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CONTENTMENT OF STUDENTS OF THE FACULTY OF CLINICAL PSYCHOLOGY WITH THE LEARNING PROCESS

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ABSTRACT. Students' satisfaction with the learning process determines the effectiveness of the educational process. Assessment of the level of satisfaction with learning allows to establish full interaction of all participants of the educational process and improve the quality of education. The purpose of this study is: to examine various aspects of psychology students' satisfaction with the learning process, to identify the main components of satisfaction, to assess the contribution of individual parameters to the overall level of satisfaction. The sample consisted of 202 students of the Faculty of Clinical Psychology from the first to the fifth year of study. The study was conducted by means of anonymous questionnaires. Students evaluated on a 5-point Likert scale the main aspects of satisfaction with the educational process, highlighted during the literature review. The structural analysis identified three main components of students' satisfaction with the educational process: psychological, organizational, and social. The psychological component includes aspects related to the motivation to choose and study profession, as well as individual-psychological characteristics of students. Organizational component is related to learning conditions, content and form of material presentation. The social component reflects the nature of the student's relationships with the participants of the educational process. Multiple regression analysis showed that the greatest contribution to the overall level of satisfaction is made by the assessment of interaction with the faculty. However, the authors note that in order to increase the overall level of students' satisfaction with the learning process, it is important to take into account all aspects, including psychological, organizational and social. Regular monitoring of students' satisfaction with education received will help the administration of the educational institution to create optimal conditions for the implementation of the educational process and improve its quality.

KEYWORDS: clinical psychology, satisfaction with the learning process, professional self-determination, student motivation

УДОВЛЕТВОРЕННОСТЬ ОБУЧЕНИЕМ СТУДЕНТОВ ФАКУЛЬТЕТА КЛИНИЧЕСКОЙ ПСИХОЛОГИИ

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РЕЗЮМЕ. Удовлетворенность студентов обучением в вузе является одним из критериев эффективности образовательного процесса. Оценка уровня удовлетворенности студентов необходима для понимания факторов, влияющих на успешность обучения. Цель данного исследования — изучить различные аспекты удовлетворенности процессом обучения студентов факультета клинической психологии, и оценить вклад отдельных параметров в общий уровень удовлетворенности. Выборку составили 202 студента факультета клинической психологии с первого по пятый курс обучения. Исследование проводилось с помощью анонимного анкетирования. Студенты оценивали по 5-балльной шкале Лайкерта основные аспекты удовлетворенности образовательным процессом, выделенные в ходе анализа литературы. В рамках структурного анализа было выделено три основных компонента удовлетворенности студентов процессом обучения: психологический, организационный и социальный. Психологический компонент включает аспекты, связанные с мотивацией к выбору и обучению профессии, а также индивидуально-психологические особенности студентов. Организационный компонент связан с условиями обучения, содержанием и формой подачи материала. Социальный компонент отражает характер взаимоотношений студента с участниками образовательного процесса. Множественный регрессионный анализ показал, что наибольший вклад в общий уровень удовлетворенности вносит оценка взаимодействия с профессорско-преподавательским составом. Однако авторы отмечают, что для повышения общего уровня удовлетворенности студентов процессом обучения важно учитывать все аспекты, включая психологические, организационные и социальные. Проведение регулярного мониторинга удовлетворенности студентов обучением поможет администрации учебного заведения создать оптимальные условия для реализации образовательного процесса и повысить его качество.

КЛЮЧЕВЫЕ СЛОВА: клиническая психология, удовлетворенность процессом обучения, профессиональное самоопределение, мотивация студентов

INTRODUCTION

Student satisfaction with learning is one of the indicators of the quality of the educational process and, according to a number of authors, reflects the social effectiveness of higher education [10, 18]. This fact determines the relevance of research aimed at studying the factors of student satisfaction with learning and strategies for its improvement.

In the modern education the role of student's subjectivity is increasing, when he/she is considered not only as a "consumer of services" [6, 11], but also as a "producer of education", capable of influencing its final result through the motivation of choosing a profession, university, individual educational trajectory [5].

In connection with the development of this paradigm, monitoring of students' satisfaction with various aspects of the educational process becomes in demand. Many authors consider this screening as an important tool for improving the quality of education [20].

Analysis of students satisfaction with various aspects of educational training allows to

identify current problems in the organisation of training and, if possible, to adapt the educational process to the needs of students, which undoubtedly increases student involvement in the educational process and positively affects the image of the university and its rating [8, 20].

