

OPINION OF STUDENTS OF THE FACULTY OF MEDICINE ON THE EXPECTATION FULFILLMENT DURING STUDIES AND STUDENTS' VIEW ABOUT PREPARATION FOR LABOUR MARKET

2024-2025 SPRING SEMESTRE

PERIOD: January and June, 2025

AIM: find out students' opinion on the expectation fulfillment during studies and their view about preparation for labour market.

TARGET GROUP: 2024 – 2025 students of the final year of the faculty of Medicine of Kauno Kolegija/Higher Education Institution (KK).

RESEARCH OBJECT: students' opinion on the expectation fulfillment during studies and their view about preparation for labour market.

RESEARCH 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 IBM SPSS Statistics software.

Research bias 7,02 percent. General population of the study 355 final year students of the faculty of Medicine. Return rate of the questionnaires 126 (35,49 pct.).

Students rated their satisfaction with studies on a five-point scale (1 - strongly dissatisfied, 5 - strongly satisfied). Students evaluated the studies at KK according to the formulated statements on a five-point scale (1 - strongly disagree, 5 - strongly agree).

RESULTS:

The results indicate that more than half of the respondents (58,7 pct.) are satisfied or strongly satisfied with their studies at the faculty of Medicine of KK (see Table 1).

Table 1. Students of the faculty of Medicine evaluation of their satisfaction with the study program quality (pct.)

	N	%
Strongly satisfied	14	11,1 %
satisfied	60	47,6 %
neither satisfied, nor dissatisfied	32	25,4 %
dissatisfied	13	10,3 %
strongly dissatisfied	7	5,6 %
Average	3,48	

Final year students were asked about preparation for professional performance. The summarised data shows that half of the respondents (50 pct.) feel they are moderately enough prepared for work according to their acquired education, while more that a third of respondents (33,3 pct.) find they are enough prepared to enter the labour market. (see Table 2).

Table 2. Preparation of students of the faculty of Medicine for professional career after graduation (pct.).

	N	pct.
Enough prepared to work according to the acquired education	42	33,3 %
Moderately enough prepared to work according to the acquired education	63	50%
Not enough, I will need training on site	10	7,9%
Not enough, but I am not going to work according to the acquired education	4	3,2
Other	7	5,6

Students of the Faculty of Medicine rate the organisation of studies at KK as good (the average score ranges from 3,46 to 4,3 points out of 5). The students mostly agree with the statement that professional internships were useful (4,3), and the least agree with the statement, that the atmosphere is tolerant and non-discriminatory (3,46) (see Figure 1).

