



TECHNICAL UNIVERSITY STUDENTS' OPINIONS REGARDING THEIR VOCATIONAL TRAINING

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Abstract:

Students' opinions on modules and their content that are conducted during the studies as well as students' future professional plans are an important part of knowledge regarding planning new courses and specializations in order to prepare graduates to apply at the selected position on the labour market. The article presents the results of a survey conducted among the students of the second and third year of bachelor study at Faculty of Mechanical Engineering at the VSB – Technical University of Ostrava, at the beginning of the summer semester of the academic year 2010/2011.

Key words: research, application, education

INTRODUCTION

To obtain an objective notion of the opinions of university students also serves an implemented survey, which allows better to know the expectations of students regarding their future professional careers [1, 2, 3]. The survey also allows us to determine motives, which govern students when choosing an employer. For the survey questionnaire method was used.

Questionnaire method is the most widely used method for gathering information for different types of research. It consists of a series of questions which aim to obtain facts and opinions from respondents.

THE SURVEY RESULTS

The questionnaire was submitted to the students of 2nd and 3rd year of bachelor study at Faculty of Mechanical Engineering VŠB-Technical University of Ostrava at the beginning of the summer semester of school, 2010/2011. Students handed over completed questionnaires in mid-March 2011.

Return of the questionnaires was 100%. The results of the questionnaires also showed:

- all respondents are graduates of secondary technical school, so that means they have had previous technical secondary education,
- age of the respondents ranged from 21 to 23 years,
- 26 respondents are from the Moravian-Silesian Region (Český Těšín, Frýdek-Místek, Nový Jičín, Olomouc, Opava, Ostrava, Přerov, Vsetín), 3 respondents are from the South Moravian Region (Kroměříž, Zlín), 1 respondent is from the Slovak Republic (Čadca),
- out of 30 respondents there are 7 respondents studying and working and 23 respondents studying and not working.

The results of individual questions are analyzed in tables and graphs with subsequent commentary.

Table 1 (Fig. 1), shows that the majority of respondents 80% is satisfied with the studied field, 13.3% of students

are rather satisfied, only 6.7% of students are very dissatisfied.

Table 2, 2a (Fig. 2), shows that the main reason for choosing their field of study was the chance of finding a

Table 1
Satisfaction with the studied field

	absolute frequency	relative frequency
satisfied	24	80.0
rather satisfied	4	13.3
very dissatisfied	2	6.7

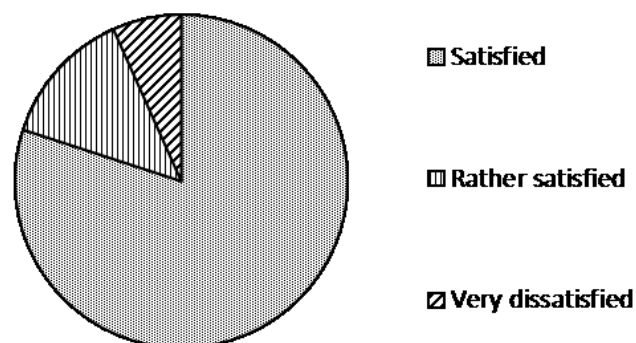


Fig. 1 *Satisfaction with the studied field*

good job (30% of respondents), the smallest reason then was the school's reputation among employers (1.1%).

As the most important reason of selection of the studied field 136 students stated the chance of finding a good job, as the least important reason to study the direction 4 students stated the popularity of the field and the same number of students reported the high school preparation to study such a course.

