

Social sciences: What future today?

Kharmouche mouna*

Université Mohamed Lamine Debaghine Setif2-Algérie

m.kharmouche@univ-setif2.dz

 <https://orcid.org/0009-0007-2044-4732>

bahri saber

University center of barika- Algérie

saber.bahri@cu-barika.dz

 <https://orcid.org/0009-0007-2444-6997>

Toufik rakeb

University center of barika- Algérie

toufik.rakeb@cu-barika.dz

 <https://orcid.org/0009-0005-3447-8031>

Received: 26/01/2025, Accepted: 22/06/2025, Published: 28/06/2025

Abstract: The social sciences, with their many specializations, have undergone significant developments that have impacted higher education and its outcomes. This is particularly evident given the ongoing developments and changes within the social sciences. Considering the most prominent challenges and stakes related to the field, addressing the social sciences in light of today's future is challenging. Through this analytical study, we will attempt to provide an objective analysis of the social sciences by answering an important question: What is the future of the social sciences today?

Keywords: social sciences, future, research methods, changes..

**Corresponding author*

العلوم الاجتماعية أي مستقبل اليوم

خرموش منى *

جامعة محمد لمين دباغين سطيف 02- الجزائر

m.kharmouche@univ-setif2.dz

 <https://orcid.org/0009-0007-2044-4732>

بحري صابر

المركز الجامعي سي الحواس بركة- الجزائر

saber.bahri@cu-barika.dz

 <https://orcid.org/0009-0007-2444-6997>

ركاب توفيق

المركز الجامعي سي الحواس بركة- الجزائر

toufik.rakeb@cu-barika.dz

 <https://orcid.org/0009-0005-3447-8031>

تاريخ الاستلام: 2025/01/26 - تاريخ القبول: 2026/06/22 - تاريخ النشر: 2025/06/28

ملخص: عرفت العلوم الاجتماعية بمختلف تخصصاتها العديد من التطورات الحاصلة اليوم التي أثرت على العديد من الجوانب المتعلقة بالعملية التعليمية ومخرجات التعليم العالي في هذا المجال، خاصة في ظل ما تواجبه العلوم الاجتماعية من تطورات حاصلة وتغيرات كثيرة، وهو ما يجعل من عملية تناول العلوم الاجتماعية في ظل المستقبل اليوم من خلال أبرز التحديات والرهانات المتعلقة بالعلوم الاجتماعية، وهو ما سنحاول أن نقف عليه من خلال هذه الدراسة التحليلية في محاولة لتقديم قراءة موضوعية للعلوم الاجتماعية من خلال الإجابة على تساؤل مهم وهو العلوم الاجتماعية أي مستقبل اليوم؟

الكلمات المفتاحية: العلوم الاجتماعية، المستقبل، مناهج البحث، التغيرات

* المؤلف المرسل

introduction

Today, the humanities and social sciences require many interventions at all levels, especially in light of the development witnessed by the sciences today, which makes studying them in light of the future very necessary.

There are many stakes and challenges that fall on the social sciences, in terms of the multiplicity of roles, their differences, and their development, where the specialist can intervene in any axis in order to serve society.

The biggest bet is the labor market, which is considered to be “the theoretical market where the labor supply, represented by people seeking work, and the labor demand, represented by the labor needs of institutions,” have met. The labor market in Algeria has witnessed several changes that were contributed to its emergence by many geopolitical and political factors. Demographic, economic, social, and even cultural. These changes have led to a greater focus on trying to achieve compatibility between the various outputs and labor market requirements, especially since knowledge of the labor market is of primary concern to planners, policy makers, owners of institutions, labor and professional unions, as well as public and private employment departments, labor and inspection departments, structures. And institutions of training, education and vocational guidance, researchers and academics, which contributes to drawing up a strong and solid policy based on scientific foundations and not a temporary, circumstantial, impulsive approach.

In contrast to the specific requirements required by the labor market according to a clear economic model, the Algerian University, as one of the main actors in meeting the labor market’s needs for manpower in most specializations, has worked hard to recycle and quality its outputs in order to be compatible with the labor market, especially in light of what many institutions complain about, whether in The public or private sector regarding the quality of the university’s product and its importance in developing the institution and working on economic development.

The problem raised in the suitability of higher education outcomes to the requirements of the Algerian labor market is a global problem among many high-end and advanced universities today in light of what is known as diversity in the nature of human resources and specific specializations

in light of the acceleration and precise development that the market and the institution are witnessing today, which makes it Various higher education institutions are trying to adapt themselves, their programs, curricula, and even their specializations, in order to produce according to the demand that is mainly controlled by the labor market.

