

OPINION OF STUDENTS AT THE FACULTY OF MEDICINE ON THE FULFILMENT OF EXPECTATIONS DURING THEIR STUDIES AND OPINION ON PREPARATION FOR THE LABOUR MARKET

2021-2022 SPRING SEMESTER

PERIOD: January -June 2022

AIM: to find out how well students' expectations are fulfilled during their studies and their views on their preparation for the labour market.

TARGET GROUP: 2021-2022 Kauno kolegija /Higher Education Institution (KK) final-year students.

OBJECT: Final year students of the Faculty of Medicine opinion on fulfilling expectations and preparation for the labour market

METHOD: questionnaire (quantitative and qualitative empirical data collection). The survey was conducted in the electronic space using the LimeSurvey survey system. The data were processed using SPSS 20 for Windows. Students rated their satisfaction with their studies on a five-point scale (1 - I am very dissatisfied, 5 - I am very satisfied). Students evaluated their studies at Kaunas College based on the formulated statements on a five-point scale (1 - completely disagree, 5 - completely agree).

RESULTS: The study has a statistical margin of error of 5.26%.The general population of the study was 504 final-year students of the Faculty of Medicine. The total return rate of questionnaires was 206 (40.87%).

Summarising the results, we can see that more than two-thirds of the respondents are satisfied or very satisfied with their studies at the Faculty of Medicine of Kaunas College (see Table 1).

Table 1. Faculty of Medicine students' evaluation of their satisfaction with their studies (%).

| | N | % |
|---|-----|-------|
| I am very satisfied | 34 | 16.5% |
| I am satisfied | 106 | 51.5% |
| I am neither satisfied nor dissatisfied | 48 | 23.3% |
| I am dissatisfied | 17 | 8.3% |
| I am very dissatisfied | 1 | 0.5% |

Final-year students were asked for their views on their preparation for professional practice. An analysis of the data shows that slightly less than half of the respondents (43.2%) feel moderately prepared to work in the field of their education. In comparison, almost half of the respondents (46.1%) feel sufficiently ready to enter the labour market (see Table 2).

Table 2. Evaluation of preparation for the professional practice of the students of the Faculty of Medicine based on their educational qualifications (%).

| | N | % |
|---|----|-------|
| Enough to get a job according to my education | 95 | 46,1% |
| Moderate enough to get a job in the field of my education | 89 | 43,2% |
| Not enough; I will need to learn everything once I get a job. | 17 | 8,3% |
| Not enough, but I don't plan to work according to my education. | 3 | 1,5% |
| Other | 2 | 1,0% |

KK students of the final year of the Faculty of Medicine rate the organisation of studies as good (the average score ranges from 3.64 to 4.37 out of 5). The majority of students agree with the statement that the professional practices carried out during their studies were beneficial (4.37), while the lowest number of respondents agree with the statement that distance learning was well organised (3.64) ((see Fig. 1).



Figure 1: Evaluation of final-year students' studies at Kauno kolegija HEI (averages)

Note: The average of the Likert scale is provided. The higher the average, the more respondents agree with the statement

Respondents were asked to rate the support and services they received during their studies at Kaunas College. Respondents agree that the academic support for students was sufficient, that the career planning services provided by the Career Centre were sufficient, and that the student engagement services were also sufficient (see Table 3).

Table 3. Evaluation of student support and services during the entire study period at Kaunas College

| | Totally agree | Agree | Partly agree | Disagree | Totally disagree | I don't know | Average |
|--|---------------|-------|--------------|----------|------------------|--------------|---------|
| Academic support (study counselling) for students was sufficient. | 20.9% | 35.9% | 21.4% | 4.9% | 2.4% | 14.6% | 3,0 |
| Psychological support for students was sufficient. | 17.0% | 28.6% | 14.6% | 5.8% | 2.9% | 31.1% | 3.74 |
| Career planning services provided by the Career Centre (counselling, seminars, internship and/or job advertisements, career days, etc.) were sufficient. | 21.8% | 27.7% | 16.5% | 5.3% | 1.5% | 27.2% | 3.87 |

| | | | | | | | |
|---|-------|-------|-------|------|------|-------|------|
| Services for organising student engagement (art groups, sports activities, events, etc.) were sufficient. | 22.3% | 26.7% | 16.0% | 5.3% | 1.9% | 27.7% | 3.86 |
|---|-------|-------|-------|------|------|-------|------|

More than three-quarters of respondents stated that they had sufficient general subject knowledge and theoretical knowledge of the speciality. In contrast, one-tenth of respondents indicated that they did not have sufficient practical knowledge of the speciality (see Table 4). Most respondents felt that the teaching sequence was coherent and logical (see Table 5).

Table 4. Respondents' opinions on the knowledge acquired during their studies

| | Fully sufficient | Sufficient | Neither sufficient nor insufficient | Insufficient | Fully insufficient | I don't know |
|---|------------------|------------|-------------------------------------|--------------|--------------------|--------------|
| General courses knowledge | 28.6% | 55.3% | 9.7% | 5.3% | 1.0% | 0.0% |
| Theoretical knowledge of the speciality | 25.2% | 53.4% | 12.1% | 6.8% | 1.9% | 0.5% |
| Specialised practical knowledge | 23.8% | 48.1% | 15.5% | 9.7% | 1.9% | 1.0% |

Table 5. Respondents' opinion on the consistency and logic of the sequence of courses

| | | |
|-----|-----|-------|
| Yes | 164 | 79.6% |
| No | 42 | 20.4% |

Respondents were asked to rate the recommendation of their study programme on a 10-point scale, with ten representing definitely would recommend, and one representing definitely would not recommend. Analysing the results, it can be seen that a quarter of respondents would not recommend their study programme to a friend. A third would recommend it to a friend, and slightly more than a third are undecided about recommending their study programme to a friend (see Table 6). Regarding the respondents' employment, the results show that two-thirds of the respondents are both studying and working (see Table 7).

Table 6. Recommending the study programme one is currently studying to a friend

| Score | Number of respondents | Per cent |
|-------|-----------------------|----------|
| 1 | 6 | 24.8 |
| 2 | 8 | |
| 3 | 5 | |
| 4 | 4 | |
| 5 | 15 | |
| 6 | 13 | |
| 7 | 35 | 39.8 |
| 8 | 47 | |
| 9 | 28 | 35.4 |
| 10 | 45 | |

Table 7. Respondents' employment during their studies

| Employment | Number of respondents | Per cent |
|--|-----------------------|---------------|
| Employed according to the field of the study programme | 72 | 35.0% |
| Employed not according to the field of the study programme | 68 | 33.0% |
| Unemployed | 66 | 32.0% |
| Total | 206 | 100.0% |

Final-year students suggest that more attention should be paid to improving communication between lecturers and students and between administration and students and that even more time should be allocated to enhancing practical skills. Improve the quality of lectures delivered remotely. Provide targeted feedback on specific suggestions and observations received from students; For more information on the actions that have been taken in response to students' feedback, see "*You said, we did*".
