

THE STATUS OF SOCIO-HUMAN DISCIPLINES IN PRE-UNIVERSITY EDUCATION. CASE STUDY IN ROMAN, ROMANIA

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Abstract: In this article, we present the results of an empirical study through which we analyzed the perception of teachers and students towards socio-human disciplines (with a case study in the municipality of Roman, Romania). We were interested in the perceptions of teachers and students regarding the importance of socio-human disciplines specific to secondary and high school levels, by applying questionnaires to a sample of 110 teachers and 133 students. Comparatively, we wanted to know if there are significant differences between teachers' and students' opinions regarding the importance of socio-human subjects, to what extent there is the perception that the socio-human field is intended for students and less for students, as well as the differences in students' opinions according to their gender, class of studies, study path and environment of residence. This analysis were doubled by in-depth documentation on the school curricula, and the direct and indirect skills that students must acquire.

Keywords: socio-humanistic disciplines, pre-university education, civic culture, socio-human competences, development of young people

Resumé : Dans cet article, nous présentons les résultats d'une étude empirique à travers laquelle nous avons analysé la perception des enseignants et des étudiants à l'égard des disciplines socio-humaines (avec une étude de cas dans la municipalité de Roman, Roumanie). Nous nous sommes intéressés aux perceptions des enseignants et des élèves quant à l'importance des disciplines socio-humaines spécifiques au niveau secondaire et secondaire, en appliquant des questionnaires à un échantillon de 110 enseignants et 133 élèves. Comparativement, nous avons voulu savoir s'il existe des différences significatives entre les opinions des enseignants et des étudiants concernant l'importance des matières socio-humaines, dans quelle mesure existe la perception que le domaine socio-humain est destiné aux étudiants et moins aux étudiants, comme ainsi que les différences d'opinion des étudiants selon leur sexe, leur filière d'études, leur parcours d'études et leur milieu de résidence. Ces analyses ont été doublées d'une documentation approfondie sur les programmes scolaires, les compétences directes et indirectes que les étudiants doivent acquérir.

Mots-clés : disciplines socio-humanistes, enseignement pré-universitaire, culture civique, compétences socio-humaines, développement des jeunes

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Abstract: În acest articol prezentăm rezultatele unui studiu empiric prin care am analizat percepția profesorilor și elevilor față de disciplinele socio-umane (cu un studiu de caz în municipiul Roman, România). Ne-au interesat percepțiile profesorilor și elevilor cu privire la importanța disciplinelor socio-umane specifice nivelului gimnazial și liceal, prin aplicarea chestionarelor unui eșantion de 110 profesori și 133 de elevi. Comparativ, am dorit să știm dacă există diferențe semnificative între opiniile profesorilor și ale elevilor cu privire la importanța subiectelor socio-umane, în ce măsură există percepția că domeniul socio-uman este destinat elevilor și mai puțin elevilor, precum și diferențele de opinii ale studenților în funcție de sex, clasa de studii, filiera de studiu și mediul de rezidență. Aceste analize au fost dublate de documentarea aprofundată asupra programelor școlare, a competențelor directe și indirecte pe care trebuie să le dobândească elevii.

Cuvinte cheie: discipline socio-umaniste, învățământ preuniversitar, cultură civică, competențe socio-umane, dezvoltarea tinerilor

1. Introduction

The socio-human disciplines taught in school have an important role in transmitting values and principles that encourage young people to get actively involved in the life of the society they are part of. Young people are future voters and active citizens of the society in which they live. For the proper functioning of the company, they must know its functioning mechanisms. Classes in socio-human disciplines can make a decisive mark in the formation of young people in the spirit of democracy and participation. Each of these subjects contributes to the training of current and future generations, so it is important to give them due weight in the curriculum. Unfortunately, „the field of socio-human sciences has been and continues to be considered as having a secondary importance, although its study has multiple formative valences. Students must form truly human qualities that can only be born through the impact with culture and implicitly, with those disciplines that we call socio-human”. (Cucoș, 2014).