Table 2
Main reasons for choosing their field of study

	absolute frequency	relative frequency
interests	17	18.9
chances of finding a good job	27	30.0
I did not get to another branch	2	2.2
high school prepared me to study such a course	10	11.1
someone else helped me to decide	4	4.4
the popularity of the field	7	7.8
opinions of relatives	5	5.6
family traditions	2	2.2
interest in expanding knowledge	8	8.9
the content of studying programs	7	7.8
the school's reputation among entrepreneurs (employers)	1	1.1

Table 2a
Assigning importance to the reason of selection of the studied field

	1-the most important	2-important	3-the least important
interests	9	5	3
chances of finding a good job	13	11	3
I did not get to another branch		1	1
high school prepared me to study such a course	2	4	4
someone else helped me to decide		2	2
the popularity of the field		3	4
opinions of relatives		2	3
Family traditions			2
interest in expanding knowledge	3	2	3
the content of studying programs	5	2	
the school's reputation among entrepreneurs (employers)			1

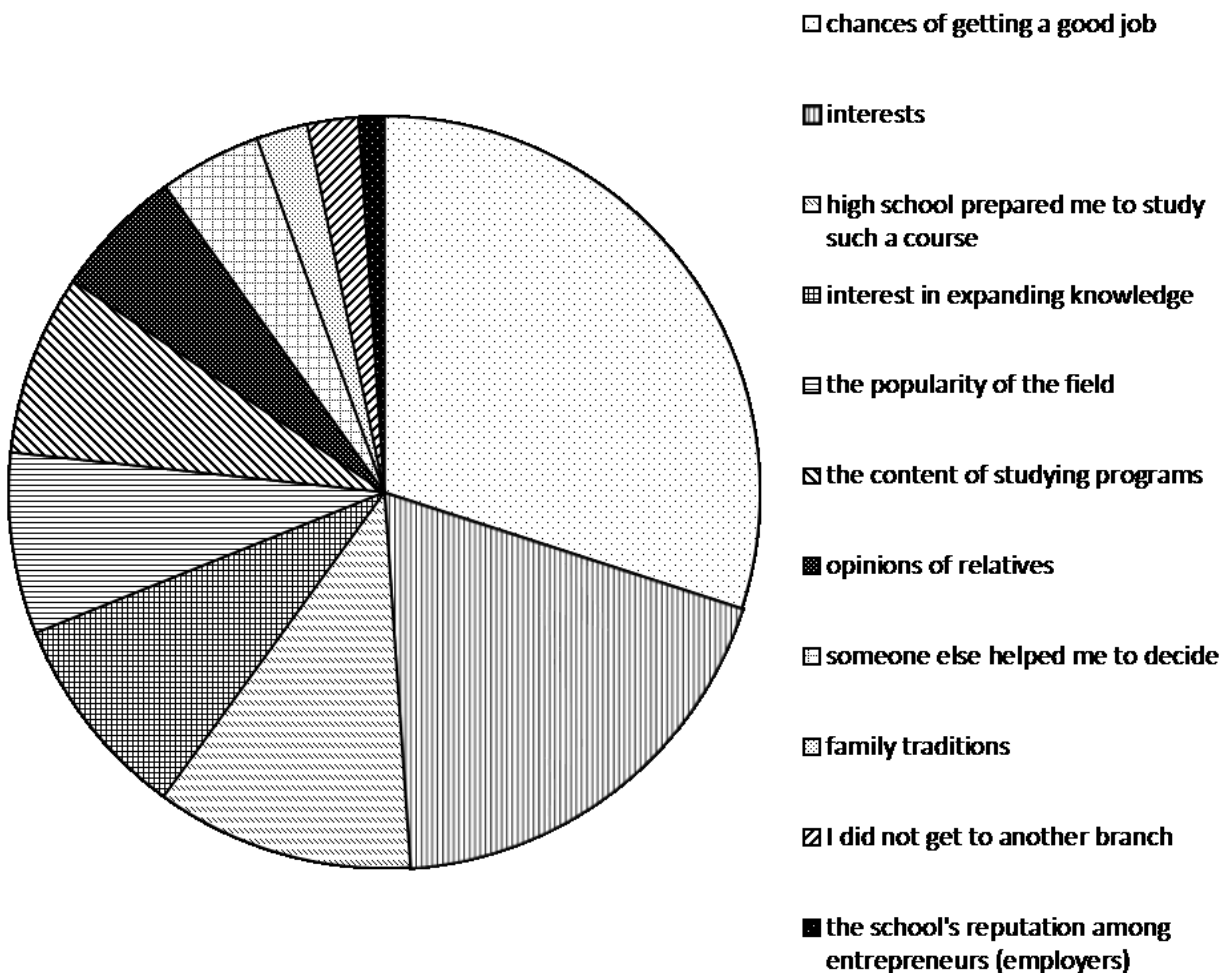
**Fig. 2 Main reasons for choosing their field of study**