With all the understanding of the necessity of monitoring student satisfaction with learning in the university, there is currently no single standard or approach to the definition of evaluation parameters.

A.S. Spassky describes satisfaction with studies as "a complex intertwining of expectations formed in the course of socialisation at all its stages regarding social status, profession, specialty, specific educational situation and assessment of the possibility of their implementation" [18]. The author identifies both general satisfaction from studying in higher education and private satisfaction, which is a reflection of specific aspects of learning.

It is certain aspects of learning that, as a rule, become the target in the studies devoted to the study of satisfaction with the educational process. The importance of students initial motiva-

tional attitudes to the choice of profession and mastering it is noted. In the framework of professional self-realisation, the independence of choice of educational trajectory correlates with satisfaction from education [12]. O.V. Gavrilova states that satisfaction with the chosen profession determines “a more stable and significant motivation for the implementation of professional training” [3]. At the same time, expressed learning and cognitive motivation forms satisfaction with learning activities [5, 14, 15].

In addition to motivation to obtain a profession, it is necessary to take into account the student's readiness or ability to study within the framework of higher education. Thus, underdeveloped skills of working with educational material, difficulties with self-organisation are considered to be the main reasons for students' failure and disappointment in learning [21]. Adaptation disorder leads to pronounced psychological distress, which correlates with low satisfaction with studies [18], while well-adapted students are more satisfied with their studies in higher education [22].

Many authors focus on the organisation and content of the educational process when assessing satisfaction with learning. Thus, T.N. Vazuvaeva states that “student satisfaction with the process of educational activity is largely determined by the content of this process: programme requirements and the direction of the university” [16].

V.A. Prokhoda's study showed that the priority for the main part of students is the quality of theoretical and practical training, while the living and material and technical conditions accompanying learning are of lower priority [15]. However, learning conditions are an important aspect in determining the quality of education [15]. And the activity of the university in creating a favourable educational environment directly affects the level of satisfaction with the educational process [1]. In addition, the formation of a positive attitude to learning activities is facilitated by the use of various forms and types of learning and the use of digital technologies [10, 21].

Some authors note the importance of social relationships within the framework of learning. According to A.S. Spassky, satisfaction with social status is “the highest structural component of satisfaction with educational and training activities in higher education” [19]. E.I. Sereda considers satisfaction with one's position in the group as a

key component of satisfaction in students' educational and professional activity [17].

Some researchers consider the teaching staff to be the main factor determining the satisfaction with learning in higher education: teachers' qualification, their ability to create interest in the subject and science, supporting students in overcoming learning difficulties, encouraging their efforts and achievements — all this undoubtedly influences the level of students' satisfaction with the learning process [1, 9].

Extracurricular activities (creative and leisure) are also considered as a factor influencing the overall level of satisfaction with learning [2, 4]. According to I.A. Golubev, the organisation of students' leisure activities within the university can indirectly contribute to the improvement of educational potential, “the inclusion of students in the life of the university community and immersion in learning” [4].

Based on the analysis of scientific ideas about students' satisfaction with learning in higher education, we have identified three components of satisfaction to which we can refer to the aspects discussed above: psychological, organisational and social.

The psychological component includes aspects related to motivation (peculiarities of professional self-determination, satisfaction with the choice made and focus on mastering the speciality), as well as individual-psychological characteristics of students (level of self-esteem, learning strategies, formed skills of self-organisation and coping with stress). The organisational component is related to the learning environment, content and form of material presentation. The social component reflects the nature of the student's relationship with the participants of the educational process (teachers, colleagues, administration of the educational institution).

In our opinion, it is important to take into account all these components to create a more complete understanding of what factors influence the success of the learning process and how to improve the learning environment for students.

As part of the practical component of the study, it was important for us to assess the contribution of individual parameters to the overall level of student satisfaction with the learning process.

MATERIALS AND METHODS

To achieve this goal, an empirical study was organised and conducted (in April 2023) among students of the Faculty of Clinical Psychology of

the Federal State Budgetary Educational Institution of Higher Education SPbSPMU of the Ministry of Health of Russia. For the purposes of anonymity, data collection was conducted using an online survey service, and the invitation to participate was posted on the faculty's social networks.

