NON-PARTICIPATION OF GRADUETES OF THE SOCIAL WORK IN THE LABOUR MARKET

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Abstract
The problem of non-participation of graduates in the labour market prevails in the field of social work. Non-participation in the labour market is equated with non-employment on the basis of the available education in social work area. Although social work studies are carried out by most higher education institutions, to which not a small number of graduates enter every year, but the need for social workers in the labour market remains. The aim of this study is to analyse the non-participation of social work graduates in the labour market. The study involved 8 social work graduates who graduated from X higher education institutions and did not enter the labour market in accordance with the acquired profession. According research data, non-participation is influenced by changing motivation to work in the studies process, which influences dissatisfaction with professional activities.
Keywords: *graduate, labour market, non-participation in the labour market, social work.*

Introduction

Recently, much attention has been paid to topics related to social problems. The social worker's activities seek to solve the social problems of persons experiencing difficulties, analyse the causes of their occurrence, look for the most suitable ways to change social change in the client's life and a better quality of his life (Kreivinienė, Rimkus, 2017; Apgar, Dolan, 2024). It Is argued (Laureckis and other, 2015; Sehnbruch, Velasco, 2024). that, especially in the regions, there is a shortage of social workers who have the necessary competences to carry out such work.

According to the statistics data (Oficialiosios statistikos departamentas, 2022), the number of social work graduates is increasing slightly every year, for example, in 2022, 713 graduates received higher non-university education, and 224 graduates received a university degree in Lithuania. The number of graduates shows that a fairly large number of students successfully complete these studies every year, but the need for employees in the social work is not satisfied and a stable growth in vacancies for specialists in this profession is still observed. According to employment statistics over the past 10 years (2012-2022), it is noted that the average employment rate according to the education received in social work is only 30,75%.

The lack of involvement of social work professionals was discussed more often already in 2019, when the need for specialists in this field increased significantly (Buzaitytė - Kašalynienė et al., 2019). The concept of non-participation in the labour market is often used when it comes to the level of unemployment and the lack of specialists. According to Kolmar (2021), in social work, non-participation is equated with non-employment according to the education received. So, observing the need for specialists, it is very important to find out why they do not choose the place of social worker's job or leave it.

It is likely that this problem would be partly solved by a significant increase in the salaries of specialists and better working conditions for working people. However, motivation to work is also very important in the process of involvement in the labour market (Nikolajenko, 2019). Therefore, it is important to find out how the motivation to work of graduates in the studies process changes, as well as to reveal individual motivation factors, aspects of motivation and job satisfaction. Although the motivation to work is also significant in the social sphere, another extremely important object is the factors that lead to non-participation in the labour market.

It is argued that subjectively named reasons for non-inclusion are of paramount importance. Various reasons for not entering the labour market are distinguished: the social work sector is dominated by low wages and long working hours (Zheng and other, (2022). For these reasons, graduates get a job in another field where these conditions are met. The workload also determines the process of not entering the labour market. According to Mehta and Nuamah (2020), the workload is associated with the choice of work activity. The social worker prepares various documents, is obliged to know the legislation and regulations related to the profession, and the work

process itself requires a lot of responsibility. This also leads to the non-involvement of graduates in the field of social work.

In Lithuania, this topic has been studied very little, while interest and detailed analysis are observed abroad. Lithuanian authors examine the causes and factors of non-participation, but do not analyse the process. Buzaitytė-Kašalynienė and other (2019) identified the reasons why graduates do not get involved in social work. Dinse and Rice (2021), Zheng and other (2022) studied the factors of involvement and exit to/ from the labour market, the barriers between engagement and exit in social work, and the attitude of graduates to the work cycle. According to Kolmar (2021), various reasons for non-inclusion, which are determined by the environment and personal qualities, are distinguished. Rimkienė and other (2018) examined the influence of the choice of profession on a person's life, the peculiarities of choice, i.e. how the social, psychological and economic state of the graduate depends on the choice, sought to single out what factors are significant in the right choice of study program and what are characteristic of choosing a non-interested learning program – it is noticed that Lithuanian authors seek to clarify the non-involvement of graduates, but too little insight into the emerging situation is observed. However, no studies are being carried out in Lithuania, on the basis of which it would be possible to clarify the process of non-participation and the causes that lead to it.

Research problem. Although the growing demand for social work specialists in the labour market and the sufficient number of successful graduates have become apparent, it still remains unclear why graduates who have completed social work studies do not enter this professional field and the need for the labour market in this area is not met, although the ratio of the number of students to the number of graduates is considerable. Therefore, the following **problem questions** are raised: What determines the non-participation of graduates of social work studies in the specialty they have acquired? What factors affect the non-inclusion of graduates in the labour market?

The research object is graduates' non-participation by their profession in the labour market.