1.1. Socio-human disciplines - historical perspective

To begin with, we will detail a series of information regarding the socio-human disciplines as they were present in the school curricula before the Revolution. During the communist regime, socio-human disciplines had the „status of Cinderella” (Stoica, 2022, 9). Sociology was declared a bourgeois science in 1948 and banned. In the mid-1960s, against the background of an ideological relaxation, sociology programs were reintroduced in universities and sociological research centers affiliated with various institutions were established (Stoica, 2018, 80). At the end of the 1970s, the regime's policy changed, and psychology and sociology were again eliminated from universities. Sociology courses in various sub-fields continued to be taught in other faculties (technical, economics, philosophy, law) but the only institution that awarded diplomas and doctorates in sociology remained the Stefan Gheorghiu Academy, „which trained the staff of the Romanian Communist Party” (Stoica, 2022, 9). The evolution, in parallel, of sociological research has been sinuous through the strict control of the themes of research or

of the scientific discourse considered subversive. The evolution of sociology and the sociologist profession was presented by S. Mitulescu (2021). According to this author, sociological university education was resumed in 1966, so the first class of sociologists graduated in 1970 – only 25 graduates). Subsequently, several 200 sociology and psycho-sociology graduates from Bucharest, Cluj and Iasi were reached. As a great sociologist – H.H. Stahl – observed, „the state bodies have asked themselves what are sociologists for? And to conclude that they are of no use. But they could not abolish sociology as it had been done in 1948, at least for fear of international opprobrium” (Stoica, apud Rostas, 2000, 169). After 1989 various authors (Chelcea, 2017; Zamfir, 2009) have published several volumes that highlight the temporal evolution of some disciplines in the socio-human category. The last author (Zamfir, 2009; p. 60) stated, for example, that „Romanian sociology has faced a drama. It exploded at the beginning of the liberalization of Romanian society and tried to consolidate itself in the phase of political closure of Ceausescu socialism. Sociology has been out of step with the dynamics of society. It tried to coagulate and reassert itself in Romania in the twilight of the period of liberalization and the chance for change of socialist society: a little too late and inevitably hesitant. Hopes for change had already begun to disappear in 1968.” The same author recalled the revival of sociology after 1965. The most important factor was perhaps „the belief that sociology would have a very important role in the reform of Romanian society, due to the liberalization process of the '60s. Two prestigious figures trained in Gusti's school dominated: Henri Stahl and Traian Herseni. Many people interested in sociology found an opportunity under the political umbrella of Miron Constantinescu” (pp. 50-51). However, after the abolition of sociology in 1978, no new generations of sociologists were produced, only those trained before survived in universities, in research institutes and continued to publish and even conduct research. The community of sociologists has not grown, but it has remained active. Many sociology graduates were „distributed on non-sociological positions, but maintained their vocation as sociologists (p. 58).

C. Zamfir also makes us aware of the situation that philosophy and psychology were facing. He highlights the fact that „the Faculty of Philosophy was severely amputated by the union with the Faculty of History. The sociology and psychology departments were abolished. The profile of philosophy was united with that of history, and the number of philosophy students decreased severely” (p. 58). Also, after the abolition of the university education of sociology and the abolition of the positions of sociologists, „perhaps because of various pressures, it is possible that the Party realized that it had exaggerated. He promoted a certain tolerance towards sociological journalism. After 1978, many sociology books were published, which were important steps in its liberalization” (p. 69).

1.2. Teaching socio-human subjects in pre-university education

After a long personal teaching experience, I believe that the mission of the socio-human disciplines consists in developing the democratic spirit, in stimulating the initiative, and active and responsible participation of citizens in political life. Democracy is not a given or a gift, it is a conquest of citizens. It exists as long as the citizens claim it.

