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# VOCATIONAL EDUCATION IN HEALTHCARE AND THE ATTITUDE OF STUDENTS OF SCHOOL OF APPLIED HEALTH STUDIES

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**Abstract:** *The paper analyses the offer of formal education of professional health care workers in Serbia, which will create value for health sector organisations in future. Also, the work through the primary research of the author represents the satisfaction of the students of undergraduate and specialist studies with the quality of the School of applied health studies, its programmes of study, teaching processes and pedagogical work of teachers and associates, as well as their perception of quality.*

**Keywords:** *formal vocational education, health workers, quality of educational offer, satisfaction*

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## INTRODUCTION

In the past few years, countries in transition have been facing major changes in the policies of management, structure and status of higher vocational education. In the case of Serbia, the market economy orientation, as well as the desire to dismantle the state budget in terms of public spending, can lead the educational system in several directions: privatisation, diversification, decentralisation, internationalisation and increased competition.

These changes will have a great impact both on the work of higher education institutions and on their competition. The principles of market operations are slow and difficult to implement within state universities, so that high vocational studies can be the driver of the process of market adjustment of higher education. The controversial issue of “market” access to higher education and the need to take into account youth decision-making mechanisms

in the choice of vocational studies, as well as the results of research on students' expectations, strengthening competition at institutional, domestic and international levels, require a new way of working through the adoption of market orientation and marketing management in higher education institutions.

The basic paradigm this paper deals with is focused on the search for the answer to the question of whether the market concepts of business developed in the profit sector over the years can be applied in the field of higher education that indisputably belongs to the non-profit sector.

Starting from the stated paradigm, the subject of the research in this paper is the offer of formal education institutions, programmes of study, as well as the quality assessment by end users in one segment of higher education, that is, in high schools of vocational studies with a focus on medical vocational schools. In order to comprehensively look at this defined subject of research, it was necessary to approach theoretical and empirical research of the subject matter, as well as to determine the methodological framework of work.

## **FORMAL STRUCTURAL EDUCATION OF HEALTH CARE WORKERS IN SERBIA**

Following the global labour market demands that have not left out our country, institutions and schools in the Republic of Serbia also recognise the need to create new vocational profiles that will serve as an upgrade of certain professions, all as the need for human resources that are more expert in carrying out work assignments brought by new work environments. Thus, in the Republic of Serbia, the "Strategy for the Development of Education until 2020", the mission of vocational studies, is defined as "promotion, transfer and knowledge exchange, which provides opportunities for society and the individual to benefit from knowledge and skills directed towards the profession and the labour market." (Strategy for the Development of Education in Serbia until 2020, 2012)

The development of vocational studies is directed towards concrete, conspicuous goal that is presented in order to achieve the desired condition of certain features of the studies.

The study scope is expected to be at least 30% of students enrolling in the first year of undergraduate studies. The higher education system should be a network of educational institutions that will be able to accept these students all over the country, in accordance with the regional needs for specific profiles.

Teaching programmes are expected to be direct reflection of real requirements of the labour market. It is also necessary to continuously and qualitatively improve the competence of the teaching staff in order to be able to convey the theoretical and, more importantly for these professions, practical knowledge in a quality didactic-methodical way. The assessment of the quality of the studies organised in this way must be carried out using a system based on European indicators as it seeks to integrate with the European education system. This is precisely the reason why schools are expected to join the EURASHE (European Association of Institutes in Higher Education), UAS (the European Network for Universities of Applied Sciences) and the Copenhagen Process.

A large number of vocational schools in the Republic of Serbia, which cover extremely broad fields of professions and occupations, are the clear indicator of the need for new pro-

files of human resources, as well as further and more advanced refinement of the existing middle cadre in performing more and more demanding tasks in everyday work environments.

A large number of vocational medical schools, such as:

- Medical School of Professional Studies in Čuprija;
- Sanitary Medical School of Applied Sciences „Visan“;
- College of Sports and Health, Belgrade;
- Medical College of Applied Studies “Milutin Milanković”;
- School of Applied Health Studies in Belgrade

Cover a significant part of the labour market with educated personnel.

