

RESEARCH ARTICLE

WWW.PEGEGOG.NET

## Determinants of Choosing the Specialization of Sociology of Education among University Students at the University of Adrar (A Field Study)

Sellami Fatma

Department of Sociology and Demography, Faculty of Humanities and Social Sciences, Ahmed Draya University, Adrar, Algeria. Email : fat.sellami@univ-adrar.edu.dz

### Abstract:

The present study aimed to identify the determinants adopted by sociology students at the University of Adrar when choosing a specialization at the Master's level. The study sample consisted of (70) students selected through purposive sampling, and the descriptive method was applied. After statistical and sociological analysis, the study reached the following results:

There are determinants on which the student relies when choosing a specialization, including: personal desire and inclination in choosing the specialization of Sociology of Education.

Professional inclination is a determinant that the student adopts as a basis for choosing the specialization. The student lacks information about the determinants of specialization choice.

**Keywords:** Determinants, Choice, Specialization, University Student

### 1. Introduction

Education represents a high value and an effective means for the advancement of societies, as it contributes to shaping the future of university students. The process of choosing a specialization at the university is considered a crucial decision, since its success is linked to several factors and determinants that play a significant role in shaping the student's personality and future life. It defines the student's professional future and outlines the path of success in life. Therefore, choosing a specialization is one of the most important decisions a student makes.

If the choice of specialization does not align with the student's preferences, he or she may fail in performing a profession that corresponds with that specialization. This leads to being lost in academic and professional fields, and consequently to dissatisfaction with oneself, resulting in psychological disturbances. *"Individuals at different stages need someone to guide them toward the most suitable path, and this is what students lack in their different educational stages"* (Abu 'Ayta & Al-Kusha, 2015, pp. 545–564).

Al-Mutawa affirms that *"Choosing a specialization is one of the most important decisions a university student makes, as choosing a specialization to pursue a Master's degree in Sociology is crucial for completing the academic journey"* (Al-Mutawa, 2015, pp. 24–45).

## 2. Problematic

There is currently a trend among social sciences students at the University of Adrar at the Master's level toward preferring one specialization over another. Students often choose between two options: Sociology of Work and Organizations or Sociology of Education. Statistical data from the Department of Social Sciences for the academic year 2022–2023 indicated that, out of 193 students enrolled in the Master's program, 93 students expressed a desire to choose the specialization of Work and Organizations, while 100 students chose Sociology of Education. However, the majority of this number was directed by the administration, due to several reasons such as the number of pedagogical seats allocated for each specialization and the failure of some students to obtain the required average for the Work and Organizations specialization.

Hence, it seemed necessary to reconsider the criteria followed by Master's students when choosing their specialization, so that these criteria are based on solid foundations that enable them to accept the specialization, excel in it, and plan their future accordingly. Therefore, the following main question arises:

**What are the determinants on which sociology students rely when choosing the specialization of Sociology of Education at the Master's level?**

The sub-questions are:

1. Does the student's choice of the Sociology of Education specialization depend on his or her personal interest in studying it?
2. Does the student choose the Sociology of Education specialization for professional interests?
3. Is the student aware of other criteria for choosing the specialization?

## 3. Hypotheses

- **First Hypothesis:** The choice of the Sociology of Education specialization depends on the student's personal desire.
- **Second Hypothesis:** The student chooses the Sociology of Education specialization for professional interests.
- **Third Hypothesis:** The student lacks information about the most appropriate criteria for choosing a specialization.

## 4. Objectives of the Study

Every academic scientific study has objectives it seeks to achieve. The present study aims to identify the determinants adopted by sociology students at the University of Adrar, at the Master's level, in choosing the specialization of Sociology of Education. It also seeks to clarify the added value that this specialization brings to the student first, in terms of knowledge specific to the field itself, and second, in terms of understanding the criteria for choice. This will help

students follow the proper path in their future academic decisions in the field of education, as well as in their professional careers.

## 5. Significance of the Study

The significance of this study lies in the importance of the topic itself, as the issue of choosing a specialization particularly at the university level—has been widely discussed in our time, and numerous studies and research have been conducted around it. The importance of this study increases as it attempts to identify the determinants adopted by students in choosing the specialization of Sociology of Education, and the reasons that have led some of them to refrain from choosing this specialization over others.