I believe that the purpose of socio-human disciplines is to form a certain type of citizen: the informed, active, responsible citizen, sensitive to the problems of the community. The citizen must protect himself against abuses and attacks on his rights from any source – public or private; this situation can be achieved only if citizens are informed, and understand the functioning of public institutions, democratic values and norms, social changes and alternatives. Essentially, the role of socio-human disciplines is to transmit these mechanisms and to contribute to the formation of a model citizen, involved in the life of society as a whole. In fact, from various sociological research, it has been found that Romanian society feels the absence of civic culture, of education of the feeling of collectivity, of respect for the law. This state associated with the indifference and non-involvement of citizens in political life constitutes a threat to Romania's fragile democracy. That is why the tasks that the socio-human disciplines assume are all the greater and all the more difficult.

The analysis of the roles that the teacher fulfils cannot be carried out outside the conceptual framework and the perspective of interpreting the school as a space for social interaction. The role-status dynamics specific to a school organization imply a redefinition of teachers' roles, „a multiplication and diversification of their functions in the conditions in which society is increasingly knowledge-oriented” (Diac, 2009, p. 652). E. Păun (1999, 79-87) considers that „the teacher is subject to several influences and pressures, often contradictory, in the fulfilment of his roles, exerted by organizational/institutional factors (inspectors, directors, heads of departments) and by partially institutionally regulated factors (parents, students, colleagues)”.

As it results from the main school documents in Romania, the socio-human disciplines belong to the curricular area of *Man and Society*. They are found in the framework curriculum² starting with the third and fourth grades, through the discipline *Civic Education*; according to the framework curriculum in force, the study of socio-human disciplines continues in the fifth to eighth grade through the discipline *Social Education* and then, within each high school class. The *Social Education* discipline is distributed as follows: *Critical Thinking and Children's Rights* (5th grade), *Intercultural Education* (6th grade), *Education for Democratic Citizenship* (7th grade), *Economic and Financial Education* (8th grade). At the high school level, students study *Logic, Argumentation and Communication* (ninth grade), *Psychology and Entrepreneurial Education* (tenth grade), *Economics and*

² Available online at <http://programe.ise.ro/Actuale.aspx>, accessed 07.06.2022.

Sociology (eleventh grade), Philosophy and Social Studies (twelfth grade). According to *the General Framework for the Curricular Model for Socio-Human Disciplines*³: „through socio-human disciplines, valuing their interdisciplinary and integrative potential, students can form a comprehensive image of themselves, of others and society. Students can understand the action and institutional conditioning, the links between thinking and action in different fields. Students can prepare themselves as future informed citizens, capable of creatively integrating themselves into dialogue and social action and assuming responsibilities in personal and public life.”

Also, according to the same document, „the purposes of studying socio-human disciplines derive from the purposes of pre-university education and from the educational ideal as formulated in the Education Law no. 84/2.07.1995 (republished, with subsequent amendments and completions), art. 3 (2): *the educational ideal of the Romanian school consists in the free, integral and harmonious development of human individuality, in the formation of the autonomous and creative personality*”.

At the secondary and high school level, the study of socio-human disciplines highlights a series of purposes that are presented comparatively in the table below (Table 1.)

Table 1. Aims of the socio-human disciplines

At the secondary school level	At the high school level
„Participation in the life of the community according to the rights and responsibilities they have and belonging to different communities”;	„Participation in economic and social life according to the rights and responsibilities they have as citizens and belonging to different communities”:
„Developing the capacity for integration in different socio-cultural environments (family, group of friends, community, professional environment, organizations, etc.)”;	„Training the ability to reflect on economic, social, cultural, political realities, based on the relationship of learning acquisitions”;
„Developing critical thinking, acquiring intellectual work tools, problem-solving strategies, decision-making, teamwork”;	„Developing the entrepreneurial spirit and a proactive attitude, to promote the new, to manifest the initiative in personal and professional life or in running a business”;
„Encouraging the creative expression of ideas and feelings regarding manifestations of a social and cultural nature”;	„Developing positive attitudes towards oneself and others based on tolerance, responsibility, rigor, etc., necessary in personal and public life”

³ Available online at http://www.socio-umane.ro/e107_files/downloads/Documente%20scolare/Model%20curricular%20socio-umane%20-%20cadru%20general.pdf, accessed 13.08.2022.