Table 3

What decided about choice of your studied specialization

	absolute frequency	relative frequency
the scope and content of study programs	10	33.3
emphasis on practical training, laboratory exercises	2	6.7
opportunity to work on my own projects	2	6.7
opinions of students studying this field	5	16.7
chances of finding a job	9	30.0
opportunity to learn new technologies	2	6.7

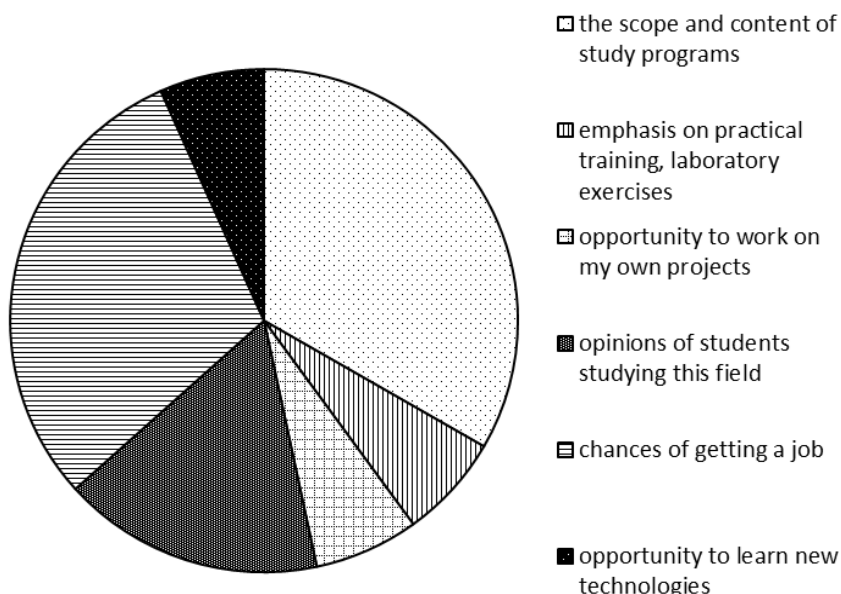


Fig. 3 What decided about choice of your studied specialization

Table 4
Are you confident that the knowledge gained within your field of study after graduation you will apply in your professional life?

	absolute frequency	relative frequency
Yes	6	20
Rather yes	18	60
Hard to say	6	20

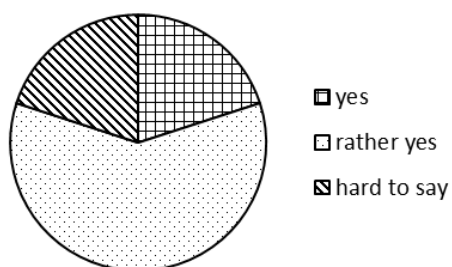


Fig. 4 Are you confident that the knowledge gained within your field of study after graduation you will apply in your professional life?

Fig. 3, shows that for 33.3% of students was important the scope and content of study programs for the choice of their studied specialization, 30% of students have decided to study their specialization because of the chances of finding a job, 16.7% of students were affected by the opinions of the students studying the field during their choice, the remaining students were during the decision to select studied specialization influenced by other factors.

Table 4 (Fig. 4) shows if students are confident that the knowledge gained within their field of study after graduation they will apply in their professional life. The largest percentage of students answer that – rather yes.

Table 5 (Fig. 5), shows that the largest percentage 66.7% of students evaluate the level of education, the school offered to them by the chosen field of study as a higher average.

