
The capabilities of social sciences in responding to the requirements of the labor market in Arab countries

Dr. SihamAbbassi¹, Pr. Chaouki Yaiche Temem²

¹Institute of Law and Economic Sciences, Law Department, Laboratory Governance Perspectives for Sustainable Local Development, University Center of Barika, Amdoukal Road, Barika, 05001, Batna, (Algeria).

²Faculty of Law and political science, Law Department, Laboratory Rights and freedoms in comparative systems, University of Biskra(Algeria).

**The Author's E-mail: siham.abbassi@cubarika.dz¹,
chaouki.yaichtemem@univ-biskra.dz²**

Received: 01/2024

Published: 08/2024

Abstract:

Higher education sector receives attention from all contemporary countries, including Arab nations, with training in social sciences being one of its crucial aspects. While higher education primarily aims to provide qualifications enabling graduates to enter the job market, social science training in Arab countries has been criticized for its insufficient ability to keep pace with labor market demands. This criticism arises from the large number of university graduates in various social science disciplines, leading to a devaluation of these fields due to their conventional training methods. The importance of training in social sciences stems from both its role in fulfilling the educational purpose of universities and its status in advanced countries, yet the outcome of such training remains unclear. This ambiguity persists whether considering the general reality of the labor market in Arab countries or the developmental perspective's impact on the status of social science training in these nations, despite the efforts made and ongoing by Arab regimes.

Keywords: Social sciences - labor market - higher education - training - Arab countries

Introduction:

Arab countries have long shown interest in higher education, aligning with aspirations to make it a catalyst for their progress and elevation. This choice has led to significant financial allocations towards building educational facilities and investing in training. The culmination of this educational path is university degrees, sought after by individuals aspiring to occupy various positions within state structures. This has been done with a focus on employing graduates and tackling unemployment, often without much concern for specialization or the effectiveness of such employment, given the rentier state model prevalent in most Arab countries. Additionally, the cultural and historical specificities of these newly independent nations have influenced the educational choices, with elite families steering their children towards technically-oriented disciplines like medicine and engineering, while the majority encourage their children to seek government jobs, often based on training in social sciences and humanities, which require less financial investment yet provide access to administrative or political positions.

Despite these dynamics, there hasn't been sufficient attention given to the saturation of the social sciences field or the serious intent to develop its content and adaptive capacities to meet labor market needs. Consequently, a significant gap has emerged, with social sciences becoming symbolic of unproductive training and inevitable unemployment.

This reality has shaped individuals' perceptions of social sciences, sparking debates on the relevance of continuing to teach these disciplines at universities, especially if they fail to achieve the desired goals of higher education, particularly employment, although higher education is fundamentally aimed at training rather than employment.

Therefore, the problem we seek to address in this research revolves around the following question:

To what extent is it true that social sciences in Arab universities suffer from training dilemmas without prospects for employment, given Arab countries' failure to devise corrective mechanisms?

Answering this problem involves two aspects: one addressing how social science training contributes to the spread of unemployment, and the other exploring its productivity in the job market. Both aspects necessitate addressing the fate of social science training in light of its status in the labor market, which will be included in the discussion after the conceptual framework of the study.

Based on this basis, our study will be divided into the following axes:

Firstly, Conceptual Framework of the Study:

It is imperative for us to understand the capabilities of social sciences in responding to the labor market in Arab countries by defining the following concepts:

1. Concept of Social Sciences:

The concept of higher education, in its narrow sense, pertains to educational processes conducted within university classrooms, involving curriculum teaching and coursework according to both theoretical and practical components. In its broader sense, higher education encompasses the addition of human skills and knowledge (Karim Abdul Sajer - Ayad Hussein Mohammed Ali - Abdulsalam Jawad Kazim, "Without a Date", p. 04) acquired outside university settings.

Social sciences constitute a branch of higher education agreed upon as the discipline focusing on the study of human beings and their related phenomena (Dridish Helmy, 2017, p. 191 and following).

Attempting to compile a comprehensive list of all branches that fall within the scope of social sciences would be impractical since every aspect of human study approached scientifically inherently belongs to the realm of social sciences (Bouaoud Asmaa, 2018, p. 05) (Dridish Helmy, p. 191-182). Currently, these branches are referred to as: psychology, sociology, cultural anthropology, history, archaeology, legal sciences, demography, geography, political science, administrative sciences, linguistic sciences, and so forth (Dridish Helmy, p. 191). While the consensus is prevalent that psychology, sociology, and cultural anthropology together form the central nucleus of social sciences (Bouaoud Asmaa, p. 05).

It is evident that social sciences have evolved alongside natural sciences, initially influenced by the methodologies of the latter but eventually establishing a

distinct and integrated field of study. This field revolves around the individual, who is also the researcher's subject (Dridish Helmy, p. 198).