At the secondary school level	At the high school level
„Cultivating sensitivity, appreciation of values, availability for intercultural dialogue”	„Developing functional skills essential for success in personal, social and professional life, such as effective communication, critical thinking, negotiation, problem solving, decision-making”
	„Forming one's own value system, in order to achieve personal fulfilment and promote a quality life”

Source: General framework of the curricular model for socio-human disciplines, p. 2⁴

All of the above can also be found in the Recommendation of the European Parliament and the Council of the European Union „on key competencies from the perspective of lifelong learning” (2006/962/EC) outlines for graduates of compulsory education, a European training profile structured on eight key competence areas: communication in the mother tongue, communication in foreign languages, mathematical competences and basic competences in science and technology, digital competence, learning to learn, spirit of initiative and entrepreneurship, social and civic competences, cultural awareness and expression”.

The contribution of socio-human disciplines to the formation and development of European key competencies „is nuanced and diversified, including both the direct contribution to the formation and development of certain key competencies, as well as the indirect contribution/awareness of other key competencies”. The table below lists the key European competencies targeted by the study of socio-human disciplines.

Table 2. Key European competencies targeted by the study of socio-human disciplines

Key competencies directly targeted through the study of socio-human disciplines	Key competencies indirectly targeted through the study of socio-human disciplines
<ul style="list-style-type: none"> ▪ „Social and civic competencies” ▪ „Spirit of initiative and entrepreneurship” ▪ „Communication in the mother tongue” ▪ „Cultural awareness and expression” 	<ul style="list-style-type: none"> ▪ „Learning to learn” ▪ „Mathematical skills and basic skills in science and technology” ▪ „Digital competence”

2. Methods: participants, instruments

The starting question of our research was the following: *what is the role of socio-human disciplines in the formation of students?* And I considered that the

⁴ Available online at http://www.socio-umane.ro/e107_files/downloads/Documente%20scolare/Model%20curricular%20socio-umane%20-%20cadru%20general.pdf.

perspective should be twofold: from the teachers, but also the students. Thus, the research was carried out on a sample of 110 teachers and 133 students from Neamt County, Romania. The characteristics of the samples were as follows. For teachers, we used the following independent variables:

- gender (18% male, 82% female)
- the age of the respondents between 25 and 65 years old
- seniority in education [1-5 years seniority (6.4%), 5-10 years (12.7%), 10-15 years (10%), 15-20 years (20.9%), 20-25 years (16.4%) and over 25 years (33.6%)]
- the status in education (86% tenured, 7% substitutes, 7% employed on the viability of the position)
- by the school's background: 58% of the subjects come from schools in urban areas, 42% from rural areas.
- by teaching degree: 4.5% of teachers with a doctorate, 65.5% with a teaching degree I, 13.6% of teachers with degree II, 14.5% with a definitive degree, 2% beginners
- by the main discipline taught: teachers of biology, chemistry, socio-humanities, physical education and sports, music education, physics, history, geography, computer science, ICT, food industry, foreign languages, mathematics, Romanian language, religion.

For students, we have identified the following categories according to the following independent variables:

- gender (19% male, 81% female)
- the age of the respondents between 16 and 19 years old
- class of studies: 41% of the eleventh grade, 59% of the twelfth grade
- by home environment: 56% of the subjects come from rural areas, and 44% of subjects from urban areas.
- by course of study: 73% of the theoretical track, 25% of the vocational track and 2% of the technological track (2.3%)
- specializations: social sciences, philology, natural sciences, pedagogy, theology, handball, mathematics-computer science, computer technology.
- according to the father's level of education, 56% of the fathers have a high school education, and 17% have university studies; according to the mother's level of education, 51% high school education, and 27% university.