This study contributes to raising awareness among sociology students about the determinants and criteria of choice, making them more conscious of the importance of this decision in their professional future, as well as of the significance and multiple fields of employment in the domain of Sociology of Education. Furthermore, the results of this study will allow us to uncover the real reasons behind students' lack of knowledge about the determinants of choice and the prospects of the specialization of Sociology of Education.

## 6. Definition of Concepts (Terminological and Operational) in the Study

### 6.1. Choice

- **Terminological Definition:** According to the *Dictionary of Psychological Terms*, choice refers to “*the selection between two or more alternating things or actions. It usually involves a period of reflection and consideration of alternatives that are sufficiently perceived and thought of as possible.*” (Al-Dusuqi, 1988, p. 238).
- **Operational Definition:** By choice, we mean the stage of Master's studies in Sociology, during which the student is required to select the specialization that suits him or her, relying on specific criteria in doing so.

### 6.2. Sociology of Education

- **Terminological Definition:** Ahmad Ouzzi defines Sociology of Education as “*the study of the forms of educational activities within institutions, such as the activities of teachers, students, and administrators inside schools. It also concerns itself with the relationships between the school and other institutions such as the family, the mosque, and clubs. Moreover, it examines the economic and natural conditions in which these institutions exist and which affect their conditions and interactions.*” (Al-Zawi, 2006, p. 167).
- **Operational Definition:** Here, we mean the specialization of Sociology of Education, which is among the available specializations in the Faculty of Social Sciences, University of Adrar.

### 6.3. Specialization

- **Terminological Definition:** This term refers to the division of labor or the division of positions into a number of specialized and interrelated functions, or to a local or large community. Hence, there is, for example, professional specialization. (Madas, *Sociological Terms*, 2003, p. 59).

#### 6.4. University Student

- **Terminological Definition:** University students are those enrolled at the university; they are a group or a category of young intellectuals concentrated in educational institutions. (Mohamed Wahbi, 1996, p. 238).
- **Operational Definition:** The student enrolled at the University of Adrar, Faculty of Social Sciences, Department of Sociology, at the Master 1 level, specializing in Sociology of Education.

#### 6.5. Determinants

- **Terminological Definition:** Determinants are the motives underlying every behavior and defining its patterns. They are considered the forms of action in accordance with orientations of action or social behavior. (Qabbari, 1979, p. 362).
- **Operational Definition:** By determinants, we mean the criteria on which sociology students rely when choosing their specialization at the Master's level.

### 7. Previous Studies

#### 7.1. First Study:

Salwa Abbasi, "*The Role of Social Determinants in the University Student's Choice of Academic Specialization at the University Level*" (Abbasi & Zerrouki, 2016, pp. 51–67). The researcher aimed to identify the social criteria adopted by university students in choosing their specialization. The study was based on the following hypotheses:

- The student's social belonging influences the choice of specialization at university.
- The family's financial situation affects the student's choice of specialization.
- The family's cultural background influences the student's choice of specialization.

The researcher used the descriptive method and distributed questionnaires to a stratified random sample of 207 students at the University of Batna. The most important findings were:

- No effect of family's social class on the choice of specialization, indicating that the first hypothesis was not confirmed.
- The financial factor plays a role in the student's choice of specialization.
- The cultural factor influences the student's choice of specialization.

#### 7.2. Second Study:

Ahlam Abadlia, *“Determinants of Career Choice among University Students”* (Abadlia, 2007). The study aimed to identify the professional determinants that students rely on in choosing their specialization. It was based on a general hypothesis stating that career choice determinants differ among university students.

Questionnaires were distributed to students at the University of Badji Mokhtar specifically psychology students (113) and natural sciences students (121). The main findings were:

- University specialization plays a role in shaping the student, developing his/her professional personality, and defining a professional field that depends on the type of specialization.
- The financial aspect influences the choice of specialization.
- Gender plays a role in the student’s choice of specialization.