The purpose of the research is to analyse the non-participation of social work graduates in the labour market.

Research objectives: 1. To discuss the reasons for the non-participation of graduates of the social work program in the labour market. 2. To find out the internal factors of non-participation of graduates in the labour market. 3. Identify external factors of non-participation into the labour market.

Research methods: analysis of scientific information sources, structured interviews, qualitative content analysis.

Research methodology and organisation

The qualitative research was employed to implement the purpose and objectives of the research. To achieve the objectives of the research, the data collection method – a structured interview – was used. The selected forms of research data collection were: online interviews using calling by phone or video and audio tools through video chat systems 'Messenger'. The data processing method applied in the research is the qualitative content analysis.

The research instrument is a structured interview questionnaire. During the structured interviews, case managers answered 13 open-ended questions. They were aimed at finding out the reasons for the choice of social work studies, changes in motivation to learn at the beginning of their studies and halfway through the study process, factors that influenced the non-participation of graduates in the labour market in the field of social work, the link between the decision not to enter the labour market and wages and workload, changes that could determine the decision of graduates to enter or return to the labour market in the field of social work. The questions are consistently.

The procedure for conducting the research. Verbal consent was obtained from the study participants to participate in the interview. All interviews were conducted remotely – contacting the study participants took place using information technologies – a mobile phone and a Messenger. The answers given by the informants were recorded using an audio recorder on a mobile phone.

The following ethical principles of social work were applied in the course of the research: the value and dignity of a person, benevolence, justice, honesty, the principles of free self-determination are respected. During the investigation, the safety of the investigator and the subjects is ensured. During the investigation, personal information (place of work, name, surname, age) was not required (Žydžiūnaitė, Sabaliauskas, 2017). In a confidential manner, the survey participants were encoded: I1 − I8. The average duration of an interview is about 10 minutes.

The research sample. The study involved 8 social work graduates who graduated from X higher education institutions and did not enter the labour market as social workers. Graduate years 2007-2019. Informants were selected using a convenient sample. The requirements for informants are social work graduates who do not have work experience in the social field, have successfully completed their studies, but have chosen a different profession. The education of informants is higher non-university. The age of the informants is from 27 to 59 years old, the average age is 47 years.

Research results

The study analysis why social work graduates who have successfully completed the study process do not participate in the labour market as specialists in social work. First of all, the reasons for choosing social work studies were asked about. This can help predict the likelihood of graduates entering the labour market or encourage further delving into the motives for not getting involved (see Table 1).

Table 1. **Choosing a social work study program**

Category	Subcategory	Number of statements
Motivation and expectations	Quality organization of studies based on practice	15
	Promising and in-demand specialty	15
	Personal reasons	8

One of the reasons for choosing a program of study in social work, informants named the organization of studies, which is based on practical activities. It is noticed that when choosing studies, it is desired that they be organized on the basis of the organization of practical activities and classes, as this helps to acquire practical skills and work experience. According to informants, practical activities help to *"<…> touch on working with clients <…>"* and provide opportunities to learn how to realistically solve problems faced by clients. During the internship, it is possible to get acquainted with clients and the specifics of work *("I wanted to get to know them, to delve into their situations <…>"*). According to Lepeškienė, Žuromskaja (2012), the choice of profession does not have to be a random choice, but motivated in order to become a high-level professional who assesses the significance of work. The study also emphasized that the choice of social work studies was determined by the expectation that the study process will be based on practice and this will help to prepare well for this activity.

The choice of the study program of informants was influenced by the prospects of work after obtaining the appropriate education. The study of social work turned out to be promising with a great need in the labour market. It also seemed like an attractive specialty, the specialists of which are in great demand in the labour market and a noticeable shortage of specialists. It is also pointed out the fact that social work was a new professional field and was also relevant to the choice. According to Elvhage, Liedgren (2015), the novelty of the specialty is a minor factor that has a bearing on engagement, but is relevant when choosing a professional path. Informants also pointed out that their choice was influenced by the novelty of the professional field: *"it was a novelty"*; *"<...> a new area of learning"*.

When choosing social work studies, various personal reasons were also important for informants. According to Kolmar (2021), personal reasons determine the process of choice. Informants named the desire to get to know people with disabilities, their qualities, skills, emotions and the specifics of the work itself. This is what led to the choice of social work program.

Thus, the choice of the profession of a social worker is determined by a very wide range of motives. Although the studies were chosen purposefully and completed, they are not included in the labour market. So, the question is what can influence this (see Table 2).