2.1. Research objectives

1. Probing the perception of teachers and students regarding *the formative valences of socio-human disciplines*;
2. Identifying the perception of teachers and students on the number of hours allocated to socio-human disciplines;
3. Evaluation by teachers and students of the role of socio-human disciplines in the formation of students;
4. Evaluation of opinions on the integration of young people with socio-human studies into the labour market;

5. Identifying students' suggestions on increasing the efficiency/quality of socio-human disciplines.

2.2. Study hypotheses:

H1. There is a statistically significant difference between the teachers' and students' appraisals regarding the importance of the socio-human subjects studied during high school.

H2. The expansion of the number of social science hours is supported to a greater extent by students than by teachers.

H3. The importance given by students to socio-human disciplines is significantly different according to their gender, class of studies, course of study and environment of residence.

H4. The social sciences are perceived as being recommended to students rather than to students.

H5. The contribution of social sciences to the development of young people is significantly different perceived by teachers and students.

The research was carried out between July 21 and July 31, 2022, through questionnaires completed in Google Docs sent by email, WhatsApp and Messenger both individually and within groups of teachers/students. To establish new connections with any respondents, we resorted to the snowball technique. The questionnaire applied to teachers included questions on the state of education, on the assessment of the importance of socio-human subjects in the common core (gymnasium and high school), on the number of hours allocated to these subjects, from which subjects the hours should be reduced if the number of hours allocated to socio-human subjects would increase, how these subjects contribute to the training of young people and the advantages of training students through socio-human disciplines, what genre are these disciplines intended for. The questionnaire applied to students included questions regarding the state of education, the main subjects preferred by students, the assessment of the importance of socio-human subjects in the common core of high school, whether the number of hours allocated to these subjects should be increased, from which subjects the hours should be reduced if the number of hours allocated to socio-human subjects would increase, how these disciplines contribute to the training of young people/the advantages of training students through socio-human disciplines, which gender these disciplines are intended for. Also, the students were asked if in that school year they chose optional subjects in the socio-human field, if they would change anything in the way the socio-human classes are conducted, if they want to take the bacalaureate in a discipline in the socio-human field, with whom they advise about their future from an educational point of view and if they intend to study and work in another country.

2.3. Results

a. Teachers' opinions and representations

- *formative valences of socio-human disciplines*

For the teachers, the formative valences of the socio-human disciplines were expressed very suggestively and we will state some appreciations. Thus, these disciplines are characterized by:

- are of interest and topical;
- helps students to know themselves;
- training skills in reasoned communication;
- the development of critical thinking;
- anchoring students in the reality that surrounds them;
- the study of socio-human disciplines facilitates the use of tools for the social integration of individuals;
- students must know everything related to the organization of a democratic society, rights, duties, but also responsibilities;

- *the number of hours in the school curricula*

If these subjects are useful, then should the number of hours be higher? Those who answered that it is not necessary to increase the number of hours allocated to socio-human subjects justified it especially from the perspective of the students' schedule, which is already very busy. One respondent also pointed out *that* „in general, these subjects are taught only theoretically, unrelated to everyday life, and are just a way of forcing students to either regurgitate half-understood information or promote half-understood ideas taken wholesale from Western schools. Given that students have the freedom to choose optional subjects, in the final grades of high school, only then do I think these subjects are welcomed for students who have the passion and desire to deepen them”. Other respondents draw attention to the fact that the timetable of students in Romania is very busy and they study a very large number of subjects.

- *the usefulness of socio-human studies*

Through the study of socio-human disciplines - say the teachers - young people are formed as active citizens in society. According to respondents, socio-human disciplines contribute to the formation of young people by cultivating respect for human values, freedom, democracy (81.8%), development of critical thinking (74.5%), and respect for citizens' rights and obligations (66.4%). 30% consider that they have a role in orientation and active insertion in the social environment and only 10.9% consider that they have a role in the development of political culture. The most relevant advantage of studying socio-human disciplines lies in the fact that students can become informed, active, and responsible citizens (78.2%) but also the easier way to understand society as a whole (59.1%). Also, students can develop their democratic spirit (31.8%), understand the functioning of public institutions (30.9%) and acquire a civic culture (26.4%).