**Medical School of Professional Studies in Čuprija** was founded in 1998. It started with three programmes of study: a senior nurse-technician, a senior physiotherapist and a senior radiologist-technician. The school has highly professional teaching staff, permanently employed at school, and eminent teachers engaged from other schools and faculties and the Military Medical Academy. In 2007, the school became Medical School of Professional Studies in Čuprija and currently has five accredited study programmes at undergraduate studies: professional nurse, professional physiotherapist, professional nurse-midwife, professional cosmetologist-esthetician and professional pharmacy technician. Specialist studies have been accredited for the programme of study - professional nurse-specialist.

**Sanitary Medical School of Applied Sciences „Visan“**; was founded in 2006 and started with two programmes of study: senior physiotherapist and senior sanitary-ecological engineer. The study programme - professional nurse was accredited in 2010. Specialist studies are carried out within the framework of the programme of study professional sanitary-ecological engineer, specialist.

**College of Sports and Health** was named in 2010 and originated from the College of Sports Coaches, which had a programme of study – senior sports physiotherapists. The programme of study - professional physiotherapist was accredited in 2010.

**Medical College of Applied Studies “Milutin Milanković”** was founded in 2005 and in 2007 it was accredited as Medical College of Applied Studies “Milutin Milanković”. Accredited programmes of study at undergraduate studies are: professional nurse-technician and professional therapist-physiotherapist.

**School of Applied Health Studies in Belgrade** established and accredited a number of vocational programmes of study.

These programmes are formed in accordance with the needs for quality and directed education of future highly educated personnel in the field of responsible, medical professions, but also on the basis of positive experiences in similar educational institutions abroad and around two-stage programmes of study: undergraduate vocational studies and specialist vocational programmes as opportunities for further and more professional training. The programmes of study at undergraduate vocational studies were developed well, based on previous experience of the labour market needs and students’ interest in certain fields of work. Accredited programmes of study at undergraduate studies are: professional nurse; professional nurse - midwife; professional sanitary-ecological engineer; professional medical radiologist; professional physiotherapist; professional work therapist; professional medical-laboratory technologist; professional nutritionist - dietitian and professional beautician

aesthetist. (Janić et al., 2015)

The following programs have been accredited at specialised vocational studies: specialist professional nurse – area: Public health; specialist professional nurse - area Teaching methodology; specialist professional sanitary - environmental engineer – area: Sanitary Engineering and Food Safety; specialist professional nurse – area: Health care of the elderly; specialist professional nurse – area: Clinical care; Specialist professional nutritionist - dietician – area: Public health; specialist professional nurse – area: Health Care in Psychiatry; specialist professional nurse – area: Instrumentation in the Operating Room; specialist professional medical radiologist – area: Modern Diagnostic Techniques in Radiology; specialist professional nurse – area: Anesthesia and Reanimation and specialist professional physiotherapist – area: Modern Manual Methods and Techniques in physiotherapy (Janić et al., 2015).

Thanks to good formal education, as the part of future institutions and organisations, health care professionals will be dominant resource and the basis for acquiring the competitive advantages of these entities. (Johnson et al., 2008)

## METHODOLOGICAL BASES OF RESEARCH

The set objectives of the research shape the choice of methodological approach and procedure, while the operationalisation of the subject of the research required the selection of scientific methods used for the research.

The research into the quality of formal vocational education of health workers implied a multidisciplinary approach and a multimethod approach and analysis of secondary data sources, as well as new or primary sources of data. In order to achieve a higher level of reliability and comprehensiveness of the necessary data and their methodological processing and transformation into information, different methods for the collection, processing and interpretation of the mentioned data were used for the research.

In this paper, general methods of analysis, synthesis, induction and deduction, as well as methods of content analysis, comparisons, descriptive methods, as well as statistical methods (mean-arithmetic mean) were used.