### **7.3. Third Study:**

Rachid Arar & Malika Al-Rabbahi, *“University Specialization Choice and Future Vision among University Students in Palestine.”*

The study aimed to investigate the extent to which students at the University of Palestine received services at the secondary or university levels that helped them identify the most suitable specialization, as well as their professional future vision after graduation.

The researchers used the descriptive method with a random sample of 550 students (33% female, 67% male). The key findings were:

- Students received little guidance at both secondary and university levels regarding specialization choice.
- Students had a future vision when choosing a specialization, seeking employment opportunities after graduation. (Arar & Al-Rabbahi, 2021, pp. 122–143).

### **7.4. Fourth Study:**

A study by Al-Fifi (2017) aimed to determine the factors influencing preparatory year students in choosing their academic specializations at King Khalid University in Saudi Arabia. The sample included 389 students, and the descriptive method was used. The results showed that the most important factors were: high school average, compatibility between the specialization’s scientific requirements and the student’s abilities, alignment with the student’s future goals, the academic reputation of the specialization, and compatibility with personal inclinations.

### **Purpose of Reviewing and Employing Previous Studies:**

From previous studies, it is concluded that they all addressed the determinants and criteria on which students rely when choosing their specialization. Most of these studies indicated that the most influential factor is the average score, whether at the secondary or university level. They

also pointed to other less significant factors, such as economic and professional aspects, as well as the student's personal desire, which often came last among the determinants.

The present study aligns with these studies in its objective to identify the determinants relied upon in choosing a specialization and in the methodological nature of the sample. What distinguishes this study is that, to the researcher's knowledge, it is the first of its kind to address the choice of the Sociology of Education specialization at the University of Adrar, Department of Sociology and Demography. The researcher attempted to uncover the reasons why students leaned toward one specialization over another, and which determinants they were unaware of when making their choice.

## **8. Methodological Procedures of the Study**

### **8.1. Study Population**

The study population consisted of first-year Master's students in the specialization of Sociology of Education, Department of Sociology and Demography, University of Adrar. This specialization focuses on studying educational phenomena and all matters related to educational institutions.

### **8.2. Study Boundaries**

The study focused on the determinants influencing the choice of Sociology of Education specialization among sociology Master's students, as well as the information they acquire in making this choice. The study was conducted at the University of Adrar, Faculty of Humanities and Social Sciences, Department of Sociology and Demography, during the academic year 2022–2023, in the first semester (November 2022).

### **8.3. Data Collection Tools**

The questionnaire was used in this study to answer the main and sub-questions and to obtain statistical results. It was divided into three sections:

- Section one: personal data of respondents (male/female student).
- Section two: choice of specialization based on personal desire and inclination.
- Section three: choice of specialization based on professional interests.

The questionnaires were distributed to Master's students in the Sociology of Education specialization.

### **8.4. Sample**

The sample was chosen purposively, consisting of first-year Master's students in Sociology of Education, Department of Sociology, academic year 2022–2023. The entire population was

surveyed (comprehensive survey), amounting to 70 students (male and female). The following tables present the characteristics of the sample.

**Table 1:** Distribution of Respondents by Gender.

Gender	Frequency	Percentage
Male	16	22.85%
Female	54	77.14%
Total	70	100%

It is clear from the table that the percentage of female students is the majority, estimated at 77.14%, while the percentage of male students was 22.85%. This may be due to the faculty in which the field study was conducted, namely the Faculty of Social Sciences (Department of Social Sciences), where females tend to prefer such specializations more than males, especially since most of its fields are related to educational institutions. As for males, their percentage was 22.85%, as they tend to choose other specializations such as Sociology of Work and Organizations.

**Table 2:** Distribution of Respondents by Year of Graduation.

Year of Graduation	Frequency	Percentage
2002–2007	2	2.85%
2008–2013	6	8.57%
2014–2019	7	10%
2020 and above	55	78.57%
<b>Total</b>	<b>70</b>	<b>100%</b>

The table shows that the majority are students who graduated recently, representing 78.57%, that is, from 2020 to 2022. The next category is students who graduated between 2014 and 2019, with 10%. Those who graduated between 2008 and 2013 accounted for 8.57%. The lowest percentage was for those who graduated between 2002 and 2007, who studied under the classical system, with 2.85%. The high percentage of recent graduates (LMD system) is due to the fact that they have greater opportunities to enroll in the Master's program compared to those who studied under the classical system.