Many changes and transformations have occurred in the field of social sciences, perhaps the most important of which is its relationship with the labor market and its keeping pace with job requirements. In light of all these transformations, many challenges have emerged that continue to present themselves to the social sciences in light of the alignment between their nature and the labor market.

The most important challenges facing social sciences today can be highlighted as follows:

Unemployment: Unemployment of degree holders is considered a form of wasting money, especially in light of the enormous funds required to train these graduates, as the budget allocated to the higher education sector amounted to 264,582,513 DZD according to the Finance Law of 2013, and a waste of human resources as a result of the loss of qualified labor, which many compete for. Countries are trying to obtain it, and this explains the Algerian brain drain. Statistics indicate that 40,000 Algerian researchers have migrated abroad, and are divided into the following percentages: 50 percent are doctors, 23 percent are engineers, and 15 percent are scientists, who left Algeria for European countries (Dalal Bouatrous (Mohamed Boukark, 2015, p. 94).

Quality of higher education: It is the ability to make it appropriate in terms of its role and status in society, its educational, research, service and production tasks, its relationship with the state and the world, public funding and its interaction with education levels based on the need of modern economies for graduates who are able to constantly develop their knowledge and possess the qualities of researchers and employers in the market. Constantly changing (Nawfal Muhammad Noman, 1995, p. 29),

The gap between job requirements and university training: The reason for the existence of this gap between graduates' qualifications and

job requirements according to the point of view of employers is that university students are prepared and qualified apart from the real work environment and employment institutions, and focuses on providing them with theoretical knowledge and hypothetical strategies that are unrealistic and not related to the work environment. The recruitment process, as it actually occurs in the labor market, does not mean merely obtaining a job, but rather proving one's competence when applying for a job, familiarity with work requirements, and then the ability to sustainably perform the job properly and its responsibilities. This position may be supported by the criticism that academics themselves have directed at university programs. Adelman and his colleagues (2008) proved that university curricula prepared to teach project management provide only a little of the practical experiences that students need when starting new business projects. From another point of view, university graduates see that the difficulty they face when employed is due to their lack of skills. Operational and linguistic communication skills stipulated in employment conditions, and students believe that the dominance of the theoretical nature of university studies is what prevents them from acquiring the skills they need when employed (Sulaiman bin Salem Al-Husseini, 2016, p. 54).

Formation of the human resource: Higher education institutions that are entrusted with the task of preparing human resources must provide their graduates with skills and capabilities that meet the requirements of the times, provided that the focus is on the integrated and comprehensive qualification of graduates, so that they can keep pace with the requirements of life and work with (Al-Ghanbousi Salem bin Saleem, 2014, p. 1).

Nature of the curriculum: Educational institutions must play a fundamental role in developing their graduates in order to keep pace with post-graduation requirements, as well as developing their curricula through field research studies that reveal the strengths and weaknesses of their graduates, in addition to holding formal meetings between specialists in academic programs in higher education institutions and representatives of different sectors of the labor market, to learn about their opinions and expectations about the capabilities of its graduates, as well

as to develop their latent abilities during their university preparation stage, in a way that meets the need of the labor market, and the ability to contribute to society, realize their personalities, and enhance their skills in using technological tools. There are demands that call for educational institutions to develop... Among its curricula is a plan that enables graduates to possess a number of skills after completing their studies (Al-Ghanbousi Salem Bin Saleem, 2014, p. 2).

Planning for the future: The integration of education into the development process stems from the need for qualified labor, and this implicitly indicates the need for coordination between education planning and labor market requirements in order to avoid the scarcity of qualified labor that may hinder and slow down economic growth, as well as the presence of a surplus of individuals. The two components lead to a waste of educational resources and a rise in unemployment and brain drain. Hence, the role of educational policy is highlighted in directing the demand and supply of education according to the requirements of the labor market. Educational policy is concerned with implementing planning based on expectations of developments in the demand for education and the flows of learners at all levels, branches or specializations that They must be developed and others must be reduced, the resources that must be directed to receive the numbers of students that were expected, that is, with funding in order to develop the system, and by adapting the outcomes of the educational system according to the needs of the labor market, and the educational policy is subject either to a market perspective, that is, directing the educational system according to the labor market needs. Either towards an option based on the principle of social demand, and the educational policy is subject to four principles, which are the principle of the need for labor, the principle of the social rate of return, the principle of social demand, and the market principle (Bonowa Shuaib, Sabah Fatima, 2012, pp. 11-12).