Table 5
How do you rate the level of education that the school offered by the choice of your field of study

	absolute frequency	relative frequency
High	4	13.3
Higher average	19	66.7
Average	16	20.0

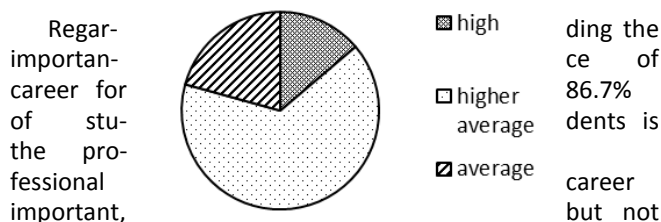


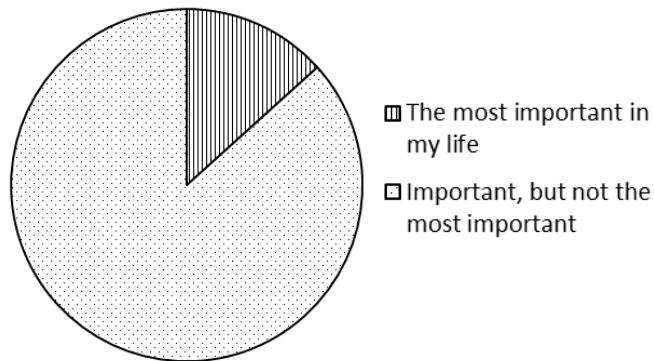
Fig. 5 How do you rate your level of education that the school offered by the choice of your field of study

the most important, only for 13.3% of students is their professional career the most important in their lives (Table 6, Fig. 6).

From Table 7 (Fig. 7), it is evident that 86.7% of students believe that the school prepared them well for embarking on the labour market. As grounds for their claim they state:

Table 6
How important for you is your professional career

	absolute frequency	relative frequency
The most important in my life	4	13.3
Important, but not most important	26	86.7

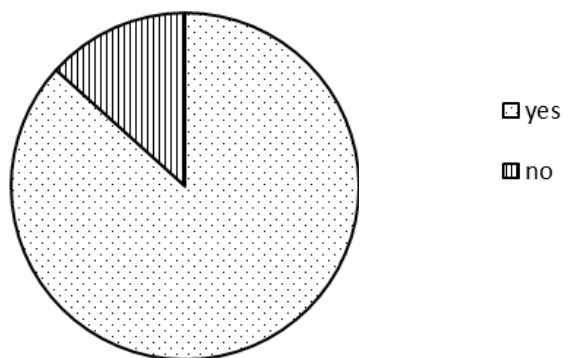
**Fig. 6 How important for you is your professional career**

- school gave me a general knowledge of various sectors of engineering,
- emphasis was put on practicality and empiricism, therefore I will use better my knowledge than just theoretical knowledge
- linking theory with practice
- better orientation in the future

Table 8 (Fig. 8), indicates that 66.7% of students are looking for or want to look for a job in their region, 13.3% of students want to look for a job in their city, 6.7% of re-

Table 7
Do you think that school prepared you well for embarking on the labour market

	absolute frequency	relative frequency
Yes	26	86.7
No	4	13.3

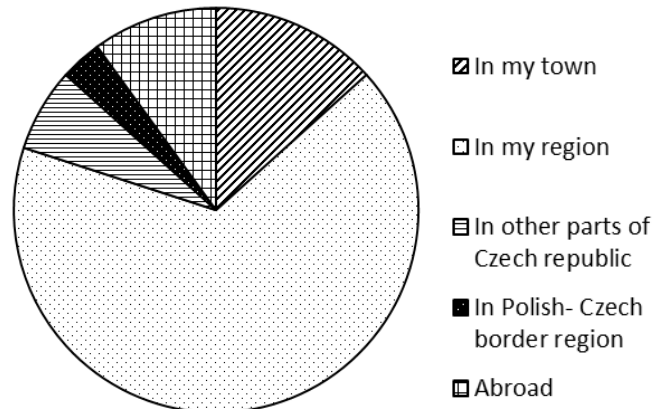
**Fig. 7 Do you think that school prepared you well for embarking on the labour market**

spondents want to look for work in other parts of the country (anywhere), 10% of respondents seeks or intend to seek a place for their future work abroad (France, USA) and 3.3% of those who were surveyed said they would work in the Polish-Czech border region.