Table 2. **The inability of social work graduates to enter the labour market**

Category	Subcategory	Number of statements
Reasons for not getting a social worker's job	Workload	20
	Not interested in professional activities	19
	Unsatisfactory salary	16
	Specifics and requirements of professional activity	15

As one of the factors that causes non-participation is the workload. According to Kiaunytė and Žadeikytė (2017), there is an indeterminate workload in social work. The data obtained during the study confirmed this opinion of the author. It turned out that in the opinion of graduates*: "<…> social workers have too much workload"*; they are given an excessive number of customers *"too many customers"*; the work is dominated by a large amount of work *"workload <…> was one of the most important factors in the process of non-involvement".*

The causes of unemployment can be very different and most often depend on each individual. According to Kolmar (2021), limited professional ambition limits the possibilities of involvement. The results of the study state that the inattention of graduates is influenced by the lack of interest in the profession and the lack of ambition for activity: *"I realized that I could not imagine myself in this activity"*; *"<…>came the realization that I really don't want to work just on paperwork"*.

It is indicated that familiarity with the work also has implications for non-involvement. Chukwu and other (2020) argues that dissatisfaction with a professional activity is related to its specifics and knowledge of work. The significance of getting acquainted with work for non-participation is confirmed by the following statements made by the study participants: "*There are a lot of documents at work", "<…> a constant lack of time, an abundance of <…> work, so the client is left with less and less time", "<…> there is a lack of elementary communication with the client"*; *"<…> is not satisfied with the specifics of the work", "<…> the volume of work is improperly distributed, the workload is too high <…>"*, "the *<…> low payment for the work performed", "<…> some of the assigned jobs are not included in the posts of social workers".* According to Stremauskienė and Žibėnienė (2014), social workers face difficulties at work when working with clients. The main difficulties are customer resistance and a complex work environment. This is also supported by the participants of the study, who argue that in the activities of social workers there is a psychologically difficult environment: a *"difficult psychological environment"*.

There is also a named and disappointment in the profession. Kašparkova and other (2018) argues that disappointment in the profession affects the lack of involvement. This is also confirmed by the following statements revealed during the study: *"Social work is not so attractive"; <…> "very impractical specialty"*; *"<…>when I went to my final practice, I saw a lot of gaps in the specialty".*

Salary have been identified as a factor that drives non-participation too. According to Pohlan (2019), economic rewards are considered extremely significant for not entering the labour market. This is also reflected in the results of this study: *"Salary is considered one of the most important factors at work"*. According to informants, it would be difficult to survive on the salary of such a social worker *"<It would be difficult to survive on such a salary".*

Also, the requirements that are imposed on employees are considered significant for non-involvement. George, Chattopadhyay (2015) argues and informants tell the author that social workers have extremely high demands at work: *"<…> managers make extremely high demands"*; *"Managers do not value their employees"*; *"Employers don't choose people with disabilities, they don't look at them very much like that"*.

So, the greatest importance for the unemployment of graduates is the workload, remuneration for work, the specifics of professional activity, high requirements for employees, lack of interest in professional activity and disappointment in the profession.

It was also explained how the motivation for working in the future profession changed during the study process (see 3. table).

Table 3. **Motivation for inclusion in the labour market during studies**

Category	Subcategory	Number of statements

Expression of motivation	Changing in the process of study	20
	Stable during the learning process	9

It is noticed that in social work there is a change in motivation, which affects the choice to engage in the field of work. According to Albercht and other (2015), the change in motivation is associated with non-participation in the labour market in social work. The existence of a change in motivation is also confirmed by the data collected during the study. It was argued that the motivation of the informants in the learning process changed: *"<...> changed in every course"*; *"<...> the farther away, the more negative it became"*; *"<...> every day got worse and worse"*. Also, when proving changes in motivation, it is noted that graduates do not have motivation for this activity: *"<...I have no motivation for this activity"*; *"<...I lost motivation <…>"*. To substantiate changes in motivation state that it is difficult to maintain the stability of motivation: *"The most difficult keep motivated"*. Motivation is one of the main factors that is associated not only with work efficiency or successful integration in the labour market, but also with a successful learning process (Gottfried and other, 2013). This reveals the connection between motivation and the learning process: *"studies did not motivate to achieve good results"*.

As a factor determining the change in motivation, external circumstances are considered, which lead to the non-employment of graduates in accordance with the education received. Albercht and other (2015) argues that the stability of motivation, which is conditioned by other external factors, can stimulate the process of non-inclusion. It is noted that external circumstances that are characteristic of the activities of social workers can lead to motivational changes. According to the results of the study, it can be seen that during the acquaintance with the work process, the motivation of informants for activities began to change. It is argued that the working circumstances that the informants became familiar with were the aspect that determined the change in motivation. The informants pointed out that: *"Motivation for work diminishes when you realize what a responsible and important job for society you have to do"*.