Globalization and its challenges: In the circumstances of the contemporary world, the era of globalization and market culture, the need currently arises to study the reality of university education due to its strong connection to these variables, in addition to views on the status of university education, its nature and its social return. Globalization has its

clear effects on university education and represents capitalist transformations and the dominance of market culture. An essential component of globalization, and these transformations have dimensions represented by the weakness of the economic and political situation and the endeavor of the new world order to impose a unified economic pattern on the countries of the world, and to integrate the economies of Arab countries into the global economy, regardless of their location and the extent of their marginality. This integration constitutes an imminent danger to the majority of Arab and developing countries and threatens their economies. The already weak population becomes more weak and marginalized (Jamil Ahmed Aoun, 2007, p. 31)

The global perspective today: The concept of universality has imposed several matters that should be taken into consideration, especially with regard to higher education and the suitability of higher education outcomes to universality, the most important of which are the following (Al Salal Munira, 2012, p. 12):

Our education seeks to provide the student with the sound knowledge, skills and attitudes that enable him to adapt to the changes of the times without compromising our Islamic values and belief.

-That our education seeks to refute, refute and fight abnormal ideas and behaviors because they are not consistent with our religion and heritage and replace them with authentic Islamic values and ideas.

-Our education seeks to develop the student's personality while paying attention to teaching foreign languages.

Conclusion:

What can be confirmed in this regard is that there are many challenges that the social sciences face today in light of the relationship with the labor market, the most prominent of which is unemployment, as many graduates from Algerian universities in most specializations suffer from the phenomenon of unemployment as they have not obtained any job position, whether in The public sector or the private sector, and in light of this relationship, the quality of higher education outcomes is also raised, especially since many employers raise the problem of the skills and

competencies that must be available in job applicants, especially since university graduates lack the professional competence and experience that contribute to their integration into the work positions that they occupy in particular. Many specializations are far from what is required in the labor market, which confirms the gap between training at the university and the labor market, which is often very far from what is requested from the labor market. Also, one of the most prominent challenges of the Algerian university today is the challenge of the quality of training that The university student must receive it in an attempt to bring the training course closer to the requirements of the labor market, which is due to the nature of the curricula, the competence of the student and the professor, and the nature of the evaluation at the university, which are many things that have contributed to the emergence of an imbalance between the training and the goals to be achieved by it at the university, and perhaps the global challenges that are related to either globalization or globalization. Training in light of the globalization of the labor market today, with the presence of many foreign companies at the national level, which raises the problem related to the locality of training and its efficiency, which is what made many companies resort to foreign manpower in light of the inability of the local market to provide qualified workers to work within it.

references

Al Ghanbousi Salem bin Saleem (2014), The extent of matching between the jobs of graduates of Sultan Qaboos University in the Omani labor market and their academic specializations, Jordanian Journal of Educational Sciences, Issue 10. No. 1, University of Jordan, Amman, Jordan

Al Salal Munira (2012), The extent of the availability of life skills necessary for the labor market among the female teacher, a graduate of Imam Muhammad bin Saud Islamic University, from the point of view of female educational supervisors, research presented to the conference on integrating educational outcomes with the labor market in the public and private sectors, March 25 28, 2012, Amman, Jordan

Bonwa Shuaib, Sabah Fatima (2012), The Role of Education in Development. Research presented to the conference on integrating educational outcomes with the labor market in the public and private sectors, March 25 28, 2012, Amman, Jordan

Dalal Bouatrous, Mohamed Boukark (2015), The Problem of Coordination between Higher Education Policy and Employment Policy in Algeria, Milave Journal of Research and Studies, No. 1, Mila University Center

Jamil Ahmed Aoun (2007), Outcomes of University Education and Its Relationship to the Labor Market and Development, Yemeni Center for Social Studies and Labor Research, 1st edition, Sana'a, Yemen.

Nofal Muhammad Noman (1995), The Dilemma of Higher Education Policies in Light of Development Directives, Journal of the Future of Arab Education, No. 3, Part 1

Suleiman bin Salem Al Husseini (2016), Raising the level of quality in higher education programs by achieving integration of higher education outcomes with labor market requirements: a field study that analyzes graduation projects and surveys the opinions of academics and students, The Sixth Arab International Conference on Quality Assurance in Higher Education