Table 9 (Fig. 9), shows that 53.3% of respondents do not see, in addition to language barriers, any other obstacles

Table 8
Where do you look or want to look for a job

	absolute frequency	relative frequency
In my town	4	13.3
In my region	20	66.7
In other parts of the Czech republic	2	6.7
In Polish-Czech border region	1	3.3
Abroad	3	10.0

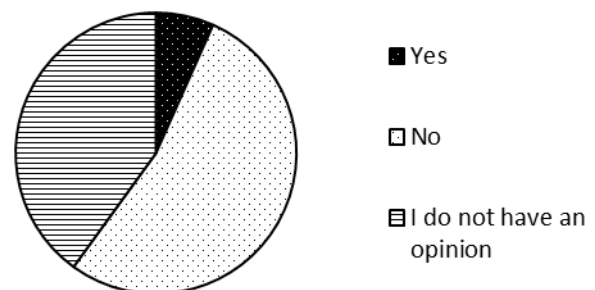
**Fig. 8 Where do you look or want to look for a job**

impeding the Poles and Czechs to get a job in Poland/in Czech Republic, 6.7% of the respondents cite as an obstacle the current crisis and the greater distance from the place of residence.

The largest number (Table 10, Fig. 10), of respondents 50% would like to work in their region, 26.7% of those sur-

Table 9
Do you see, in addition to language barriers, any obstacles impeding the Poles and Czechs to get a job in Poland /in Czech Republic

	absolute frequency	relative frequency
Yes	2	6.7
No	16	53.3
I do not have opinion	12	40.0

**Fig. 9 Do you see, in addition to language barriers, any obstacles impeding the Poles and Czechs to get a job in Poland/in Czech Republic**

veyed would like to work in their city, 10% of respondents would like to work in another part of the country, 13.3% of those surveyed would like to work abroad (France, USA).

Table 11 (Fig. 11), shows that 60% of respondents have no idea about this situation, 23.3% of respondents have no interest working in the international community, only

Table 10
Where would you like to work

	absolute frequency	relative frequency
In my town	8	26.7
In my region	15	50.0
In other parts of the Czech republic	3	10.0
In Polish-Czech border region	0	0.0
Abroad	4	13.3

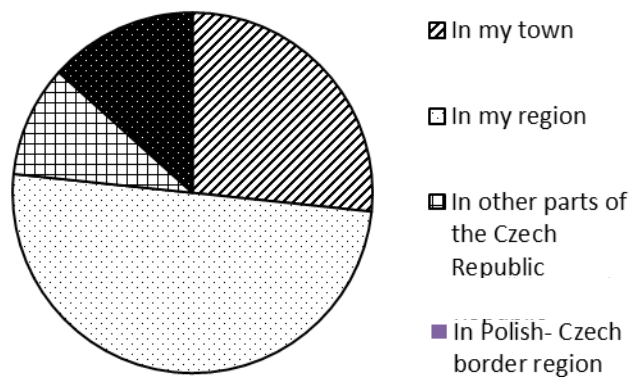


Fig. 10 Where would you like to work

16.7% of respondents expressed an interest working in an international community of workers from Poland and the Czech and expressed a wish to work in economic sector of engineering, construction, hydraulics and technical diagnostics.