2. Concept of Labor Market:

The labor market is the arena where labor supply and demand intersect, comprising various operations, institutions, and sectors, both public and private, seeking to employ graduates (university degree holders) across different fields: technical, social, and natural sciences (Zagawa Ahmed, 2017, p. 165, Edited).

If supply and demand are the defining elements of the labor market, they are influenced by several factors that determine their flexibility, including:

- Structural changes within national economies.
- Requirements for development and economic progress pursued by nations.
- Population growth rate within the country.
- The spread of education across various disciplines, leading to an increase in the number of graduates (Aiwaj Mokhtar-Boudyar Zahia, 2014, p. 13).

The imbalance in the labor market, particularly the surplus of demand over supply, leads to the phenomenon of unemployment, a social and economic issue prevalent in both developing and developed countries.

Unemployment is defined as the situation where an individual, above a certain age, is without work despite being capable and willing to work and actively seeking employment but unable to find any (Belacel Mohamed, 2015, p. 45). Unemployment among university graduates is particularly sensitive compared to other segments of society due to the cost and effort invested in obtaining a university degree.

Addressing unemployment and devising mechanisms to create job opportunities aims to rectify the imbalances in the demand market because eliminating or reducing unemployment achieves equilibrium between supply and demand, thus balancing or approximating the equilibrium of both sides of the labor market.

Secondly: Contributions of Social Science Education to the Increase in Unemployment Rates:

The phenomenon of rising unemployment rates among graduates has become one of the distinguishing features of various countries, including Arab countries, especially in the aftermath of the global economic crisis that occurred in 2008 and thereafter. While this phenomenon has spread worldwide, its prevalence in developing countries, including Arab nations, has been more severe. Indeed, discussing graduate unemployment directly leads us to discuss graduates of social sciences. Many real-world indicators suggest that social science education contributes to the increasing severity of unemployment in Arab countries.

In this regard, the backgrounds and reasons for the lack of importance of university education in these sciences, which contribute to the increase in unemployment rates, have been attributed by many supporters to various themes indicating the futility of education in these fields due to their lack of productivity in the labor market. These themes can be observed through many crises facing social sciences in these countries, as we will try to clarify through the following points:

1. Crisis of the numerical standard for social science graduates:

The crisis of the numerical standard for social science graduates involves a mismatch between the number of social science students and the number of students in other scientific, technical, and technological fields. The reality leads to a predominance of students enrolled in humanities and social sciences, constituting about 2/3 of total university students, compared to less than 1/3 of students enrolled in scientific, technical, and technological fields. This imbalance between the numbers of social science graduates and graduates in medical, technical, and technological fields has been documented (Khadna Soumia, 2007/2008, p.), leading to the lack of alignment between the numbers of social science graduates and graduates in medical, technical, and technological fields (Ben Aissa Allal, 2017, p. 186).

The crisis of the numerical standard for social science graduates has been influenced by many indicators and factors, which we can summarize as follows:

- The shift towards quantity due to population growth and the increasing number of students, which put pressure on universities that adopted a policy of higher education towards cumulative expansion and the adoption of mass education instead of selective education due to high societal demand (Ben Al-Sheikh Abdul Rahman, 2018, p. 129). This made social science

disciplines areas to accommodate the increasing number of university students.

- Lower cost per educational seat in social sciences compared to scientific, technical, and technological fields, which led to higher education policy towards raising the conditions of the latter disciplines that became difficult for students to enroll in compared to the conditions of enrolling in many social science disciplines for holders of baccalaureate certificates (Ben Aissa Allal, p. 186). In Algeria, for example, it is noted that enrollment in social science faculties - except for some disciplines like economics - is open to students with low baccalaureate grades, or those who were not fortunate enough to enroll in scientific and technical faculties (Mahour Basha Abdul Halim, 2015, p. 29), due to the fact that the increasing number of students wishing to enroll in these latter faculties - i.e. scientific and technical ones - was not matched by an increase in resources and capacity for absorption (classrooms, seats, laboratories, libraries, etc.). All of this ultimately resulted in an inevitable outcome predicting the increasing numbers of students in social science faculties compared to other faculties.
- Student evasion from registering in science and technology faculties due to the perceived high scientific effort required for success in these disciplines (Ben Aissa Allal, p. 186) and their tendency to register in social science faculties believing in the ease of success in these faculties, leading to an increase in the number of social science students compared to their counterparts in other faculties.
- The high proportion of high school graduates obtaining literary certificates compared to their number in scientific and technical fields, which makes it natural for these successful candidates to move towards social science disciplines in higher education that are compatible with their literary specializations in secondary education, in addition to scientific baccalaureate holders who are willing to study social sciences.

Therefore, through the foregoing and by looking at the aforementioned indicators and factors, we notice that the majority of university graduates are from social science disciplines (Ben Metni Al-Atibi Munir, "Without Date", p. 02).