A total of 202 people participated in the survey, among them female respondents were 90.1% (n=182) and male respondents were 9.9% (n=20). The average age was 20 ± 2 years. The distribution by course was as follows: the 1st year — 36.1% (n=73), the 2nd year — 21.8% (n=44), the 3rd year — 16.3% (n=33), the 4th year — 12.4% (n=25), the 5th year — 13.4% (n=27). 48% (n=97) of the interviewed respondents are on the budgetary form of education, on the commercial form there are 52% of students (n=105). At the time of enrolment 48% (n=97) of students lived in St. Petersburg and Leningrad region, 50% (n=101) came from other regions of the Russian Federation, 2% (n=4) — from another country. At present, most students live separately from their parents: in rented accommodation — 35.6% (n=72), in their own flat — 19.8% (n=40), in a hostel — 15.3% (n=31). 29.2% (n=59) live with their parents, mostly these are 1st-2nd year students from St. Petersburg.

Thus, students of all courses are represented in the sample (with different course occupancy, more than 75% of students of each year of study took part in the study), most of them are girls, unmarried and living separately from their parents.

To assess satisfaction with the learning process, the author's questionnaire was developed, where 5 blocks of questions were included based on the analysis of research. The first block was devoted to analysing the respondents' motivation for choosing a profession, higher education institution and faculty of study. The second block concerned the assessment of various aspects of satisfaction with the learning process. The third block of questions made it possible to analyse the difficulties of the educational process faced by students. The fourth block was represented by scales of students' self-assessment of their communication, information handling, self-organisation and stress management skills. Finally, the fifth block contained questions revealing socio-demographic characteristics of the respondents.

Statistical analyses were conducted using StatTech software v. 4.0.6 (developer — StatTech LLC, Russia). Quantitative data were assessed for conformity to normal distribution

using the Kolmogorov–Smirnov criterion. Categorical data were described with absolute values and percentages. Comparison of three or more groups on quantitative data was performed using the Kraskell–Wallis criterion. Pearson's χ^2 criterion was used to assess differences in the distribution of a categorical variable between two or more independent groups. Correlation analysis was performed using the Spearman criterion. The prognostic model was developed using the multiple linear regression method.

RESULTS AND DISCUSSION

In order to analyse the respondents' motivation, questions concerning the time of professional self-determination, independence of the choice made and the reasons for choosing a particular university for study were proposed. The data analysis showed that the majority of respondents decided on their profession in high school (67.8%, n=137), made this choice independently (93.1%, n=188) and further plan to work in their speciality (92.1%, n=186). The main reasons for choosing a higher education institution were the opportunity to get the desired profession (83.7%, n=169), high quality of education (45%, n=91), qualified teachers (44.1%, n=89), prestige of the higher education institution (40.1%, n=81) and interesting training (35.6%, n=72).

In our opinion, the analysis of repeated choice as a criterion of satisfaction with the professional educational trajectory is also important. The result of repeated choice of the studied sample is presented in Table 1.

The general satisfaction of students with the choice made revealed an increase in loyalty to the speciality, university and faculty as they studied: from junior to senior courses ($\chi^2=304.51$, $df=3$, $p=0.015$). A similar tendency was noted in the framework of studying the motivational component of loyalty of psychology students [7].

To consider the readiness to study in higher education, the respondents were asked to assess the formation of the skills necessary for this. The majority of students noted that they have fairly well developed skills of working with information (72.3%, n=146), communication skills (59.4%, n=120), self-organisation (55.9%, n=113) and stress management (51%, n=103). No significant differences were found in the evaluation of their skills depending on the course of study. Despite the high assessment of the formed skills, stu-

dents are ready to develop them further within the framework of trainings and elective classes, if they are organised in the university.

When assessing the educational process (timetable, material and technical support, learning conditions), only 50.5% (n=102) of respondents noted that they were satisfied with its organisation. Among the main difficulties students noted the lack of places for adequate eating between classes (69.8%, n=141), uncomfortable conditions in classrooms (44.6%, n=90), lack of places for self-study on the territory of the university (43.1%, n=87), lack of modern educational literature (21.8%, n=44). No significant differences in the assessment of the organisation of the educational process depending on the course of study were revealed.