In order to carry out the secondary research, the method of content analysis was used, through which the perception of various educational programs in the field of education of health care workers was carried out in a more complete manner.

With the help of the comparison, different educational programs were developed in the field of education of future health care workers in the Republic of Serbia, with the inevitable use of the normative-legal method for monitoring the laws and by-laws regulating the field of higher education and health.

### ***Importance, scientific and professional justification of the research***

Education of future health care workers is important for the functioning of numerous industries and society as a whole. The research into the topic of quality of formal training of health care workers in line with the scope, depth and quality will enable the expansion of the knowledge base in these areas, which have not sufficiently been systematised to date. Also, the results of the research will confirm the justification of the hypothesis and the connection

of good business results of medical and other organisations that employ graduates of health colleges and quality formal health education.

The central aim of the research is to analyse and determine the importance of good formal education for the future work of health care workers, their easier socialisation and independence. (see: Bogičević-Milkić B. [2016]). Based on the central goal of the research, hypotheses of the research were set up:

**H:** School of Applied Health Studies in Belgrade in the process of self-evaluation of the school performs periodic student surveys on the quality of the institution, the quality of programmes of study and the quality of teachers and other associates.

On the basis of the general hypothesis, special hypotheses were created:

**H1:** Students of School of Applied Health Studies in Belgrade are satisfied with the quality of the institution and working conditions.

**H2:** Students of School of Applied Health Studies in Belgrade are satisfied with the quality of the programmes of study, as well as with the organisation of teaching.

**H3:** Students of School of Applied Health Studies in Belgrade are satisfied with the quality of teachers and other associates.

**H4:** Students that showed the average study performance (average grade) from 8.01-10 are more satisfied with the work of the school and rated the school with a higher average grade compared to students that showed lower performance during the previous studies.

Presently, 2055 students of undergraduate vocational studies are attending the School of Applied Health Studies in Belgrade, as well as 283 students of specialist vocational studies. The sample that is important for the research is therefore 2338 people.

**Table 1.** Sample size

	Types of studies	Number of students (f)
A	Undergraduate professional studies	2055
B	Specialistic professional studies	283
	Total ( $\Sigma$ )	2338

**Source:** School of Applied Health Studies in Belgrade

If we determine 95% or interval 9 as the level of reliability, we need a sample size of 113 subjects, so we can consider the study as representative. In our research, there were 120 participants and the sample is representative and maintains the characteristics of the population - students of undergraduate and professional studies of the analysed school. The survey was conducted in the school premises, in the period from November 6-14, 2017. The questions were organised in several groups, starting with the ones related to determining the socio-demographic characteristics of the respondents. The other three sets of questions at the same time represent independent variables that are examined through dependent variables, or groups of indicators:

- Assessment of school quality and working conditions (6 indicators);
- Assessment of the quality of the programmes of study and the organisation of teaching (7 indicators);
- Assessment of the quality of pedagogical work of teachers and associates (3 indicators).

For the sake of the research, for all three groups of questions, except for the determination of socio-demographic characteristics, Likert's scale with five degrees was used.

## RESEARCH RESULTS, ANALYSIS AND DISCUSSION OF RESULTS

### *Socio-demographic characteristics of the respondents*

Within the first group of questions, respondents were asked questions in order to determine their socio-demographic characteristics. The socio-demographic characteristics of the respondents are presented in Table 2.

**Table 2.** Respondents' sex

Respondents' sex	Absolute value (f)	Percentage share (%)
FEMALE	100	83.3
MALE	20	16.7

**Source:** research results

The respondents who took part in the research are mostly female (83.3%), and only 16.7% of male respondents.

The respondents were asked questions related to the level of studies they were attending within this group of questions. Table 3 shows the level of studies of the respondents.