This reality indicates a real crisis in social sciences, a crisis that does not stop at the level of increasing numbers of social science students and graduates alone,

but extends to what the high number of students and graduates in these sciences may lead to. At the level of students, we mean the impact of the huge numbers of social science students on their training and academic achievement, a reality confirmed by the UNESCO evaluation report for 2000, which pointed out the growing gap between the quantitative growth of social sciences and the qualitative quality of research in this field. It indicated that: “Social science faculties are now present in various Arab universities at present, after they were no more than four (04) or five (05) faculties in the 1950s, but this quantitative shift in the number of social science faculties and the number of students studying in these faculties did not necessarily accompany it with quality and qualitative in education and the nature of research and studies and how they are used in the development of societies, according to statistics on widely spread articles that include more than forty (40) references, we find only: Kuwait - Algeria - Egypt - United Arab Emirates - Saudi Arabia, with an average article per country” (Mahour Basha Abdul Halim, p. 27).

02 - Crisis of the Dim View of Social Science Specializations:

The prevalent view of scientific, technical, and technological colleges as distinguished, compared to the dim view of social science colleges in Arab countries, has had a negative impact on the privileges, particularly the material ones, enjoyed by university specializations. This is despite the fact that the knowledge system is integrated, and there is no advanced country without distinguished writers, scientists, artists, and intellectuals, who are equally esteemed based on their excellence rather than the nature of their specializations (Ben Al-Sheikh Abdul Rahman, 2018, p. 129).

This idea distinguishes the dim view of social sciences, which is not limited to society but extends to governments as well.

The Arab societal view of the dimness of social sciences stems from:

- The youth's habit of adopting a negative stance towards all issues they face not only in university but also in public life as a whole (Zgawa Ahmed, P. 160). Hence, their dim view of social sciences is due to the issue of the high unemployment rate among graduates of these sciences without researching the real reasons behind the rise in those rates. This rise, in reality, does not explain the low level of education or training received by a student or

graduate of social sciences who holds a university degree, similar to other university degree holders.

- The negative perceptions held by students about social sciences, such as the ease of obtaining degrees without intellectual effort, and the low - or lack of - failure rates in many social science colleges where there is no longer any scientific merit in studying them.
- The dim view held by some university administrators, especially those with scientific backgrounds, which sometimes turns into bureaucratic practices such as restricting scientific events or social science students' access to scholarships and others (Mahour Basha Abdul Halim, p. 27). This makes a significant portion of society view social sciences with such a dim view and deny any scientific value to studying them.
- The belief in the rigidity of the information received by social science students, which stems from the belief that graduates of social science faculties lack lifelong learning skills as they rely after graduation only on the information they received at the university (Mahour Basha Abdul Halim, 2014, p. 161), unlike science and technology graduates who, due to their jobs and specializations, receive new information that is adapted to the developments in society.

As for the Arab governmental view of the dimness of social sciences:

- Social sciences are often ignored by governments, being described as a science that produces only talk (Dridech , Hilmi, P. 191).
- Governments, on many occasions, express their support for scientific and technical specializations at the expense of social science specializations. The latter, in the view of many Arab authorities, do not add anything to the job market because the market now needs scientific specializations that contribute to production. This is due to the prevalent belief that the world needs a class that possesses both knowledge and application rather than theoretical knowledge that is deemed unhelpful (Belacel Mohamed, P. 50).

03 - Crisis of Conventional Training in Social Sciences:

Higher education in many Arab countries, especially in the field of social sciences, still offers conventional, uniform, and similar education. This conventional approach, primarily based on rote learning, poses a formidable

barrier to attempts at individual creativity and innovation. While some individual attempts have been made to improve it, they remain individual efforts rather than educational policies (Gharraf Nasr Eddine, 2010/2011, p. 76). Consequently, higher education in social sciences in Arab countries has seen a decline in the level or quality of education compared to advanced countries. Social sciences in the Arab region appear to lag behind research innovation fields in China and the improvement of conditions in Turkey, despite efforts in some Arab countries. (Mahour Basha Abdul Halim, p. 163).

The problem with higher education in the field of social sciences in Arab countries lies not in the availability of educational institutions and structures (colleges and institutes of social sciences), but in the quality of these institutions. They have become institutions of low efficiency, low intellectual productivity, and weak social returns (Ben Mtini El Itibi Mounir, p. 02). This is because Arab universities have focused more on graduating the largest number of university degree holders rather than focusing on the quality of training these degree holders. Some argue that universities do not focus - according to some - on training them to meet the requirements of the job market and prepare them to face life's challenges (Zgawa Ahmed, P. 163).

Some researchers have tried to investigate the reasons for this conventional approach, attributing it to the failure of the early pioneers of social sciences in Arab countries to use critical thinking and practical logic. They simply transferred Western methodologies as they learned them, which do not reflect the mentality or positions of Arabs and Muslims and do not portray the true development of Arab societies because they do not represent the content and approach of these societies (Bou Oud Asma, P. 04).

