically search for himself and achieve his personality without unconditionally submitting to everything that is determined in the educational system. Hence the essence of sociological intervention emerges as a result of simulating the reality of the educational actor in his conflicting situations and positions that require intervention to closely and comprehensively monitor the personal experience of the participants with what it carries of meanings and assumptions that lead to proposing alternatives and solutions accompanying the subjectivity of the actor.

In addition to the distinction of the intervention, which is part of qualitative research, "in providing better outputs in terms of interpreting human activity, as the researcher is the main tool in this type of research and therefore qualitative educational research reflects the researcher's orientations clearly, and through the results of this research we can identify the researcher's orientations through the general principles and theories employed by the researcher in collecting specific information and linking it together, especially since the information and outputs provided are almost free of distortions."Cognitive distortions that may affect traditional quantitative research" (Johnson et al , 2007: 112-133).

In light of the technological acceleration witnessed by societies, which recognizes the mechanisms and techniques of scientific research methods in the field of education, the use of the sociological intervention approach in understanding and developing educational practice is a missing link due to a number of problems and obstacles that prevent its activation. And if these obstacles face researchers in all countries, they are particularly acute in Arab countries, especially Algeria, with an almost complete absence, which can be justified according to the following difficulties:

#### **A- Difficulties related to the researcher:**

- Weak academic training of Algerian researchers, which causes imbalances in their theoretical and scientific qualifications.
- The low research skills of some researchers, as the sociological intervention approach requires high abilities and capabilities that may not be available to many of them, especially with regard to data collection, analysis and interpretation, such as the weak skill of direct communication while managing intervention sessions with respondents.
- The ignorance of many researchers of the mechanisms and procedures of the sociological intervention approach in social research in general and educational research in particular in terms of mastering the standards that adopt methodological precision and discipline, and not on the criterion of objectivity as is the case in the natural sciences and classical research.

- Researchers' weak management of the discussion process, leading to conflicts between intervening members and changing the direction of the research objective.
- Failure of sample members (interveners) to adhere to the specified appointment to hold intervention sessions, despite prior coordination and apologies for social considerations.
- The researcher's weak scientific rigor and falling into the error of selective observations or selective recording of data.
- The predominance of statistical program culture in social research, which has framed research quality in the quantitative approach, has become a major obstacle factor to the use of the sociological intervention approach and expulsion of it, which requires the researcher, whether a student or supervisor, to avoid this approach not only because of disbelief in it but also out of fear of delving into the unknown and violating the predominant quantitative culture of the field.

**B - Difficulties related to the graduate studies system:**

- Most courses that serve scientific research are designed according to the quantitative trend, ignoring the qualitative trend, especially to solve current problems, but rather being limited only to interviews and observation to collect data.
- The scarcity of references and specialized books dealing with the sociological intervention approach and translated into Arabic in particular to help researchers refer to them.

**C - Difficulties related to the mechanisms, implementation and analysis of sociological intervention data:**

- Implementing the approach takes a long time and great effort on the part of the researcher and experiencing the phenomenon under study, which may prevent lingering in following its application and transforming the quest to study it quantitatively.
- Unavailability of programs for analyzing qualitative data.

From the above, it can be said that the sociological intervention approach is an effective mechanism for understanding the educational phenomenon in Algerian society because of the complexities of this reality that requires the researcher to master its objectives. and its philosophy, tools, data collection, analysis, presentation, interpretation and discussion methods on the one hand, and on the other hand, understanding the subjectivity and identity of respondents and reaching objective interpretations of their actions, interactions and creating change in reality.

**9- Conclusion:**

The sociological intervention approach seeks to study the practices of actors in rational social situations, focusing on understanding the participatory and interactive dimensions that aim behind them to improve and make changes to these situations. The researcher within the sociological intervention plays two roles at the same time, on the one hand a producer of knowledge and an educational actor in the light of the knowledge he produces, creating change for the better for a reality that touches the individual and society on the other hand. The sociological intervention approach is suitable for getting to know the self and how the subjectivity of the actor is formed, what "Alan Touran" calls "the actor's return capable of managing the tensions generated by the diversity in patterns of social educational behavior in the school environment" (Tawil, 2018: 1046).

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