**Table 3.** The level of study

The level of study	Absolute value (f)	Percentage share (%)
UNDERGRADUATE VOCATIONAL STUDIES	92	76.7
SPECIALISTIC VOCATIONAL STUDIES	28	23.3

**Source:** research results

The respondents are mostly students of undergraduate vocational studies (76.7%) and 23.3% of specialistic vocational studies.

In order to determine the success of the previous studies of the respondents, they were asked the question of this context, and then the results were presented in Table 4.

**Table 4.** Average success rate in previous studies

Level of studies	Absolute value (f)	Percentage share (%)
6.00-8.00	52	43.3
8.01-10.00	68	56.7

**Source:** research results

There were slightly more respondents (56.7%) of the average success rate from 8.01 to 10.00, while 43.3% of the respondents were of the average success rate from 6.00 to 8.00.

### **Assessment of school quality and working conditions - student attitudes**

Within this group of questions, the students were asked to express their agreement or disagreement with the stated claims related to the assessment of the school quality and working conditions through the five-point Likert scale. Then, they were asked to evaluate the school work so far by giving grades 1 to 5, as well as to explain it and give their suggestions for improving the quality of the school and working conditions of the school. Table 5 shows the structure of the sample according to the presented claims related to the assessment of school quality and working conditions.

**Table 5.** Assessment of school quality and working conditions

<b>Claim 1: The school has the necessary spatial and technical conditions for the teaching process</b>	<b>Absolute value (f)</b>	<b>Percentage share (%)</b>
Absolutely agree	8	6.7
Agree	60	50.0
Neither agree nor disagree	36	30.0
Disagree	12	10.0
Absolutely disagree	4	3.3
<b>Claim 2: The school has a modern library with which I am satisfied</b>	<b>Absolute value (f)</b>	<b>Percentage share (%)</b>
Absolutely agree	12	10.0
Agree	52	43.3
Neither agree nor disagree	36	30.0
Disagree	20	16.7
Absolutely disagree	0	0
<b>Claim 3: I am satisfied with the work of the student service because it provides students with timely and necessary information and meets our requirements</b>	<b>Absolute value (f)</b>	<b>Percentage share (%)</b>
Absolutely agree	8	6.7
Agree	52	43.3
Neither agree nor disagree	20	16.7
Disagree	28	23.3
Absolutely disagree	15	12

<b>Claim 4: I am satisfied with the school website because it contains information that is needed for students and is regularly updated</b>	<b>Absolute value (f)</b>	<b>Percentage share (%)</b>
Absolutely agree	12	8
Agree	56	46.7
Neither agree nor disagree	8	6.7
Disagree	32	26.7
Absolutely disagree	12	10
<b>Claim 5: In the process of self-evaluation of the school, periodic student surveys are carried out on the quality of the institution</b>	<b>Absolute value (f)</b>	<b>Percentage share (%)</b>
Absolutely agree	32	26.7
Agree	44	36.7
Neither agree nor disagree	24	20.0
Disagree	12	10.0
Absolutely disagree	8	6.7

**Source:** research results

With the claim 1: **The school has the necessary spatial and technical conditions for the teaching process**, 50% of the respondents agree, while 8% of them absolutely agree. Contrary to this agreement, 12% of the respondents do not agree and only 4% of the respondents absolutely disagree. Also, 20% of the respondents are indifferent – neither agree nor disagree.

With the claim 2: **The school has a modern library with which I am satisfied**, the highest percentage of respondents agree (43.3%) and absolutely agree (10.0%), as opposed to those who disagree (16.7%). There are 30% of the indifferent ones, that is, those who neither agree nor disagree. We do not have any respondents who absolutely disagree with the statement.

With the claim 3: **I am satisfied with the work of the student service because it provides students with timely and necessary information and meets our requirements**, 43.3% of the respondents agree, while 6.7% absolutely agree. In contrast to this agreement, 16.7% of the respondents disagree, and 12% absolutely disagree. 16.7% of the respondents neither agree nor disagree with this claim.