Others attribute the conventional training in social sciences to the numerous contradictions inherent in educational policies in Arab countries, including deficiencies in educational policies in the field of social sciences. This policy has led to the absence of scientific competencies (educators) who have failed to link theoretical studies in social sciences with the Arab social reality (Mahour Basha Abdul Halim, p. 29). This means the absence of principles of efficiency or what is referred to as productivity skills, which negatively affect the ways in which competencies are produced and the establishment of a philosophy of creation and innovation in products of creative thinking. This is the inevitable

result of the absence of rational training, where educational units are often emptied of their content and substance, reflected in the declining levels of both educators and educated individuals alike (Ben Terrat Djelloul, 2018, p. 33-36).

04 - Crisis of Social Sciences Education's Failure to Meet Labor Market Demands:

Human beings are inherently social beings before being independent entities. With their intellectual, theoretical, and scientific capabilities, they are obligated to fulfill their role as social beings, ultimately facing the inevitability of the societal functional vision.

From this perspective, many researchers believe that universities collaborate with society to foster its development and progress. All aspects contributing to economic and social development fall under the university's functions. This is because the university's mission is no longer solely to search for truth and knowledge. The degrees it awards qualify individuals for positions and high or medium-level roles that align with social, economic requirements, and labor market needs. Thus, the university is an economic production institution (Ben Aissa Allal, P. 177).

Consequently, higher education institutions are based on achieving a balance between education and the labor market (Iouedj Mokhtar – Boudiar Zahia, P. 04).

Many education administrators understand this concept well. However, despite this, we find that the contribution of higher education outputs in the field of social sciences to economic activity in these countries still remains weak compared to the contribution of foreign labor, which dominates most available jobs. For example, in Saudi Arabia, foreign labor occupies a significant percentage of the total workforce (Education outputs and their alignment with the requirements of the Saudi labor market, 2005, p. 01). This is the reality in many Arab countries, such as Algeria, where many foreigners hold important positions in petroleum institutions due to the lack of demand for these positions by Algerian graduates, most of whom hold social science degrees for which job opportunities are no longer available.

The explanation for this lies in the pattern of training in social sciences, which has led Arab countries to build large structures and spend substantial

amounts of money to create an educated generation and a distinguished student class, only to find that the fate of these students is unemployment (Belacel Mohamed, P. 44).

Thirdly: Productive Contents of Training in the Social Sciences Field in the Labor Market:

Despite the previous view - the previous trend - of training in the social sciences, which considers them irrelevant in Arab universities, from a different perspective of the contents mentioned above, based on the fact that training in these sciences does not contribute to graduating certificate holders needed by the labor market.

However, training in the social sciences according to another direction still receives significant importance as a branch of university education, considering the numerous contents advocated by this latter direction regarding the productivity of training in the social sciences in the labor market. These contents can be summarized as follows:

1. The Importance of Training in the Social Sciences:

Teaching social sciences in higher education specializations is considered necessary and indispensable. This is because training in social science disciplines carries significant importance, which we can discern from the following points:

A. Training in the social sciences is more complex than training in physical sciences:

This perspective arises from the fact that social sciences hold great importance due to the complexity of their training compared to training in physical sciences. Thus, it's a perspective that studies the importance of social sciences by comparing their complexity to physical sciences. In this regard, proponents of this view formulate several justifications, including:

- Considering the individual (human) as the subject of study in social sciences. Studying social sciences focuses on the meanings of human actions, making it a study distinguished by complexity because it deals with the human being who is aware of his existence, unlike the material being studied in natural sciences, which does not have this consciousness

on one hand. On the other hand, it's a study characterized by complexity because the researcher shares the same nature as the subject under study, hence the researcher must resist his personal experiences because they are not necessarily the experiences of others.

- The field of social sciences is very broad as it studies the human being in his relationship with himself and with others. It is observed from three perspectives (the individual's view in terms of his development and behavior - the society's view in terms of its structure and behavior - the view of international phenomena). In addition to the fact that individuals or societies studied in social sciences are not identical images that match each other, because each individual is a compound of original experiences that make him ultimately unique. This makes it difficult to replicate the experience, unlike natural sciences where the components of the subject remain the same on one hand. On the other hand, it becomes clear that the human being cannot be or at least is difficult to measure, as measuring his actions and behaviors is not easy as it is in the case of the material being in natural sciences.
- Researchers in the field of social sciences are not immune to the possibility of falsifying the data they obtain from the subjects or even from themselves if they are not aware of it, because the human being adjusts this data on his own. However, this is not the case for the material or natural being that cannot resist the analysis or change imposed on it (Deridech Hilmi, P. 192-196 edited).
- Therefore, according to this perspective; as long as studying social sciences is more complex than studying physical sciences - as stated above - then if studying natural, technical, and technological sciences is considered highly important in university education, studying social sciences is even more important because it is more complex.