From Table 12 (Fig. 12), is clear that 43.3% of students want to continue to work, but at a higher post than at the beginning of their career, 30% of students want to have

Table 11
Would you like to work in an international community of workers coming from Poland and the Czech

	absolute frequency	relative frequency
Yes	5	16.7
No	7	23.3
I have no idea	18	60.0

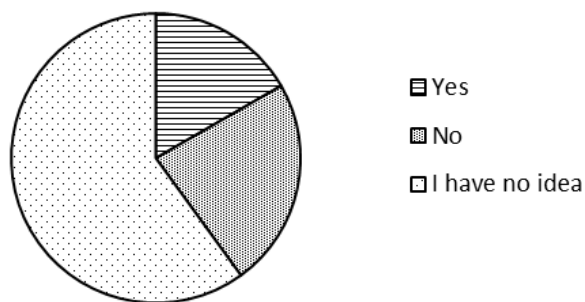


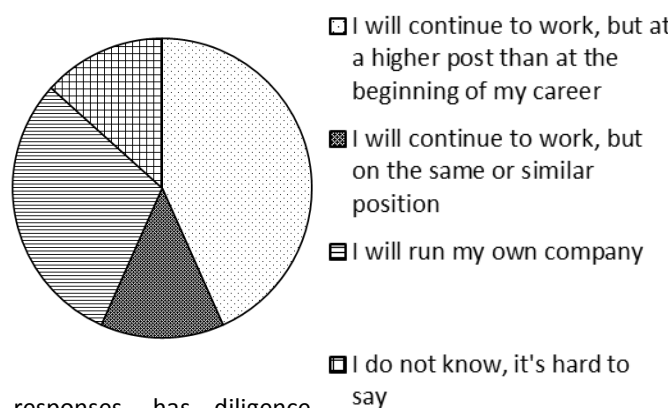
Fig. 11 Would you like to work in an international community of workers from Poland and the Czech

and manage their own business, 13.3% of students will continue to work, but on the same or similar position and 13.3% of students do not know what they will do in 10 years.

On this question, students cite 3 replies. The biggest influence on success in employment, according to students'

Table 12
What do you think you'll be doing in 10 years

	absolute frequency	relative frequency
In my town I will continue to work, but at a higher post than at the beginning of my career	13	43.3
I will continue to work, but on the same or similar position	4	13.3
I will run my own company	9	30.0
I do not know, it's hard to say	4	13.3



responses, has diligence say

Fig. 12 What do you think you'll be doing in 10 years

21.1% of responses, followed by personal responsibility 20.0% of answers, personal skills 11.1% of answers, independence 10.0% answers (Table 13, Fig. 13).

The smallest impact on the success in employment according to the answers of the students has resistance to stress 1.1% of answers.

Table 13
In your opinion what affects the success in employment

	absolute frequency	relative frequency
diligence	19	21.1
systematic	4	4.4
personal skills	10	11.1
strong personality	2	2.2
the ability to solve problems	18	20.0
habit of permanent education	5	5.6
flexibility	6	6.8
stress resistance	1	1.1
assertiveness	4	4.4
creativity	3	3.3
independence	9	10.0
acquaintances, contacts	5	5.6
appropriate education	4	4.4

From Table 14 (Fig. 14), is clear that for the acquisition of work experience during their studies was by the students

