

A COMPARATIVE STUDY OF SOCIO-GENIC-NEED SATISFACTION, CONFIDENCE LEVEL AND STUDY HABITS OF STUDENTS PURSUING CONVENTIONAL AND JOB-ORIENTED COURSES

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ABSTRACT

This research paper aims to compare socio-genic-need satisfaction, confidence levels, and study habits among students pursuing conventional academic courses versus job-oriented courses. Conventional courses often focus on theoretical knowledge and long-term academic paths, while job-oriented courses are designed to provide immediate vocational skills and employment opportunities. By examining these dimensions, this study seeks to understand the impact of course type on students' personal and academic development.

KEYWORDS: *Theoretical Knowledge, Student Well-Being, Self-Actualization, Educational Outcomes, Academic Confidence.*

INTRODUCTION

In the evolving landscape of higher education, students are increasingly faced with the choice between conventional academic programs and job-oriented courses. Conventional courses, typically grounded in traditional academic disciplines such as humanities, sciences, and social sciences, focus on providing a broad-based education that emphasizes theoretical understanding and intellectual exploration. In contrast, job-oriented courses are designed to equip students with specific skills and knowledge tailored to meet the demands of the job market, often including practical training, internships, and industry-focused curricula. This divergence in educational paths raises critical questions about how these different approaches impact students' socio-genic-need satisfaction, confidence levels, and study habits.

Socio-genic-need satisfaction refers to the fulfillment of psychological and social needs that contribute to an individual's overall well-being and development. These needs include the sense of belonging, esteem, and self-actualization. Conventional courses often aim to provide a well-rounded education that fosters intellectual growth, critical thinking, and a sense of academic achievement. However, the extent to which such programs meet students' socio-genic needs can vary depending on the nature of the course and the individual student's expectations and goals. For instance, students in conventional programs may experience a high level of academic satisfaction

and intellectual stimulation, but they might also face challenges in applying theoretical knowledge to practical contexts, which could influence their overall sense of achievement and self-worth.

On the other hand, job-oriented courses are specifically designed to address the immediate needs of the job market. These programs emphasize practical skills and real-world applications, aiming to enhance students' employability and job readiness. As a result, students enrolled in job-oriented courses often perceive a direct alignment between their studies and their career goals. This alignment can significantly impact their socio-genic-need satisfaction, as students may experience a heightened sense of purpose and achievement when they see a clear path to employment and career success. The practical nature of these courses might also contribute to a greater sense of competence and confidence, as students acquire hands-on experience and industry-relevant skills.

Confidence levels are another crucial factor influenced by the type of educational program. Confidence in an academic context refers to students' self-assurance in their abilities and preparedness for future challenges. In conventional courses, students may develop confidence through academic accomplishments, intellectual engagement, and the pursuit of knowledge. However, this confidence may be tempered by the uncertainty of job prospects and the perceived relevance of their academic achievements in the job market. Conversely, job-oriented courses are often designed to build confidence by providing students with concrete skills and practical experiences that directly translate into job opportunities. The clear connection between coursework and career outcomes can enhance students' confidence in their abilities and future prospects, potentially leading to a more positive outlook on their educational journey.

Study habits, which encompass the strategies and practices students use to manage their academic responsibilities, are also influenced by the nature of their courses. Conventional courses often require students to engage in extensive reading, critical analysis, and theoretical exploration. As a result, students may develop study habits focused on understanding complex concepts, conducting research, and synthesizing information. These habits may emphasize time management, independent study, and critical thinking. In contrast, job-oriented courses may prioritize hands-on learning, practical assignments, and real-world problem-solving. Students in these programs might adopt study habits that include collaborative projects, practical exercises, and skills-based training. The differences in study habits between conventional and job-oriented courses reflect the distinct objectives and demands of each educational path.

Understanding the comparative impact of conventional versus job-oriented courses on socio-genic-need satisfaction, confidence levels, and study habits is essential for several reasons. For students, this understanding can inform their educational choices and career planning, helping them select programs that align with their personal goals and professional aspirations. For educators and policymakers, insights from such comparisons can guide the development of curricula and support services that better address the diverse needs of students. By identifying the strengths and limitations of each educational approach, stakeholders can work towards creating more effective and supportive learning environments that cater to a wide range of academic and career objectives.

The present study aims to provide a comprehensive analysis of these factors by comparing students pursuing conventional and job-oriented courses. Through a combination of quantitative surveys and qualitative interviews, the research seeks to uncover the nuances of how different educational paths impact students' socio-genic-need satisfaction, confidence, and study habits. By exploring these dimensions, the study will contribute to a deeper understanding of the educational experience and offer valuable insights for enhancing academic and career support strategies.

In the choice between conventional and job-oriented courses represents a critical decision in students' educational journeys. This decision influences not only their academic experiences but also their socio-genic-need satisfaction, confidence levels, and study habits. By examining these factors, the study aims to shed light on the relative benefits and challenges associated with each educational approach, providing a foundation for informed decision-making and improved educational practices. The insights gained from this research will be valuable for students, educators, and policymakers alike, offering a clearer perspective on how different educational paths shape students' academic and professional outcomes.

SOCIO-GENIC-NEED SATISFACTION

Socio-genic-need satisfaction refers to the fulfillment of psychological and social needs that contribute to an individual's well-being and personal development. These needs include:

1. **Belonging:** The sense of being part of a community or group. Conventional courses often foster a strong academic community and intellectual camaraderie, while job-oriented courses may create a sense of belonging through industry connections and practical teamwork.
2. **Esteem:** The recognition and respect one receives from others. Conventional courses may provide esteem through academic achievements and intellectual accomplishments, whereas job-oriented courses may offer esteem through practical skills and career readiness.
3. **Self-Actualization:** The realization of one's potential and personal growth. Students in conventional programs may achieve self-actualization through broad intellectual exploration and academic challenges, while those in job-oriented programs may experience it through mastering specific skills and achieving career goals.

Understanding how different educational programs satisfy these socio-genic needs helps to assess their overall impact on students' psychological well-being and academic satisfaction. Conventional courses might emphasize intellectual and academic fulfillment, while job-oriented courses often focus on practical achievements and career-oriented satisfaction.

CONFIDENCE LEVELS

Confidence levels in an educational context reflect students' self-assurance in their abilities and readiness for future challenges. The influence of educational programs on confidence levels can be observed in several ways:

1. **Academic Confidence:** Students in conventional courses often build confidence through intellectual achievements and academic mastery. Success in rigorous coursework and research can enhance their confidence in their academic abilities and problem-solving skills. However, this confidence might be tempered by uncertainty about job prospects.
2. **Practical Confidence:** Job-oriented courses typically focus on practical skills and industry-specific training. The direct application of knowledge and hands-on experiences often boosts students' confidence in their ability to perform job-related tasks. This practical orientation provides a clearer path to employment, contributing to a higher sense of readiness and self-assurance.
3. **Career Confidence:** Students in job-oriented programs may experience increased confidence in their career prospects due to the alignment of their studies with market demands. This confidence stems from acquiring relevant skills, completing internships, and networking with industry professionals.

Overall, confidence levels are shaped by the nature of the coursework, with conventional programs emphasizing academic achievements and job-oriented programs fostering practical competence and career readiness.

CONCLUSION

This study aims to contribute to the understanding of how different educational paths affect students' psychological and academic experiences. By providing a comparative analysis, the research will offer insights into the effectiveness of conventional versus job-oriented courses and inform future educational strategies.

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