The reality is that this complexity in studying is what makes it important in the labor market if it is studied according to what should be taught, according to advanced curricula that keep pace with human development. This is because the most important features of natural sciences that some rely on in the labor market are derived from the complexity and difficulty of studying them. Thus, they suggest that teaching social sciences, which do not have this complexity and difficulty, is not useful in the labor market. However, the above justifications clearly

demonstrate that social sciences are more complex to study than physical sciences. Thus, the opinion advocating the ease of teaching social sciences is refuted, meaning that they have great importance both in the field of scientific knowledge and in the labor market, if they are taught properly according to the required standards.

B. Training in the social sciences serves the purpose for which the university was established:

Some researchers believe that the university is not in service of the individuals who belong to it, nor in service of the society they live in, but simply in service of the pursuit of truth, which contributes to the service and development of knowledge. Even if the society benefits from university students, this remains limited to secondary interests because the various university activities primarily focus on producing knowledge and seeking truth (Ben Aissa Allal, p. 176).

According to this perspective, education for development has begun to be proposed by individuals outside the educational environment, as large movements towards the concept of education for development have come from international political and economic forums like the United Nations and the Organization for Economic Co-operation and Development. These individuals believe that education aims at the balanced development of the individual (behaviorally, psychologically, morally, socially), and they consider it the key to development (Ben Chikh Abdul Rahmed, P. 120-121). Therefore, its goal must be linked to the understanding of all sciences and keeping pace with the progress of humanity. Based on this basis, the educational environment cannot be guided by non-educational environments, nor can non-educational environments judge the educational environment correctly. The higher education sector, starting from the concerned ministry through educational institutions' officials, professors, and students, is primarily concerned with judging education in the social sciences and the feasibility of teaching them without any bias to external judgments and opinions. In short, the judgment of politicians and economists on the feasibility of not teaching social sciences in any country cannot predict the truth about the feasibility of teaching them, as the reason behind teaching social sciences within higher education specializations for the first time remains valid, regardless of the contribution or non-contribution of training in these sciences to the labor market, as long as their teaching serves the science and

knowledge for which the university was originally established. The truth is that serving science and knowledge are the goals of any science before any other goal.

C. Training in the social sciences is distinguished training:

Despite the marginalization it faces in Arab countries compared to the natural sciences, social sciences will remain with their independent curricula and subject matter that shares several qualities with the researcher, a fundamental means, like natural sciences, for building society. This is because nature and society will remain the main field of science (Deridech Hilmi, P. 190).

Higher education includes all types of study programs designed for training and research in a university or other recognized educational institutions by qualified state institutions (Gherraf Nasreddine, p. 53). Among these programs are the study programs in the social sciences, characterized by their special programs and distinguished training field that considers the human being as its subject. From the perspective that education, in general, and higher education, in particular, include activities aimed at developing the knowledge needed by the individual in all aspects of life, in addition to the knowledge and skills related to a specific field or domain (Gherraf Nasreddine, p. 25) like the field or domain of social sciences, which is distinguished as an independent field from other scientific fields. It is a field distinguished by its curricula, teaching methods, and specialized areas.

What supports the distinction of training in the social sciences is the quality of graduates, where training in social science specializations receives adequate care and attention. For example, in the United States of America, which is considered one of the oldest universities in the world, we find that it works in the field of social sciences to produce the political elite that ensures the political and economic superiority of the United States or ensures the dominance of the United States over the world (Ben Aissa Allal, p. 177). How can we underestimate the importance of a science that is at the forefront of sciences in the most scientifically and economically advanced country?!

02 - The content of the efforts of state institutions in the field of social sciences:

Higher education constitutes a fundamental system within societal systems, which interact with each other through relationships and interactions. Hence, the importance of higher education arises as it is a source of human energy (Azhar

Khadra Daiz - Akhlif Yusuf Al-Tarawneh - Mohammed Amin Hamed Al-Qudah, 2016, P. 2033-2034).

On this basis, the process of improving the quality of higher education outputs indicates deliberate growth on scientific grounds. It includes comprehensive development in all academic, economic, political, and social fields. It can be said that it is a comprehensive planned change process carried out by higher education to elevate its educational outputs. These are processes of emergence and unleashing of potential in students to create a better situation for them and society because the process of improving the quality of higher education outputs heavily relies on systematic scientific planning to achieve its goals (Azhar Khadra Daiz - Akhlif Yusuf Al-Tarawneh - Mohammed Amin Hamed Al-Qudah, P. 2033-2034 paraphrased).

On this basis, the reforms that affected the higher education sector in Arab countries have included higher education in the field of social sciences, which is considered an important branch or specialization that cannot be dispensed with teaching. This is even if it did not receive the same importance as the reforms that affected natural and technological sciences.