**Table 3:** Distribution of Respondents by Type of Study.

Type of Study	Frequency	Percentage
Classical	7	10%
LMD	63	90%

<b>Total</b>	70	100%
--------------	----	------

It is clear from the table that the highest percentage is for those studying under the LMD system, representing 90%, while the percentage of those who studied under the Classical system was 10%. This indicates that the majority of students are pursuing their studies in the new (LMD) system, whereas the small percentage corresponds to older students who studied years ago and re-enrolled to complete their Master's studies.

**Table 4:** Distribution of Respondents by Specialization.

<b>Specialization</b>	<b>Frequency</b>	<b>Percentage</b>
General Sociology	58	82.85%
Sociology of Education	5	7.14%
Sociology of Organization	6	8.57%
Other	1	1.42%
<b>Total</b>	70	100%

The table shows that the percentage of those whose specialization was General Sociology reached 82.85%. The next specialization was Sociology of Organization with 8.57%, followed by Sociology of Education at 7.14%. This is due to the fact that the majority of students graduated recently with a Bachelor's degree, and therefore their enrollment in the Master's program is automatic.

As for the remaining percentage, they are mainly students from the Classical system, estimated at 20%. Among them, **7.14%** had studied Sociology of Education at the Bachelor's level, while 8.57% had studied Sociology of Work and Organization.

**Table 5:** Distribution of Respondents by Bachelor's Degree Average.

<b>Bachelor's Average</b>	<b>Frequency</b>	<b>Percentage</b>
10–12	57	81.42%
13–15	13	18.57%
<b>Total</b>	70	100%

The majority of respondents had an average between 10 and 12, representing 81.42%, while those whose average ranged between 13 and 15 accounted for 18.57%. This indicates that most students had an average academic level. The data in the table also show that those with excellent averages (between 13 and 15) chose their specialization with confidence and conviction, being fully aware of what they wanted and their goals behind choosing the specialization of Sociology of Education.



On the other hand, the majority, whose averages were between 10 and 12, were mostly directed by the administration to this specialization, since their averages did not allow them to join another specialization. As a result, the administration had to resort to this measure so as not to deprive students of continuing their Master's studies, directing them instead to the Sociology of Education specialization, which had fewer applicants compared to Sociology of Work and Organization.

## 9. Presentation of Hypothesis Results

**First Hypothesis:** The choice of the Sociology of Education specialization is based on the student's personal desire.

**Table 6:** Distribution of Respondents by Choice of Specialization in the Master's Program.

Basis of Choice	Frequency	Percentage
Personal Desire	27	38.57%
According to Average	26	37.14%
According to Pedagogical Seats	17	24.28%
<b>Total</b>	<b>70</b>	<b>100%</b>

From the table, it is evident that the majority of students chose the Sociology of Education specialization based on their personal desire, representing 38.57%. The next percentage corresponds to those whose choice was determined by their academic average, at 37.14%. As for those who selected the specialization according to the availability of pedagogical seats, they represented 24.28%. This means that the majority of students have the right to choose their specialization, with their personal desire being taken into account as the primary criterion, followed by other criteria such as the required average for the specialization or the number of available seats.

**Table 7:** Distribution of Respondents by Level of Conviction in Their Specialization.

Conviction in Specialization	Frequency	Percentage
Yes	41	58.57%
No	29	41.42%
<b>Total</b>	<b>70</b>	<b>100%</b>

From the table, it is clear that the majority of students are convinced of their specialization choice, representing 58.57%. Their conviction may be due to several considerations, including job opportunities, particularly in the educational field. On the other hand, 41.42% of students were not convinced of their choice, which may be attributed to other ambitions they aspire to in professional fields that do not align with this specialization.