- integration into the labour market

Regarding finding a job, 51.8% of respondents believe that young people who want to specialize in social sciences and humanities will have no problems finding a job, while 53 respondents out of 110 (48.2%) believe that they will have problems finding a job.

b. Students' opinions and representations

- the importance of socio-human disciplines

Regarding the importance of socio-human disciplines in the training of young people, respondents said that Psychology (77 respondents), Entrepreneurial Education (59), Economics (52) and Sociology (44 respondents) are very important.

- the number of hours in the school curricula

40.6% of students answered that the number should be increased, while 28.6% answered that the number of hours should not be increased. Those who answered *yes* justified their choice by thinking about how these disciplines help young people to adapt to changes in society, to understand the society in which they live, to develop skills related to communication and establishing social relationships and the contribution made to personal development as follows:

- because students need to understand the perpetual changes in society;
- because it helps us develop and communicate;
- because socio-human disciplines are much more applicable in everyday life;
- the socio-human disciplines contribute to the formation of argumentation, empathy and understanding of emotional skills as well as to learning healthy ways of expressing them, to understanding one's self, forming one's personality, one's own opinions and choosing one's values, all these skills being essential for a better future. The other subjects, such as mathematics or physics, are also important, but no matter how much mathematics you know, if you are a corrupt man, you will still do more harm than a civic man with less knowledge in these areas;

- the usefulness of socio-human studies

The development of critical thinking was chosen by 85.7% as the most relevant when we talk about the training of young people through socio-human disciplines. This is followed by the cultivation of respect for human values, freedom and democracy (69.2%) and respect for citizens' rights and freedoms (53.4%). 40.6% of students appreciate orientation and active insertion in the social environment and the development of political culture (22.6%). The advantages resulting from the study of socio-human disciplines are the following: students can become informed, active, and responsible citizens (72.2%), they can better understand the society in which they live (66.2%) and comprehend the functioning of public institutions (42.1%).

- integration into the labour market

Young people who want to specialize in social sciences will have no problems finding a job, according to 50.4% of students, while 49.6% believe they will find it harder to find a job and 97% of respondents they are intended for both girls and boys equally

- suggestions for improving the quality of socio-human classes

If they had the opportunity to change the way the socio-human classes are conducted, some of the students would not want to make changes being satisfied with the way they are carried out, others would change the way of teaching, approach, nonchalance on the part of both students and teachers, more practical activities. This question corresponds to objective 4, namely „identifying students' suggestions on increasing the efficiency/quality of socio-human disciplines”. Therefore, several students highlighted that they would like more practical activities, but also more attractive teaching accompanied by PowerPoint presentations, images, videos, filling out subject-specific questionnaires, etc. Other students said the following:

- the class should be more interactive, for example, students should present projects or case studies;
- I would change the way it is carried out, in addition to theory I would also introduce real-life examples or even experiments;
- lack of materials in English, lack of fluency in English (useful for search engines - there are many more academic materials in English; for the socio-human disciplines to reach the level of the real ones, it is necessary to use this language for each lesson as well as the opportunities it provides to the learners in terms of abundance of information);
- emphasizing informative videos on debates and topics presented in an interesting way in English, changing the emphasis on competition between groups to the detriment of those between individuals (in the case of 30 students, only one cannot express his opinion without disinterest or ridicule from all the others, a diminished effect in the case of debates between groups);
- socio-human classes could be improved by carrying out more practical activities such as visits to institutions or participating in various debates in which students can get involved in social life.

c. Testing statistical hypotheses

H1. There are statistically significant differences between teachers and students in assessing the usefulness of socio-human disciplines.