03 - The significant status of social sciences in advanced countries:

The reality indicates that while social sciences in Arab countries may struggle to achieve a balance between job demand and labor market supply, these sciences in many Western countries do not face the same issue.

If the labor market in Arab countries - previously - absorbed all university graduates and there were many job options for graduates, the reality has changed significantly in recent years (Ben Metini Al-Otaibi Mounir, p. 07). However, this does not mean that teaching social sciences in these countries has become ineffective.

If the job market is the criterion used to judge the ineffectiveness of training in social sciences based on its inability to keep pace with the labor market, then the situation is not much different for many graduates of natural and technological sciences who find themselves facing unemployment. Therefore, it is not about training in social sciences but rather about the entire higher education system (Ben Metini Al-Otaibi Mounir, p. 07).

The evidence of the continued productivity of social sciences is the significant status they hold in advanced countries, such as:

- Germany: Where the German model played a significant role in explaining many traditional and functional concepts of educational institutions. German universities have paid great attention to focusing on the spread of natural sciences as much as they have focused on the spread of humanities and philosophy studies.

- Japan: Where the Japanese model played a prominent role in changing the concept of the Japanese university. This is due to its function, which is to strive towards developing educational systems by focusing on both natural and humanities sciences while addressing local community issues (Khoudna Soumia, P. 49-52).

This status is evident through the focus on the importance of teaching social sciences not only in advanced countries but also in many developing countries. The diverse interest of Arab universities in teaching social sciences in various specializations is a reflection of the status of these sciences, which contribute to the development of theoretical knowledge and seek to analyze social and intellectual heritage and solve societal problems (Bou Oud Asmaa, P. 11).

Fourthly: The Fate of Social Sciences Education in the Arab World Labor Market:

Education is now described as a fundamental tool for addressing all problems and challenges facing humanity (Ben Chikh Abdul Rahman, p. 122). On one hand, the requirements of the labor market have become significant pressures in preparing and qualifying human resources across various fields of science and knowledge to cover the professional areas necessary for the developmental process aligned with the needs of the labor market (Mahour Basha Abdul Halim, p. 21).

According to many researchers, politicians, economists, etc., there is a need to achieve alignment between university scientific education and the needs of the labor market. This leads us to examine the fate of higher education in the field of social sciences amid the requirements of the Arab world labor market. This idea can be addressed by considering the following points:

1. The general reality of the labor market in Arab countries:

Many researchers consider students' choice of majors demanded by the labor market as one of the most important factors shaping higher education outcomes today. The improper choice of majors contributes to the accumulation of students in the labor market, creating a situation that leads to increased unemployment rates while there are job opportunities in specific fields (Zgawa Ahmed, p. 160).

Some attribute the labor market's struggles in many Arab countries to imbalances stemming mainly from the significant increase in university graduates, resulting in an oversupply of human resources that do not align with available job opportunities. This lack of alignment between the educational system and the labor market leads to a gap between production and education. This is explained by the presence of specialties needed by the labor market but not provided by Arab universities, while other specialties are provided despite not being needed in the market (Iouedj Mokhtar - Boudiar Zahia, p. 18). Most university graduates seeking employment come from theoretical colleges (education, religious studies, social sciences, humanities, economics), despite the saturation of the labor market with these specialties and its urgent need for scientific specialties (Education outputs and their alignment with the requirements of the Saudi labor market, p. 02 + Habibullah bin Mohammed Al-Rutkastani, 1999, p. 81).

Hence, it can be said that the labor market in Arab countries suffers from significant imbalances. On one hand, there is an increase in unemployment, while on the other hand, there are vacant positions that cannot be filled by qualified individuals due to mismatches between available job opportunities and the qualifications of job seekers. Since most job seekers are young, especially university graduates, many researchers attribute the previous imbalances to the nature of higher education in university settings.

Despite numerous attempts by Arab countries to reform higher education to avoid previous imbalances, these attempts have proven to be superficial, ineffective, and lacking seriousness. This has led Arab universities to be socially isolated and not contributing to development, especially considering that education is the effective means to change society and make it capable of overcoming crises (Khodna Samia, p. 54-69), achieving social and economic welfare, including creating generations of university graduates capable of meeting contemporary labor market requirements.

Some may wonder: How can Arab universities achieve this when higher education institutions are still unable to align admission and enrollment policies with the needs of the labor market? Arab higher education institutions still fail to achieve alignment between the available majors in universities and those demanded by the job market (Adnan Al-Amin et al., p. 7). Meanwhile, many countries worldwide have shifted towards molding education at all levels to contribute to development and meet the demands of the labor market and economy (Hind Abdul Rahman Al-Fattah, 2017, p. 02).