**Table 8:** Distribution of Respondents by Choice of Specialization According to Specific Options.

Option	Frequency	Percentage
Strong Desire	18	25.71%
To Acquire Knowledge	37	52.85%
Other	15	21.42%
<b>Total</b>	<b>70</b>	<b>100%</b>

From the respondents' answers, it was found that the majority of students chose the specialization in order to acquire new knowledge about the specialization, its fields of work, and its objectives, with a percentage of 52.85%. The next percentage was for those with a strong desire to study this specialization, representing 25.71%. Meanwhile, 21.42% chose it for other considerations.

### Conclusion of the First Hypothesis:

The Sociology of Education specialization is chosen according to the student's personal desire, which represented 38.57%. This indicates that there is a group of students who selected the specialization based on their personal interest and conviction, as 58.57% expressed satisfaction with their choice. These students were mostly aware of the importance of the specialization and its fields of work, which facilitated their proper and successful choice.

On the other hand, the group of students who did not have the desire to choose the specialization represented 37.14%, as they were directed by the administration based on their averages, which did not allow them to join another specialization. Among them, 41.32% were not convinced of their choice, which led them to pursue the specialization not out of interest, but rather out of obligation.

### Presentation of the Results of the Second Hypothesis:

The student chooses the Sociology of Education specialization for professional interests.

**Table 9:** Distribution of Respondents by Choice of Specialization According to Professional Interests.

Choice Based on Professional Interests	Frequency	Percentage
Yes	46	65.71%
No	24	34.28%
<b>Total</b>	<b>70</b>	<b>100%</b>

From the table, it is evident that the majority of students (65.71%) admitted that they had professional interests when choosing the specialization, particularly in the field of education. Some of the students were already teachers and wished to continue their studies at the Master's level in Sociology of Education in order to acquire more knowledge related to education and pedagogy. On the other hand, 34.28% stated that they did not choose the specialization for professional interests, as some of them mistakenly believed that the field of Sociology of

Education was limited only to teaching, which discouraged them from selecting it for professional purposes.

**Table 10:** Distribution of Respondents by Future Career Vision When Choosing the Specialization.

Future Career Vision	Frequency	Percentage
Yes	54	77.14%
No	16	22.85%
<b>Total</b>	<b>70</b>	<b>100%</b>

The results of the table show that most students answered that they see a professional future in this specialization, with a percentage of 77.14%. This indicates their optimism about the future prospects of the field, as they are aware of the multiple sectors in which employment opportunities are available, such as the tourism sector, the media sector, and the security sector. This was also confirmed by a senior official (Chief Inspector) during an interview (Ben Cherif, 2024).

On the other hand, the percentage of students who stated that they did not see a professional future in Sociology of Education reflects their lack of information about the employment fields and future opportunities offered by this specialization.

**Table 11:** Distribution of Respondents by Employment Fields in the Specialization.

Employment Field	Frequency	Percentage
Guidance Field	40	57.14%
Special Education	30	42.85%
<b>Total</b>	<b>70</b>	<b>100%</b>

It is clear from the table that the majority (57.14%) chose the specialization based on the guidance field, due to the considerable employment opportunities available as school guidance counselors. The state has allocated competitions for Sociology of Education graduates to join guidance counselor positions in secondary and middle schools, which has motivated a large proportion of students to pursue this specialization.

Meanwhile, 42.85% chose the special education field, as a notable percentage of students aspire to work in schools for people with special needs as social workers, given the employment opportunities offered by the Ministry of Solidarity.

### **Conclusion of the Second Hypothesis:**

From the tables related to the second hypothesis, it can be concluded that a significant group of students selected their specialization based on professional interests, representing 65.71%. This may be attributed to the fact that some students are already in the education sector, such as

primary school teachers or counselors, and thus this choice provides them with additional knowledge in their professional domain. Another reason, particularly among female students, is their aspiration to become teachers in the future, as this specialization facilitates their access to their desired profession.

We also found that a considerable portion of respondents chose the specialization based on their interest in the guidance and counseling field, representing 57.14%. This interest can be explained by the fact that guidance offers them future employment opportunities in the education sector.

Furthermore, some students chose special education as an interest and criterion for specialization, representing 42.85%. This is because some of them are inclined to work with individuals with special needs, and thus opted for Sociology of Education as it provides training and teaching in certain courses related to this group.

### **Presentation of the Results of the Third Hypothesis:**

The student lacks information about the most appropriate criteria for choosing a specialization.