Assessing the content of the educational process (fundamentality, completeness and relevance of information) only 35.6% (n=72) answered that they were satisfied with this aspect of education, 50.5% (n=102) found it difficult to answer, 13.9% (n=28) noted that they were not satisfied with the quality of educational material. At the same time, students of higher courses are more dissatisfied with the content of taught disciplines ($\chi^2=341.33$, df=3, p=0.007).

When assessing the practice within the educational process, 53.9% (n=109) of respondents noted that they were satisfied with its organisation. There are significant differences in satisfaction with the practice depending on the course of study, which, in our opinion, is associated with the specifics of institutions where students take practice, and the peculiarities of the organisation of interaction.

An important aspect of students involvement in the learning process, in our opinion, is participation in research activities. Among the surveyed students 63.8% (n=129) are members of the Student Scientific Society (SSS), 58.5% (n=118) are satisfied with its work. The main forms of scientific activity include presentations at conferences (8.4%), reports in the framework of SSS (5.9%),

attendance of scientific-theoretical seminars (5.0%), publications in scientific journals (2.5%), student Olympiads (1%).

When evaluating extracurricular activities organised by the university (cultural, sports, leisure), 30.2% (n=60) were satisfied with their organisation, while many students noted that they were not aware of the activities — 36.7% (n=73). Such non-integration into extracurricular student activities of the university is due to the territorial remoteness of the faculty and low intersection of students with students from other areas.

The evaluation of interaction with the teaching staff showed that the overwhelming majority of students are satisfied with them (91%, n=183), with positive evaluation being maintained in all years of study, covering the entire teaching staff. Outlining the qualities important for teachers, the absolute majority of respondents put in the first three places: “the practical experience of a teacher” — 92.1% (n=186), “the ability to present information in an accessible way” — 92.6% (n=187) and “the passion for their discipline” — 94.6% (n=191). A significant proportion of students noted such qualities of the instructor as “the accessibility to communication” — 69.3% (n=140), “the interest in students” — 64.9% (n=131), “the oratorical skills” — 63.4% (n=128) and “the sense of humour” — 61.4% (n=124).

Relationships with classmates were satisfied with 87.6% of respondents (n=177). No significant differences were found in the assessment of this category depending on the course of study. Despite the course occupancy and the number of groups, relations with classmates fully satisfy the surveyed students.

The overall assessment of students' satisfaction with studying at the University is presented in Table 2.

82.7% (n=167) of respondents are satisfied with their studies in higher education according to the obtained data. At the same time, there are

Table 1

Results of the reselection

Таблица 1

Результаты повторного выбора

Ответы / Answers	Специальность / Specialty	Вуз / University	Факультет / Faculty
Однозначно да / Скорее да // Definitely yes / More likely yes	89,6% (n=181)	70,4% (n=142)	90,6% (n=183)
Затрудняюсь ответить // Difficult to answer	9,9% (n=20)	19,3% (n=39)	5,0% (n=10)
Однозначно нет / Скорее нет // Definitely not/ More likely not	0,5% (n=1)	10,4% (n=21)	4,5% (n=9)

reliable differences in the maximum evaluation depending on the course of study ($\chi^2=401.01$, $df=3$, $p=0.001$). Students of the first as well as the third year of study tend to evaluate their stay in higher education institution more positively. According to other studies, first-year students are characterised by higher grades [13], which, according to the authors, is explained by the satisfaction with the fact of entering and studying at the university. In the case of the third year, in our opinion, the increase in satisfaction can be explained by the change in the study load and the transition to the study of specialisation disciplines and practical training.

Correlation analysis allowed us to identify correlations between the general satisfaction with studying at the university and its individual aspects (private satisfaction). In this sample general satisfaction correlates with satisfaction with professional choice ($R_s=0,354$; $p=0,000$), learning conditions ($R_s=0,276$; $p=0,015$), learning content ($R_s=0,421$; $p=0,001$) and with the assessment of their relationships with teachers ($R_s=0,654$; $p=0,000$) and classmates ($R_s=0,528$; $p=0,000$).

The identified correlations were used to build a predictive model revealing the contribution of in-

dividual aspects of learning to overall satisfaction with the educational process. The results of multiple regression analysis are presented in Table 3.

The observed dependence of the indicator of overall satisfaction is described by a linear regression equation:

$$Y_{\text{Overall satisfaction with education}} = 1,164 + 0,191X_1 + 0,202X_2 + 0,402X_3.$$

According to the obtained model, the greatest contribution to the students' overall satisfaction with their studies (Y) is made by the assessment of interaction with the teaching staff (X3) and the material (X2) taught by them, as well as the organisation of the whole educational process (X1).