We proposed for testing this hypothesis a set of socio-human disciplines Logic, Argumentation and Communication, Entrepreneurial Education, Psychology, Economics, Sociology, Philosophy, and Social Studies. The results of statistical analysis is in next table:

Table 3. Nonparametric test for testing differences in independent samples (teachers and students)

	Logic, argumentation and communication	Entrepreneurial education	Psychology	Economy	Sociology	Philosophy	Social Studies
Mann-Whitney U	3981	6411	7172.5	6432	5921.5	3826	5591.5
Wilcoxon W	12892	15322	16083.5	15343	14832.5	12737	14502.5
Z	-6.459	-1.816	-0.298	-1.749	-2.746	-6.724	-3.383
Asymp. Mr. (2-tailed)	0.000	0.069	0.766	0.080	0.006	0.000	0.001

From the analysis of the table we can see that there are statistically significant differences in the case of the following disciplines: Logic, argumentation and communication (U=3981, Z=-6.459, p=0.000), sociology (U=5921.5, Z=-2.746, p=0.006), philosophy (U=3826, Z=-6.724, p=0.000), social studies (U=5591.5, Z=-3.383, p=0.001). From the frequency tables, we found that teachers consider Logic, argumentation and communication more useful than students indicate (mean ranks: 152.3>96.9), also sociology (mean ranks: 134.6>111.5) then philosophy (153.7>95.7) and finally social studies (mean ranks: 153.7>95.7). Otherwise, the opinions of students and teachers do not differ significantly. The research hypothesis is partially confirmed.

H2. The expansion of the number of social science hours is supported to a greater extent by students than by teachers.

The preferences of teachers and students for the time dedicated to socio-humanistic disciplines were distributed in the next table:

Table 4. Overtime requirement for socio-humanistic disciplines

	Teachers	Students
Fewer hours	22%	23%
Same number of hours	62%	53%
More hours	16%	24%

The relatively higher values for the students' preferences are observed. Statistical analysis revealed that there is no association between the two variables (Chi Square=2.49, df=2, p=0.287). In other words, there are no significant differences between teachers and students in terms of the demand for overtime in the socio-human field. The hypothesis is not confirmed.

H3. The importance given by students to socio-human disciplines is significantly different according to their gender, class of study and course of study.

a. Gender differences

The results of the statistical analysis are visible in the following table:

Table 5. Nonparametric test of differences in independent samples (according to the gender of respondents)

	Logic, argumentation and communication	Entrepreneurial education	Psychology	Economy	Sociology	Philosophy	Social Studies
Mann-Whitney U	1244	1346	1312.5	1304.5	1260	1165.5	1224.5
Wilcoxon W	7130	1671	1637.5	7190.5	1585	7051.5	1549.5
Z	-0.634	-0.025	-0.245	-0.28	-0.549	-1.12	-0.765
Asymp. Mr. (2-tailed)	0.526	0.98	0.806	0.779	0.583	0.263	0.444

We note that in all cases Asymp. Sig is above 0.05. We deduce that there is no statistically significant difference between boys and girls in terms of assessing the importance of socio-human records. The hypothesis is not confirmed.

b. Differences by class of study

And in this case all Asymp thresholds. Sig were above 0.05. The only exception was given by the discipline Philosophy (U=1618, Z=-2.539, p=0.011) in which the students of the eleventh grade showed a greater interest than the students of the twelfth grade (mean ranks: 76.5>60.2)! This result is all the more surprising as the subject is done in the final grade!

c. Differences by course of study

For this analysis, we have retained only students from the theoretical track and those from the vocational track. And in this case all Asymp thresholds. Sig were above 0.05. The only exception was given by the discipline Entrepreneurial Education (U=1082, Z=-2.995, p=0.003) in which students from the vocational track showed a greater interest than students from the theoretical track (mean ranks: 76.5>60.2)! The hypothesis is partially confirmed!

H4. The social sciences are perceived as being recommended to female students rather than to boy students.