With the claim 4: **I am satisfied with the school website because it contains information that is needed for students and is regularly updated**, 46.7% of the respondents agree, and 10% absolutely agree. 26.7% of the respondents disagree with the statement, and 12% of the respondents do not agree with it. 8% are indecisive, that is, those who neither agree nor disagree.

As the majority of respondents stated that the school possesses spatial and technical conditions for the teaching process, and that it has a modern library with whose work students are satisfied, expressed satisfaction with the work of the student service because it provides the students with timely and necessary information and meets their requirements

and the site of the school is informative and regularly updated, **we conclude that there is a high degree of satisfaction with the quality of school and working conditions.**

With the claim 5: **In the process of self-evaluation of the school, periodic student surveys are carried out on the quality of the institution** 36.7% agree and absolutely agree in the ratio of 36.7%, which makes up the majority in the sum compared to those who disagree (12%), or 10% of the respondents that absolutely disagree.

As almost two-thirds of the respondents agreed and absolutely agreed with this assertion (in the sum of 73.4%), by the deduction method it was concluded that **the part of the main hypothesis** concerning the conduct of periodic student surveys on the quality of the institution has been confirmed.

The respondents were asked to evaluate the previous school performance by grades from 1 to 5, according to the following values: 5 - excellent, 4 very good, 3 - good, 2- sufficient and 1- insufficient. Table 6 shows the sample structure according to the evaluation of previous school work.

**Table 6.** Evaluation of the previous school work

Grade	Absolute value (f)	Percentage share (%)
5 – excellent	30	20.0
4 - very good	44	36.7
3 – good	32	26.7
2 – sufficient	20	16.7
1 – insufficient	0	0

**Source:** research results

The highest number of respondents rated the school performance with the grade 4 - very good (36.7%), and then the grade 3 - good (26.7%). In the percentage of 20%, the respondents assessed the work done so far as the grade 5 - excellent, while 16.7% of the respondents rated the work of the school with the grade 2 - sufficient.

As the most common explanations of the given grades the respondents listed: poor organisation, the existence of space for improvement of school work and the lack of information delivery. As the most common suggestions for change, the respondents stated: better organisation of the school, better kindness of the student administration, better focus of teachers and longer work of the student service.

During the testing of independent variables of satisfaction with the quality of the institution and working conditions, the respondents were **tested according to all five indicators:**

1. The school has the necessary spatial and technical conditions for the teaching process;
2. The school has a modern library with which I am satisfied;
3. I am satisfied with the work of the student service because it provides students with timely and necessary information and meets our requirements;
4. I am satisfied with the site of the school because it contains information that is needed for students and is regularly updated; and
5. Evaluation of the school's work so far.

The respondents, as it is evident in the previous segment, stated a high degree of agreement with the stated claims, that is, in a higher absolute value and percentage, selected the positions “Agree”, “Absolutely agree” in relation to the positions “Disagree”, “Absolutely disagree” or “Neither agree nor disagree “. By analysing, the use of induction and deduction H1: Students of School of Applied Health Studies in Belgrade are satisfied with the quality of the institution and working conditions, **has been proven.**

### ***Assessment of the quality of the programmes of study and teaching organisation, student attitudes***

Within this group of questions, the respondents were asked to express their agreement or disagreement with the stated claims related to the assessment of the quality of the programmes of study and teaching organisation through the five-point Likert scale. Table 7 shows the structure of the sample according to the presented claims related to the assessment of the quality of the programmes of study and teaching organisation.