2. The Impact of the Developmental Perspective on the Status of Education in Social Sciences in Arab Countries:

The final statement adopted by the World Conference on Higher Education held at UNESCO headquarters emphasizes that higher education is the primary driver of progress in scientific research, innovation, and building a knowledge society based on disseminating, producing, and efficiently employing knowledge across all areas of societal activity (economics, politics, private life, etc.), leading to the promotion of various human fields continuously towards development (Azhar Daghre, Akhlaif Yousef Al-Tarawneh, and Mohammed Amin Hamed Al-Qudah, p. 2034).

Through this statement, it is evident that higher education, based on the modern developmental perspective, must play an effective and decisive role in achieving development. Therefore, education in the field of social sciences must contribute to development; otherwise, it would be considered ineffective education or education less esteemed than education in other fields that effectively contribute to developmental endeavors.

Some argue that higher education today in Arab countries, especially in the field of social sciences, due to the influence of globalization, no longer keeps pace with developments in knowledge and its tools. They perceive it as inadequate preparation for students to deal with the knowledge market's requirements and its constantly changing capabilities, skills, and demands (Iouedj Mokhtar - Boudiar Zahia, p. 03). Most studies discussing higher education in Arab countries have shown a gap between higher education outputs and the national economy's requirements, markets, and development needs (Hind Abdul Rahman Al-Fattah, p. 02).

Thus, it becomes clear that the status of social sciences, considering the requirements of the market economy and contemporary development needs dictated by globalization, no longer holds the same position as it once did. This is especially true when considering social sciences from a developmental perspective, particularly in Arab countries that have not kept pace with reforms in higher education to meet contemporary development needs. It is inconceivable for a country to achieve real development with a traditional mindset.

Conclusion:

Achieving a positive impact for social sciences in the future of higher education in Arab universities requires taking initiative with a set of solutions that can restore the position of education in these sciences. This is not only in terms of the contribution of social sciences education to development and meeting the demands of the job market, but also in terms of contributing to knowledge production in general. Therefore, it is necessary to reconsider the position of social sciences as a field for producing science and knowledge. This can be achieved by proposing solutions that keep pace with the various changes occurring in contemporary societies, as social sciences, as they say, "start from the individual to return to them."

Based on this premise, we conclude our study with a set of results that we attempt to link to some solutions in the form of proposals that can be implemented to revive - once again - the status of social sciences among higher education disciplines in Arab countries. Through this, the contribution of these sciences to the job market in these countries can be realized:

- Social sciences and the job market are two different concepts. The former is related to education in one of the most important fields of higher education, while the latter relates to the supply and demand of labor. However, they are interconnected in terms of the contribution of social sciences graduates to increasing job demand compared to supply. The large number of social sciences degree holders has led to an increase in unemployment in this field. Therefore, we propose: Reconsidering the admission criteria in social sciences colleges to achieve balance between these criteria in social sciences colleges and scientific, technical, and technological colleges.

- Despite the importance of social sciences as an integrated cognitive system, and despite the fact that social sciences students receive university education similar to students of sciences and technology, and despite the fact that the university degree of graduates from social sciences colleges has the same legal value as that of graduates from scientific, technical, and technological colleges, there seems to be a discrepancy that makes social sciences education inferior to that of other fields. This discrepancy lies in the regulations governing education in social sciences on one hand, and the lack of awareness of the value and importance of education in these sciences and the condescending view of them as university disciplines, whether by the government, students, or society on the other hand. Therefore, we propose: Reviewing the rules governing education in social sciences disciplines, such as mandatory attendance of lectures, implementing exclusion after absences from applications, reinstating the minimum pass mark in basic assessments, etc. Additionally, there is a need for awareness of the value, importance, and necessity of education in social sciences for high school students - and their parents if necessary - before granting them the right to choose their university majors, as social sciences also possess both knowledge and application, similar to sciences and technology. However, this aspect needs to be reflected in reality through significant governmental intervention to revive this importance and restore social sciences education to its rightful level.

- Recent attempts at innovation in social sciences have been mostly individual and cannot be generalized. Therefore, we propose: Imposing educational policies in social sciences that keep pace with scientific and technological developments and the requirements of the job market. This is to break away from the traditional mindset associated with social sciences education policies. However, these policies should not lead to emptying social sciences education of its content. The integration of scientific and technological developments means using them without emptying the education of its original content. Therefore, careful planning and consideration are needed in implementing these policies, as adopting policies of foreign countries that have their own social and economic structures, and have made significant progress over years of accumulated experience, will not necessarily lead to the same results in Arab countries. Instead, they may result in failed policies that negatively affect higher education as well as various economic, social, and political sectors related to it.

- Education for development, or harnessing higher education for economic service, is a topic that has been discussed outside the framework of higher education. However, how can the educational environment align with the non-educational environment? Therefore, if there is a need to find solutions to the unemployment crisis and other economic and social crises, it is necessary to search for these solutions without changing the nature, origin, and purpose of higher education, which can contribute to these solutions. However, it should not be harnessed for a purpose that did not exist originally, as education was primarily created to serve science and knowledge. Therefore, professors are first and foremost researchers, and students are first and foremost seekers of knowledge, not seekers of employment. University institutions are educational institutions, not social and economic service institutions.