**Table 12:** Distribution of Respondents by Level of Information about the Specialization.

<b>Awareness of Information</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	26	37.14%
No	44	62.85%
<b>Total</b>	<b>70</b>	<b>100%</b>

From the table, it is evident that the majority of students (62.85%) did not have sufficient information about the specialization. This may be due to the students' lack of effort in researching information about the specialization, as well as their lack of interest in it and their desire to join another specialization. Such attitudes lead to indifference toward the importance of this specialization. Other reasons include the limited role of media in promoting the specialization and the insufficient efforts by those responsible for it to encourage students to choose it. These factors have resulted in students' ignorance of the career opportunities the specialization offers, whether in the public or private sector.

On the other hand, 37.14% reported that they had adequate information about the specialization, which was largely due to their personal interest and choice of this specialization, motivating them to search for and explore the opportunities it provides.

**Table 13:** Distribution of Respondents by Awareness of the Required Average.

<b>Awareness of Required Average</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	24	34.28%
No	27	38.57%
To Some Extent	19	27.14%

<b>Total</b>	70	100%
--------------	----	------

The table shows that the majority of students had no idea about the required average for this specialization, representing 38.57%, while 34.28% were aware of it. The remaining percentage stated that they had information, but it was not certain. This may be due to students' lack of concern in seeking information about how to choose the specialization and the required average. Despite the importance of this determinant the average we discovered that students had little to no awareness of it. The reasons are, first, the students themselves who did not search for this vital information that defines their academic and professional path, and second, those responsible for the specialization, who did not inform students about the selection criteria, which would have enabled them to make the best choice for their academic and professional future.

**Table 14:** Distribution of Respondents by Desire to Learn about the Specialization.

<b>Desire to Learn about the Specialization</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	41	58.57%
No	29	41.42%
<b>Total</b>	70	100%

The table shows that the majority of students (58.57%) had a strong desire to learn more about the specialization. This may be due to their lack of knowledge about it and the absence of sufficient information. On the other hand, 27.14% did not have the desire to learn about it, which may be because they did not wish to choose this specialization and preferred another one, making them uninterested in information that could benefit them in this field. This was also observed during the scientific seminar organized by the Department of Sociology on the specialization (Salami, 2024), where there was a large turnout of students, and their active interaction with the supervisors and the questions they raised all reflected students' eagerness to acquire information about the specialization.

**Table 15:** Distribution of Respondents by Preferred Means of Learning about the Specialization.

<b>Means of Learning</b>	<b>Frequency</b>	<b>Percentage</b>
Lectures	54	77.14%
Seminars	11	15.71%
Other	5	7.14%
<b>Total</b>	70	100%

The table shows that the majority of students (77.14%) preferred that lectures be scheduled to introduce them to the specialization, its objectives, and its fields. Another group (15.71%)

leaned toward organizing seminars led by professors specialized in the field of Sociology of Education to present the specialization. This may be due to the students' lack of exposure to such academic events, which could stimulate and raise awareness about the specialization, its new developments, and its potential contributions.

The results also indicated that students lack knowledge about the specialization and prefer the availability of lectures and conferences focusing on sociology specializations and their employment fields.

### **Conclusion of the Third Hypothesis:**

From the results of the tables, it became clear that there are indeed criteria relied upon by students in choosing the Sociology of Education specialization, but these are not sufficient. Among them is the desire to choose the specialization, representing 38.57%. This may be due to several factors, including that some students, especially those in the LMD system, had already studied Sociology of Education at the Bachelor's level, and thus were inclined to continue their Master's studies in the same specialization, which added value to their choice.

The field study also revealed that students aspire to learn more about the specialization due to the scarcity of information about it, as 58.57% expressed interest in this regard. This clearly highlights the lack of adequate knowledge among students about the specialization and what it entails.

## **10. Conclusion**

One of the main findings of this study is that more than half of the sample (over 50%) did not wish to pursue the specialization in which they were enrolled, while the other half expressed their desire to join this specialization at the Master's level. These results have significant implications for students' achievement and mastery of the specialized skills acquired during university studies. This situation helps explain the frequent absences in lectures and the lack of interest in studying, which will likely have repercussions on their future professional performance.