The regression model obtained is characterised by a correlation coefficient of $r_{xy}=0.640$, which corresponds to an appreciable closeness of relationship according to the Cheddock scale. The model is statistically significant ($p < 0.001$) and explains 41.0% of the observed variance of the indicator of overall satisfaction with the educational process.

The obtained data are largely consistent with similar studies on similar samples [2, 10, 13],

Students' satisfaction with studying at the University

Table 2

Таблица 2

Удовлетворенность студентов обучением в Университете					
Курс обучения / The course of study	1-й курс	2-й курс	3-й курс	4-й курс	5-й курс
Общая удовлетворенность / General satisfaction					
Скорее недоволен / Rather dissatisfied, n (%)	1 (1,4%)	6 (13,6%)	5 (15,2%)	2 (8,0%)	2 (7,4%)
Затрудняюсь ответить / Difficult to answer, n (%)	3 (4,1%)	7 (15,9%)	1 (3,0%)	5 (20,0%)	3 (11,1%)
Скорее доволен / More like satisfied, n (%)	49 (67,1%)	29 (65,9%)	19 (57,6%)	15 (60,0%)	18 (66,7%)
Да, доволен полностью / Yes, I am completely satisfied, n (%)	20 (27,4%)	2 (4,5%)	8 (24,2%)	3 (12,0%)	4 (14,8%)

Table 3

Multiple regression analysis

Таблица 3

Множественный регрессионный анализ				
Предикторы / Predictors	B	Стандартная ошибка / Standard error	t	p
Intercept	1,164	0,267	4,364	<0,001
Организация учебного процесса — X1 / Organization of educational process — X1	0,191	0,040	4,748	<0,001
Содержание учебного материала — X2 / Content of training material — X2	0,202	0,061	3,324	0,001
Взаимодействие с педагогами — X3 / Interaction with teachers — X3	0,402	0,066	6,064	<0,001

which may indicate the presence of general trends. However, it is important to take into account the specifics of the organisation of the educational process in a particular educational institution.

CONCLUSION

To sum up, it is important to note that ensuring student satisfaction with education in modern conditions is an important task for educational institutions. To increase the level of student satisfaction, it is necessary to actively interact with the student population, periodic monitoring of the quality of services provided with the analysis of the obtained data.

At the moment there is no unified methodological apparatus for conducting a comprehensive assessment of satisfaction. However, the analysis of available data and the conducted research show that there are certain components of satisfaction with training that require evaluation and analysis.

According to the authors, in addition to the organisational aspects of the educational process, it is necessary to pay considerable attention to the psychological component: the student's personality, his/her motivation to master the profession and readiness to cope with difficulties.

The authors see the development of this study in a more complete consideration of the psychological component, the study of the relationship between academic stress and overall satisfaction with learning in higher education, expanding the sample and identifying the specifics of certain aspects of satisfaction depending on the direction of study.

Speaking about increasing students' satisfaction with studying in higher education, we can identify separate recommendations depending on the level of organisation of the educational process.

Firstly, at the level of the administration of the educational institution it is justified to regularly monitor student satisfaction with the learning process with the analysis of the identified components and further optimisation of the educational process taking into account the obtained data, as well as the creation of comfortable conditions for learning, involving not only material and technical support of education, but also the distribution of teaching loads within the semester and weekly planning of classes, the organisation of opportunities for self-development of students: scientific ones.

Secondly, at the level of faculties it is necessary to work with the teaching staff: professional

development and support for professional development, search for effective teaching methods, providing feedback between all participants of the educational process.

Thirdly, at the level of individual courses, it is important to develop a system of curatorship, conduct educational work, and organise extracurricular activities of students.

And, finally, at the level of a particular student, the work on increasing the level of satisfaction with learning can be implemented in the form of the introduction of individualisation of the educational route and the development of psychological support services for students.

Management of student satisfaction with the learning process is an important task for the management of educational institution, as it helps to provide a favourable educational environment, high quality education and increases the rating of the university.

ADDITIONAL INFORMATION

Author contribution. Thereby, all authors made a substantial contribution to the conception of the study, acquisition, analysis, interpretation of data for the work, drafting and revising the article, final approval of the version to be published and agree to be accountable for all aspects of the study.

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