**Table 7.** Assessment of the quality of the programmes of study and teaching organisation.

<b>Claim 6: The programme of study is up-to-date, compliant with market requirements and well organised.</b>	<b>Absolute value (f)</b>	<b>Percentage share (%)</b>
Absolutely agree	12	13.3
Agree	52	46.7
Neither agree nor disagree	32	26.7
Disagree	12	13.3
Absolutely disagree	0	0
<b>Claim 7: The school follows modern ways of training educational (professional) profiles of health care professionals.</b>	<b>Absolute value (f)</b>	<b>Percentage share (%)</b>
Absolutely agree	28	23.3
Agree	32	26.7
Neither agree nor disagree	44	36.7
Disagree	8	6.7
Absolutely disagree	8	6.7
<b>Claim 8: I am satisfied with the organisation of teaching at the school.</b>	<b>Absolute value (f)</b>	<b>Percentage share (%)</b>
Absolutely agree	12	10.0
Agree	48	40.0
Neither agree nor disagree	24	20.0

Disagree	24	20.0
Absolutely disagree	12	10.0
<b>Claim 9: I am satisfied with the organisation of exams at the school.</b>	<b>Absolute value (f)</b>	<b>Percentage share (%)</b>
Absolutely agree	8	6.7
Agree	44	36.7
Neither agree nor disagree	48	40.0
Disagree	16	13.3
Absolutely disagree	4	3.3
<b>Claim 10: I am satisfied with the quality of required reading at the school.</b>	<b>Absolute value (f)</b>	<b>Percentage share (%)</b>
Absolutely agree	20	16.7
Agree	36	30.0
Neither agree nor disagree	32	26.7
Disagree	24	20.0
Absolutely disagree	8	6.7
<b>Claim 11: Teaching processes are logically organised, consistent and of good quality</b>	<b>Absolute value (f)</b>	<b>Percentage share (%)</b>
Absolutely agree	8	6.7
Agree	40	33.3
Neither agree nor disagree	72	60.0
Disagree	0	0.0
Absolutely disagree	0	0.0
<b>Claim 12: In the process of self-evaluation of the school, periodic student surveys are carried out on the quality of the programmes of study</b>	<b>Absolute value (f)</b>	<b>Percentage share (%)</b>
Absolutely agree	20	16.7
Agree	44	36.7
Neither agree nor disagree	28	23.3
Disagree	16	13.3
Absolutely disagree	12	10.0

**Source:** research results

With the claim 6: **The programme of study is up-to-date, compliant with market requirements and well organised**, 46.7% of the respondents agree, and 13.3% of the respondents absolutely agree. There are 26.7% indifferent ones or those who neither agree nor disagree, while there is no respondents who absolutely disagree with the claim.

With the claim 7: **The school follows modern ways of training educational (profes-**

**sional) profiles of health care professionals**, 26.7% of the respondents agree and there are 23.3% of the respondents that “absolutely agree”. However, the largest number of the respondents, 36.7% of them, “neither agree nor disagree” with the claim. In the same percentage of 6.7%, the respondents “disagree” and “absolutely disagree”.

With the claim 8: I am satisfied with the organization of the classes at the school, 40% of the respondents agree, and 10% absolutely agree. There are 20% of those who disagree and 10% of those who absolutely disagree.

With the claim 8: **I am satisfied with the organisation of teaching at the school**, 40% of the respondents agree, and 10% absolutely agree. There are 20% of those who disagree, and 10% of those who absolutely disagree.

With the claim 9: **I am satisfied with the organisation of exams at the school**, 36.7% of the respondents agree, while 6.7% of the respondents absolutely agree. The largest share of 40% belongs to those respondents who neither agree nor disagree. There are 13.3% of those who disagree and 3.3% of those who absolutely disagree.

With the claim 10: **I am satisfied with the quality of required reading at the school.**, 30% of the respondents agree, and 16.7% absolutely agree. There are 26.7% of the respondents who neither agree nor disagree, while there are 20% of the respondents who disagree with this claim and 6.7% of those who absolutely disagree.

With the claim 11: **Teaching processes are logically organised, consistent and of good quality**, 33.3% of the respondents agree, and 6.7% of them absolutely agree. As many as 60% of the respondents, which is the largest percentage in the overall survey of the respondents who decided to choose one of the claims, neither agree nor disagree with the claim. There are no respondents who disagree, nor absolutely disagree with the claimed statement.