The study also concluded, in its response to the general research question and its hypotheses, the following:

### **1. Determinant Related to Personal Desire in Choosing the Sociology of Education Specialization**

- Among the determinants adopted by sociology Master's students in choosing the Sociology of Education specialization is personal inclination and desire, due to reasons such as their interest in educational sciences and the experience they acquired during their Bachelor's studies in the same specialization.
- However, students' lack of information regarding employment opportunities in this field made them rely solely on personal desire when choosing the specialization.

## 2. **Determinant Related to Professional Interests in Choosing the Sociology of Education Specialization**

- Most students based their choice on **professional inclinations**, which stem from several factors, including the availability of job opportunities. The specialization enables them to join the education sector, career guidance, and special education, all of which encouraged them to choose it according to professional motives.

## 3. **Students' Choices Without Awareness of Selection Determinants**

- Most students lacked sufficient information about the specialization.
- The majority were unaware of the criteria for choosing the Sociology of Education specialization.
- Students admitted that they prefer to obtain information about the specialization through lectures, seminars, and study days organized by the university.

## **Recommendations**

In light of the study's objectives and results, the researcher proposes the following:

- Conduct a descriptive study of university education outputs and the extent of their integration into the labor market, with emphasis on the alignment between specializations and available job opportunities, and a particular focus on entrepreneurship.
- Establish guidance and counseling centers in universities and faculties, based on scientifically studied and systematic foundations, in order to serve the students' needs.
- Provide opportunities for the specialization to contribute to the creation of start-up enterprises, enabling graduates to enter and compete in the labor market.
- Restore the value and recognition of the Sociology specialization by the state and universities.

## **References**

1. Ahlam Abadlia. (2007). *Determinants of Career Choice among University Students*. Master's Thesis, Guidance and Educational Counseling, Annaba, Algeria: University of Badji Mokhtar.
2. Al-Zawi. (2006). *Encyclopedic Dictionary of Educational Sciences*. Morocco: Al-Najah Press.
3. Rachid Arar, & Malika Al-Rabbahi. (2021). University Specialization Choice and Future Vision among University Students in Palestine. *Journal of Palestine Technical University Researcher*, 09(03), pp. 122–143.
4. Sahar Mohamed Wahbi. (1996). *The Role of Media in Providing Role Models for University Youth*. Cairo: Dar Al-Fajr for Publishing and Distribution.
5. Salwa Abbasi, & Toufiq Zerrouki. (2016). The Role of Social Determinants of the University Student in Choosing a Specialization at the University Level. *Journal of Arts and Social Sciences*, 09(02), pp. 51–67.

6. Siham Abu 'Ayta, & Faiz Al-Kusha. (2015). Effectiveness of a Group Vocational Counseling Program Based on Information Processing Theory in Improving Self-Efficacy among Secondary School Students. *Journal of Educational and Psychological Studies*, 11, pp. 545–564.
7. Abdullah Al-Mutawa. (2015). Factors Influencing the Choice of Specialization for Students of the Department of Special Education at the Colleges of Education in Al-Duwalmi and Shanqra in Light of Certain Changes. *Educational Journal*, 12(24), pp. 24–45.
8. Farouk Madas. (2003). *Sociological Terms*. ISBN: Dar Madani for Printing and Publishing.
9. Fatima Salami. (2024). Introductory Seminar on the Sociology of Education Specialization and Its Future Prospects. Faculty of Humanities and Social Sciences, Adrar: Department of Sociology and Demography.
10. Kamal Al-Dusuqi. (1988). *Treasury of Psychology – Terms – Figures*. Cairo: Al-Ahram Publishing.
11. Mohamed Ismail Qabbari. (1979). *Issues in Sociology – An Analytical and Critical Study*. Alexandria: Dar Al-Ma'rifa Al-Jam'iyya.
12. Mohamed Ben Cherif. (December 2, 2024). Introductory Seminar on the Sociology of Education Specialization. (In-person interview, interviewer and Department of Sociology and Demography, editor). Adrar: Deputy Inspector of Civil Service, Adrar.