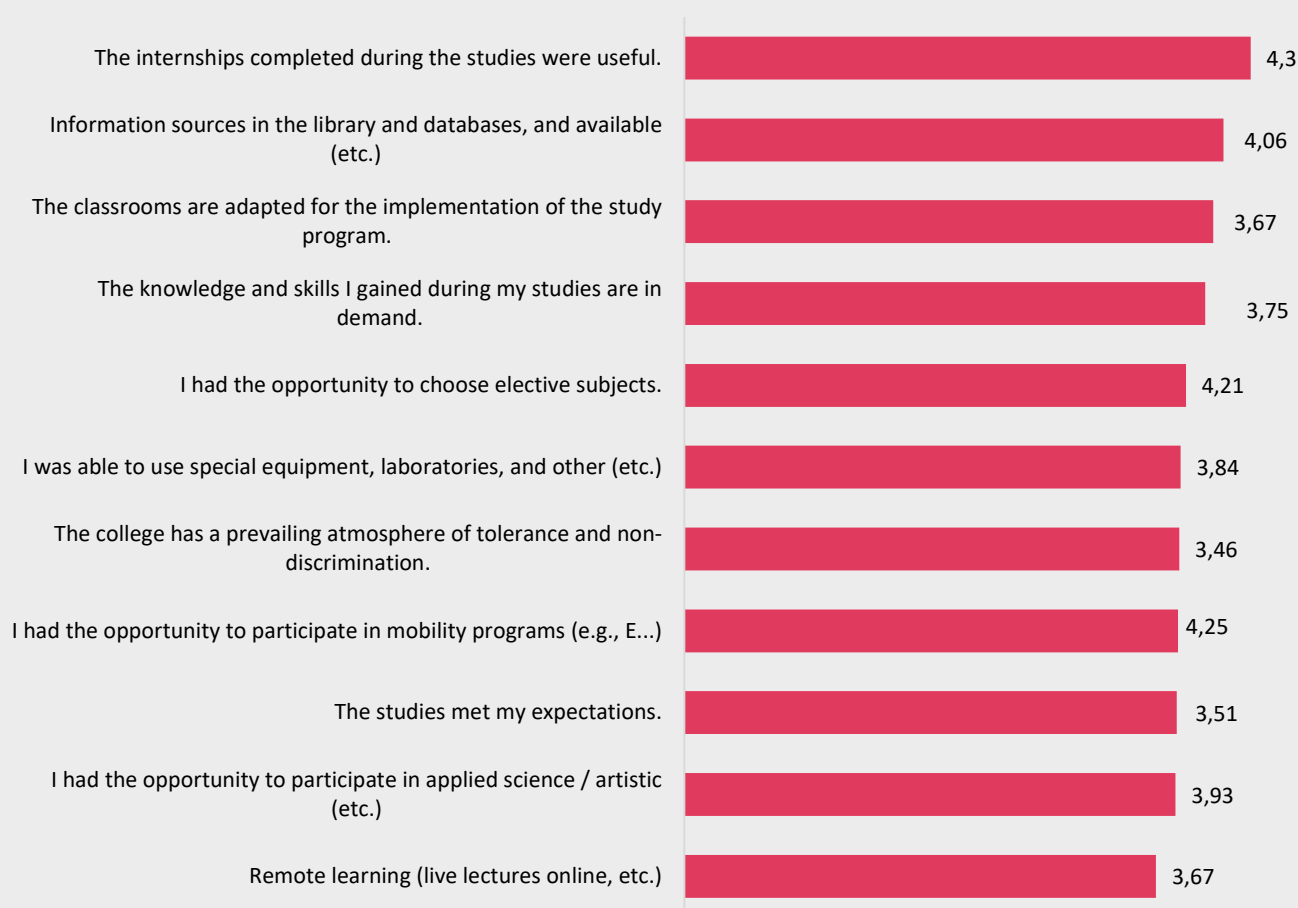


Figure 1. Respondents' evaluation of the organisation of their studies (averages)

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 had received during the studies at Kauno kolegija. Respondents agree with the statement that the most sufficient were involvement services (3,91) and career unit services (3,70). Less sufficient score was for academic (3,64) and psychological support (3,58) (see Table 3).

Table 3. Evaluation of student support and services during studies at KK

	Strongly agree	Agree	Partly agree	Disagree	Strongly disagree	Do not know	Average
Academic support (consultations on study issues) was sufficient	22,2%	29,4%	19,8%	9,5%	4,8%	14,3%	3,64
Psychological support for students was sufficient	23,0%	18,3%	15,9%	9,5%	6,3%	27,0%	3,58
Services provided by career planning unit (consultations, seminars, trainings, job advertisements, Career Days etc.) were sufficient	25,4%	22,2%	25,4%	7,9%	3,2%	15,9%	3,70
Student involvement services (art clubs, sports facilities, events etc.) were sufficient	25,4%	24,6%	15,1%	4,8%	2,4%	27,8%	3,91

More than three fourths of the respondents stated, that general knowledge and speciality theoretical knowledge was enough, a little more than one tenth of respondents state that they do not get enough profession practical knowledge (see Table 4). The majority of respondents claim that sequencing and logics of teaching was good (see Table 5).

Table 4. Respondents' opinion about the knowledge acquired during studies

	Totally enough	Enough	Neither enough, nor not enough	Not enough	Totally not enough	Do not know	Average
General knowledge	27,8%	50,0%	15,9%	4,8%	0,8%	0,8%	4,00
Speciality theoretical knowledge	18,3%	56,3%	10,3%	12,7%	2,4%	0,0%	3,75
Speciality practical knowledge	19,8%	38,9%	27,0%	11,1%	3,2%	0,0%	3,61

Table 5. Respondents' opinion whether teaching order was sequential and logical

Yes	95%	75,4%
No	31	24,6%

Respondents were asked to rate their study program recommendations in 10 point scale, where 10 means would definitely recommend, 1 – would not recommend.

Analyzing the results it may be stated that a little more than one third of respondents would not recommend their studies for friends, almost one third would recommend and a little more than one third are indifferent about recommendations of the study program for a friend (see Table 6)

Evaluating the respondents' employment the research results demonstrate that more than half of the respondents study and work (see Table 7).

Table 6. Respondents' employment

Score			Number of respondents	Pct.
1	Would not recommend		8	38,10%
2			3	
3			6	
4			3	
5			15	
6			13	
7	Indifferent		16	33,33%
8			26	
9	Would recommend		15	28,57%
10			21	

Table 7. Respondents' employment during studies

Employment	Number of respondents	Per cent
Currently is working in the field of the study program	37	29,4%
Currently is working but not in the field of the study program	39	31,0%
Unemployed	50	39,7%
Total		

Final-year students suggest that more attention should be paid for improving communication between lecturers and students and between administration and students, as well as updating teaching resources, allotting more time for development of practical skills. To improve the quality of online teaching.