Table 6. Destination of the socio-humanistic disciplines

	They are intended for everyone equally	They are rather meant for girls	They are rather intended for boys	Total
Teachers	106	4	0	110
Students	129	3	1	133
Total	235	7	1	243

It is observed that teachers or students consider in their vast majority that socio-human disciplines are intended for everyone equally. The two variables are not associated (Chi Square=1.22, df=2, p=0.541). There are no statistically significant differences between teachers' and students' choices. Most of them consider that these subjects are equally intended for boys and girls. The hypothesis is not confirmed.

H5. The contribution of social sciences to the development of young people is significantly different perceived by teachers and students.

In the questionnaire, the respondents received a list of training modalities provided by the socio-human sciences as follows:

- Development of critical thinking
- Active listening
- Cultivating respect for human values, freedom, democracy
- Orientation and active insertion in the social environment
- Political participation
- Political culture
- Respect for citizens' rights and obligations

Respondents were asked to choose only three answer options. If three variables were thus generated, we analyzed a single summative variable with multiple choices. The statistical analysis expanded to see specific differences by respondent types. The results were as follows:

Table 7. The contribution of social sciences to the development of young people

	Development of critical thinking	Active listening	Cultivating respect for human values, freedom, democracy	Orientation and insertion in the social environment	Political participation	Political culture	Respect for citizen rights/obligations
Teachers	74.5%	25.5%	81.8%	28.2%	12.7%	8.2%	62.7%
Students	85.7%	21.1%	69.2%	40.6%	9.8%	22.6%	48.1%

The two variables are associated (Chi Square = 29.6, df = 7, p = 0.000) in other words teachers and students evaluate differently the contribution of social sciences to the development of young people. We notice that students are more confident in this contribution when we talk about Critical Thinking Development, Orientation, and Active Insertion in the Social Environment or Political Culture. Teachers in turn insist more on Active Listening, Cultivating respect for human values, freedom, democracy Political participation and respect for citizens' rights and obligations. In conclusion, the hypothesis is confirmed.

3. Conclusions

Through this study, we pursued a series of objectives such as: probing the perception of teachers and students regarding *the formative valences of socio-human disciplines*, identifying the perception of teachers and students on the number of hours allocated to socio-human disciplines, evaluation by teachers and students of the role of socio-human disciplines in the formation of students, evaluation of opinions regarding the integration of young people with socio-

human studies on the labor market, identification of students' suggestions regarding increasing the efficiency/quality of socio-human disciplines.

The empirical approach has totally or partially confirmed a series of hypotheses as follows:

H1. There is a statistically significant difference between teachers' and students' assessments regarding the importance of the socio-human subjects studied during high school – partially confirmed (teachers and students have different evaluations in the case of the following subjects: Logic, Argumentation and Communication, Sociology, Philosophy and Social Studies. These subjects are considered by teachers to be more important in education than students consider them)

H2. The extension of the number of hours of social sciences is supported to a greater extent by students than by teachers- not confirmed (there are no significant differences between teachers and students in terms of the demand for overtime in the socio-human field)

H3. The importance given by students to socio-human disciplines is significantly different according to their gender, class of studies, course of study and environment of residence. Partially confirmed (that there is no statistically significant difference between boys and girls in terms of assessing the importance of socio-human disciplines; students in the eleventh grade showed greater interest than the students in the twelfth grade in the discipline of Philosophy; entrepreneurial education, students in the vocational stream showed greater interest than students in the theoretical track in terms of Entrepreneurial Education)

H4. The social sciences are perceived as being recommended to female students rather than to boy students. Unconfirmed (respondents consider that socio-human subjects are intended for all students regardless of gender!)

H5. The contribution of social sciences to the development of young people is significantly different perceived by teachers and students. Confirmed.

The present research must be continued on large representative samples in several regions/counties. The theme is very topical because the social education of young people has strong reverberations throughout society. The fact that these social subjects can be taught and learned in creative ways is due to the willingness to take feedback from students.

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