- If there is a need to address the issue of aligning social sciences with the job market, why is this issue not raised in many advanced countries? Why has it been raised more prominently in Arab countries? If so, the crisis is not a crisis of education in social sciences, which should not diminish the importance of education in them or devalue the certificates of their holders. Rather, it is a crisis of the educational sector in countries that have failed to regulate the higher education sector. Therefore, the crisis is a higher education crisis, not a social sciences crisis, especially as many graduates of sciences and technology are currently facing unemployment in many Arab countries. Therefore, we propose: Reconsidering the higher education system, and if there is a need to address the balance between supply and demand in the job market for social sciences degree holders, then we propose reforming the higher education sector in many Arab countries. This reform should be dynamic and go beyond applying policies borrowed from advanced foreign countries. It should also go beyond relying on the assistance provided by these countries, whether in terms of the specified waiting period for the results of this reform or the scope of the reform itself. While the reforms may be similar due to the similarity of the situation in Arab countries, they must be tailored to each country's unique social and economic conditions and the diversity of specializations in higher education. Moreover, the status of social sciences varies from one Arab country to another.

- Finally, we conclude by saying that attention must be paid to social sciences to revive their status, not just to align them with the job market. Reviving and

elevating their status directly leads to their automatic alignment with this market. Conversely, aligning them with the job market will not enhance their status; therefore, policies aimed at aligning these sciences with the job market will not be effective. Their effectiveness lies in reviving their status and restoring their value.

List of references:

Mounir ben Metini Al-Otaibi, Analyzing the alignment of higher education outputs with the needs of the Saudi labor market, King Saud University, (undated).

Articles:

Ahmed Zgawa, University programs and their responsiveness to the needs of the labor market, Human Development Magazine, Issue 07, March 2017.

Azhar Khadra Dagher, Akhlif Yousef Al-Tarawneh, Mohammed Amin Hamed Al-Qadah, The Role of Harmonizing Jordanian Higher Education Outputs with Labor Market Needs, Journal of Educational Science Studies, Volume 43, Supplement 05, Year 2016.

Asmaa Bou Oud, Social sciences in Arab countries between reality and hope, Journal of Human Resource Development, Issue 04, December 2018.

Ben Tarat, The Philosophy of Successful Training in the Humanities and Social Sciences, Maghreb Journal of Historical and Social Studies, Special Issue, November 2018.

Hilmi Deridesh, The importance of social sciences in understanding and building society, Sociology Horizons, Issue 13, July 2017.

Abdul Haleem Mahour Basha, The Rationalization of Social Science in Contemporary Thought, Journal of the Social Researcher, Issue 11, March 2015.

Allal Ben Aissa, The Algerian University in light of the economic transformations, University of Algiers Annals 01, Issue 31, June 2017.

Mohamed Belacel, "The phenomenon of the unemployed student project in Algeria: A comparative analytical study, Journal of Humanities, Issue 04, December 2015.

Mohamed Abderrahmane Ben Chikh, University outputs and local development within the framework of the national economic policy, Shuaa Journal of Economic Studies, Issue 04, September 2018.

Hind Abdul Rahman Al-Fattah , "Higher Education and the Labor Market in Qatar: Reality and Prospects," Arab Center for Research and Policy Studies, February 2017.

University theses:

Nasreddine Gherraf,E-Learning and the Future of the Algerian University "A Study in Concepts and Models", Doctor of Science thesis in Library Science, Montouri University, Constantine, 2010-2011.

Soumia Bakhdna, The reality of catering for postgraduate students in the Algerian university "A comparative analytical study", Master's thesis in Social Sciences, Montouri University, Constantine, 2007-2008.

Interventions:

Habibullah bin Mohammed Al-Turkistani, Therole of higher education in meeting the needs of the Saudi labor market, Journal of Social Sciences, Issue 03, Year 1999.

Mokhtar Iouedj- Zahia Boudiar, Integration between the outputs of the L.M.D system and the requirements of the labor market in Algeria, Third International Conference on: Integration of Education Outputs with the Labor Market in the Public and Private Sector, Amman, Jordan, 08 Feb 01 Mar 2014.

Posters:

Karim Abd Sajer - Ayad Hassan Mohammed Ali - Abdulsalam Jawad Kazim, Ways to develop and enhance effective communication between Iraqi universities and the labor market, Institute for the Preparation of Technical Trainers, Central Technical University, Iraq, (undated).

Educational outcomes and their alignment with the requirements of the Saudi labor market, Research Center, Chamber of Commerce and Industry, Jeddah Governorate, 2005.