With the claim 12: **In the process of self-evaluation of the school, periodic student surveys are carried out on the quality of the programmes of study**, 36.7% agree and 16.7% of the respondents absolutely agree. Among the respondents there are 23.3% who neither agree nor disagree. There are 13.3% of those who disagree while 10% of the respondents absolutely disagree.

As half of the respondents agreed and absolutely agreed with this claim (total of 53.4%), by deduction method it can be concluded that the **the part of the general hypothesis** concerning the conduct of periodic student surveys on the quality of the study processes, organised and implemented by the school has been confirmed.

By testing the independent variables of satisfaction with the quality of the programmes of study and teaching organisation the respondents were tested according to all seven indicators:

1. The programme of study is up-to-date, compliant with market requirements and well organised;
2. The school follows modern ways of training educational (professional) profiles of health care professionals;
3. I am satisfied with the organisation of teaching at the school;
4. I am satisfied with the quality of required reading at the school;
5. I am satisfied with the quality of required reading at the school;
6. Teaching processes are logically organised, consistent and of good quality; and
7. In the process of self-evaluation of the school, periodic student surveys are carried out on the quality of the programmes of study,

The respondents, as it is evident in the previous segment, stated a high degree of agreement with the stated claims, that is, in a higher absolute value and percentage, selected the positions "Agree", "Absolutely agree" in relation to the positions "Disagree", "Absolutely disagree" or "Neither agree nor disagree". By analysis, the use of induction and deduction, H2: Students of School of Applied Health Studies in Belgrade are satisfied with the quality of the programmes of study, as well as with the organisation of teaching, **has been confirmed.**

### ***Assessment of the quality of pedagogical work of teachers and associates***

Within this group of questions, the respondents were asked to express their agreement, or disagreement with the stated claims related to the assessment of the quality of pedagogical work of teachers and associates through the five-point Likert scale. Table 8 shows the structure of the sample according to the presented claims related to the assessment of the quality of pedagogical work of teachers and associates.

**Table 8.** Assessment of the quality of pedagogical work of teachers and associates

<b>Claim 13: Teaching staff at the school is trained to provide high quality of educational (professional) profiles of the medical profession.</b>	<b>Absolute value (f)</b>	<b>Percentage share (%)</b>
Absolutely agree	24	20.0
Agree	72	60.0
Neither agree nor disagree	20	16.7
Disagree	4	3.3
Absolutely disagree	0	0.0
<b>Claim 14: The quality of teachers is extremely high and they are trained for work, prepared for classes, actual and understandable when teaching.</b>	<b>Absolute value (f)</b>	<b>Percentage share (%)</b>
Absolutely agree	8	6.7
Agree	80	66.7
Neither agree nor disagree	24	20.0
Disagree	8	6.7
Absolutely disagree	0	0.0
<b>Claim 15: In the process of self-evaluation of the school, periodic student surveys are carried out on the quality of teachers.</b>	<b>Absolute value (f)</b>	<b>Percentage share (%)</b>
Absolutely agree	28	23.3
Agree	28	23.3
Neither agree nor disagree	36	30.0

Disagree	12	10.3
Absolutely disagree	16	13.3

**Source:** research results

With the claim 13: **Teaching staff at the school is trained to provide high quality of educational (professional) profiles of the medical profession**, 60% of the respondents agree, while 20% of them absolutely agree. There are 16.7% of those who neither agree nor disagree while 3.3% disagree. No respondents selected the option of absolute disagreement.

With the claim 14: **The quality of teachers is extremely high and they are trained for work, prepared for classes, actual and understandable when teaching**, as many as 66.7% of the respondents agree which presents the highest rate of the respondents' agreement with proposed claim so far. In support of this, there are 6.7% of the respondents who absolutely agree with the proposed claim. Only 6.7% of the respondents disagree with the statement.

With the claim: **In the process of self-evaluation of the school, periodic student surveys are carried out on the quality of teachers**, 23.3% of the respondents agree and there is the same percentage of those who absolutely agree. The majority of the respondents - 30% neither agree nor disagree with the claim. There are 10.3% of those who disagree and 13.3% of the respondents who absolutely disagree.