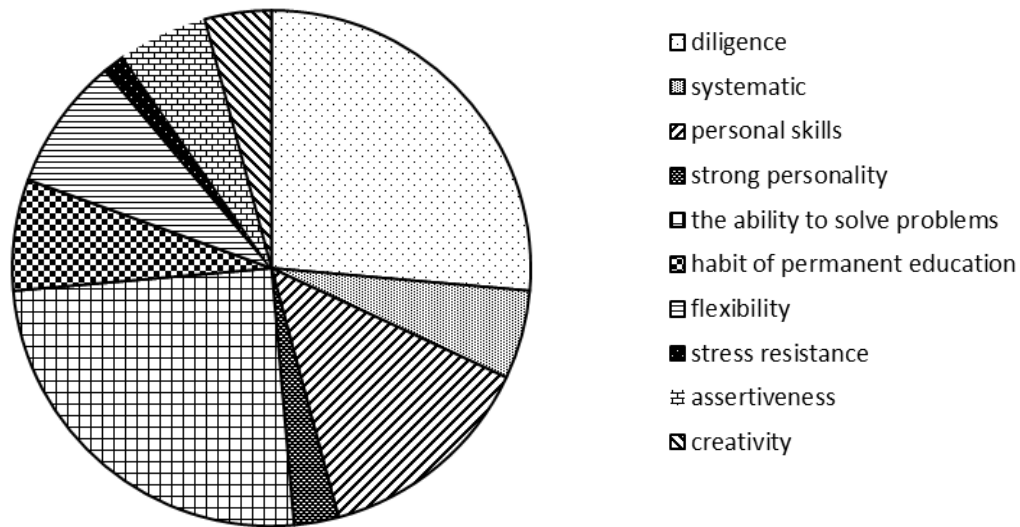


Fig. 13 In your opinion what affects the success in employment

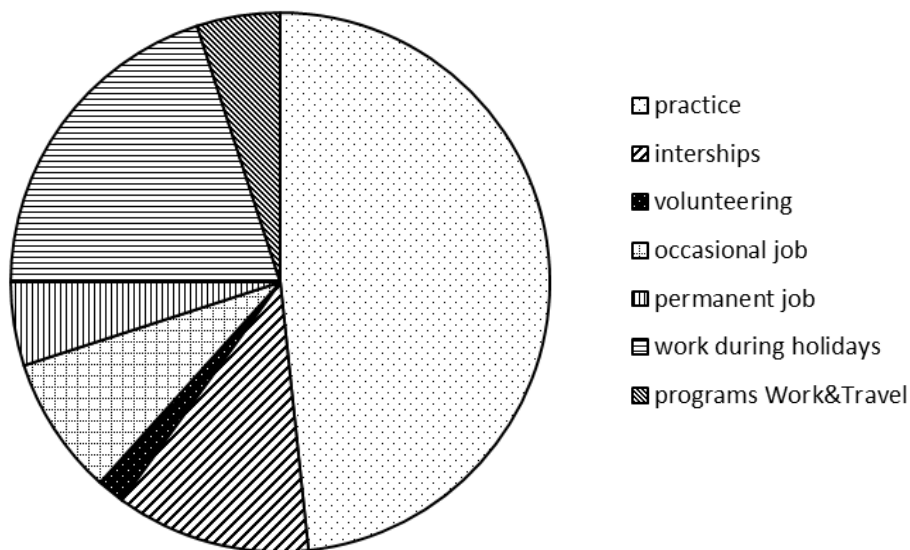


Fig. 14 What form of gaining work experience during your studies are you most interested in

Table 14
What form of gaining work experience during your studies are you most interested in

	absolute frequency	relative frequency
practice	29	48.3
internships	7	11.7
volunteering	1	1.7
occasional job	5	8.3
permanent job	3	5.0
work during holidays	12	20.0
Programs Work&Travel	3	5.0

the most highly rated practice (48.3%), followed by work on holiday (20%) and another form which was preferred for the acquisition of work experience is an internship (11.7%). The minimum contribution to the acquisition of professional experience, the students reported volunteering.

CONCLUSIONS

In order to show the results of prepared and implemented survey which allowed better to know the expectations

of students regarding their future professional careers, there was observed few main conclusions:

- as the most important reason of selection of the studied field is the chance of finding a good job,
- it was evidenced that 86.7% of students believe that the school prepared them well for embarking on the labour market. As grounds for their claim they state: school gave me a general knowledge of various sectors of engineering, emphasis was put on practicality and empiricism, therefore I will use better my knowledge than just theoretical knowledge, linking theory with practice, better orientation in the future,
- it was shown that 53.3% of respondents do not see, in addition to language barriers, any other obstacles impeding the Poles and Czechs to get a job in Poland/ in Czech Republic, 6.7% of the respondents cite as an obstacle the current crisis and the greater distance from the place of residence,
- the largest number of respondents 50% would like to work in their region,
- the biggest influence on success in employment, according to students' responses, has diligence 21.1% of responses, followed by personal responsibility

20.0% of answers, personal skills 11.1% of answers, independence 10.0% answers,

- research proved that for the acquisition of work experience during their studies was by the students the most highly rated practice (48.3%), followed by work on holiday (20%) and another form which was preferred for the acquisition of work experience is an internship (11.7%).

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