As almost half of the respondents agreed and absolutely agreed with this claim (total of 46.6%), as opposed to 30% of those who neither agree nor disagree, by deduction method, it is concluded that the **part of the general hypothesis** related to performing periodical student surveys on teachers **has been confirmed**.

The paper set a **general hypothesis**: School of Applied Health Studies in Belgrade in the process of self-evaluation of the school performs periodic student surveys on the quality of the institution, the quality of programmes of study and the quality of teachers and other associates. The research examined the views of the respondents regarding three claims or indicators:

1. In the process of self-evaluation of the school, periodic student surveys are carried out on the quality of the school;
2. In the process of self-evaluation of the school, periodic student surveys are carried out on the quality of the programmes of study;
3. In the process of self-evaluation of the school, periodic student surveys are carried out on the quality of teachers;

As stated above, as the majority of the respondents agree with these claims or absolutely agree, contrary to the respondents who disagree or absolutely disagree or to those who neither agree nor disagree, it is concluded by deduction that the general hypothesis has been confirmed.

By testing the independent variables of satisfaction with the quality of pedagogical work of teachers and other associates the respondents were tested according to three indicators:

1. Teaching staff at the school is trained to provide high quality of educational (professional) profiles of the medical profession
2. The quality of teachers is extremely high and they are trained for work, prepared for classes, actual and understandable when teaching

3. In the process of self-evaluation of the school, periodic student surveys are carried out on the quality of teachers.

The respondents, as it is evident in the previous segment, stated a high degree of agreement with the stated claims, that is, in a higher absolute value and percentage, selected the positions “Agree”, “Absolutely agree” in relation to the positions “Disagree”, “Absolutely disagree” or “Neither agree nor disagree “. By analysis, the use of induction and deduction, H3: Students of School of Applied Health Studies in Belgrade are satisfied with the quality of teachers and other associates, **has been confirmed.**

Hypothesis 4, which refers to the conditionality of the assessments of the previous work of the school with the the average grade of the students, was tested by the statistical method of the mean value or arithmetic mean, using the formula:

$$\bar{X} = \frac{\sum_{i=0}^n X_i}{n}$$

**Table 9.** Ratio of average grade and grades awarded to the school

Average grade	Number of respondents	Arithmetic mean
од 6.00-8.00	52	3,62
од 8.01-10.00	68	4,65
Total ( $\Sigma$ )	120	

From Table 9, it is evident that the respondents - students of the average performance in studies with average grade between 8.01-10.00, were more satisfied with the work of the school, and gave it a higher average grade (4.65) compared to the students who had a lower average grade in previous studies, and by using the methods of induction and deduction, as well as using the statistical methods, i.e. the mean values, it is concluded that H4: Students that showed the average performance of the study (average grade) from 8.01-10 are more satisfied with the work of the school and rated the school with a higher average grade compared to students that showed lower performance during the previous studies, has been confirmed.

## CONCLUSION

Different experiences in centres around the world, different needs and opportunities in organising teaching on one hand, and the same need for new profiles of highly educated staff and the same recommendations in use that lead to the equalisation of programmes of study on the other, have led to the convergence of educational programs within Europe, but not their equalisation. This has enabled a simple comparability of completed education programmes within the European Community of higher education institutions and schools and their similar programmes. In Europe, a common labour market is in place, but it is rare that, when searching for a job, a degree gained in a country's education system is accepted

in another country without equalising the teaching obligations and nostrification of the diploma obtained. Serbia has begun the process of unification of its education programmes with the recommendations of the European Union.

The results of the secondary research indicate the importance of the education system for health care workers for the good results of the healthcare provider.

The results of the primary research indicate the satisfaction of the students in the analysed medical vocational school with the quality of the institution and working conditions, programmes of study, the quality of teaching and pedagogical work of teachers and associates, as well as the implementation of periodic activities of the school according to their assessment.

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