It is important to note the fact that in the ranks of graduates of social work not only changing motivation prevails, but also the stability of motivation is found, which is associated with the expression of motivation in the learning process. It is also important to mention the fact that there are 3 motivational work approaches that are characteristic of social work professionals: involvement in work, job satisfaction and organizational commitment (Lambert and other, 2022). It is argued that the stability of motivation is influenced by personal and organizational circumstances. The stability of motivation is supported and the author's opinion is confirmed by the results of this study. Based on them: *"I really had the motivation"*; *"Motivation has not changed during the learning process"*, *"the motivation was there and it was positive"*; *"remained positive until the very moment of graduation"*; *"at the end of my studies, motivation remained stable"*.

It is also important to note the fact that when assessing the motivation of students, an important aspect is considered to be interest in the chosen field of science. Interest in the chosen program of study shows the motivation of the graduate for work (Gang, 2017). The obtained research results revealed that the stability of motivation is determined by proper motivation for activities and the formation of a positive attitude towards activities during the study process. The study participants indicated that their motivation for the activity: *"remained positive until the very moment of graduation"*; *"the motivation was there and it was positive"*.

It is argued that the motivation to learn is the basis for the learning process, which ensures the stability of motivation throughout the learning process (Arkhireyeva, 2015; Nikolajenko, 2019). It has been established that motivation for work is significant not only in the process of employment, but also during the learning process. According to Nikolajenko (2019), motivated individuals tend to delve deeper into the learning process, strive for better learning outcomes, are interested in study subjects, seek to gain not only theoretical knowledge, but also practical experience, which they successfully apply in the work. It is argued that the learning process of interest affects the positive motivation for activity. During this study, informants also claimed that motivation for activity was associated with satisfaction of the learning process and valuable studies that interested: *"I was motivated to learn"*.

It is emphasized that the motivation for activity also depends on the peculiarities of the work. The peculiarities of the activities of a social worker are revealed on the basis of the employee's motivation for work (Kavaliauskienė, Nikolajenko, 2017). The relationship between satisfaction with activity and motivation for work is also confirmed by informants, who stated that: *"remained positive until the moment of graduation"*; *"at the end of my studies, motivation remained stable".* The

informants also pointed out that they also have motivation for the job at the moment: *"I still have some motivation for the job"*; *"positive and so far"*. It is claimed that the motivation remained throughout the learning process: *"While I was studying it, the motivation was there"*.

It can be argued that the motivation for participation in the labour market as a social worker in the learning process has evolved for some informants, and some have maintained stability. However, the lack of entry into the labour market was due to other internal and external factors.

Disillusionment with the profession is one of the factors that led to the unwillingness to look for a job as a social worker (see Table 4).

Table 4. **Disappointment in future professional activity during studies**

Category	Subcategory	Number of statements
Factors influencing disappointment	Organization of the learning process	10
	Causes and financial difficulties of the person	7
	Dissatisfaction with professional activities	5
	Practical activities	2

According to Busque−Carrier and other (2021), the organization of the learning process is of the greatest importance for disappointment in the profession. This statement was also confirmed by the obtained research data. According to informants, the learning process led to their frustration with professional activity: *"An uninteresting learning process"*; *"<…> lack of interest in learning"*. Also, the difficult learning process played a role in this process, which informants identify as a factor that caused frustration. It is claimed that during the learning process there were: *"difficult lectures"* and *"difficult to learn"*. Also, participants identified a lack of interest in the learning process. Informants argue that: *"It wasn't interesting"*; *"It wasn't interesting to learn"*; *"didn't like it"*. In addition, it is important to mention the fact that in social work, manifestations of frustration with professional activity are observed even during the learning process. Then, when students get acquainted with the profession, clients, tasks, functions and roles performed in the activity, delve into the specifics of the work, then a professional fracture occurs, during which frustration with future professional activities arises.

Financial difficulties and personal reasons are also named. According to Kolmar (2021), non-involvement can also be influenced by personal qualities and life difficulties. It is claimed that employees who feel dissatisfaction and frustration with the professional field are prone to changing professions. These factors complicate the position of specialists in the social sphere in the labour market. In the course of the research, a very variety of personal reasons became clear, which led to the disappointment of graduates with future professional activities during the learning process. The results of the study showed that the frustration was influenced by the family situation: *"the problems of the young daughter encouraged the suspension of studies"*.

According to Jung (2018), the microclimate within the organization and the dynamics of the group are of paramount importance in not entering the labour market. The study participants experienced the following problems of microclimate and group dynamics in the learning process: "*The professors had a prejudice against me, I felt frequent bullying and hostile attitudes"*; *"the incorrigible behaviour of the teaching staff towards me and other students"*; *"the problems of the young daughter encouraged the suspension of her studies"*; *"available disability"* and etc*.

During the investigation, it turned out that the financial difficulties experienced played a role in the emergence of frustration. Frustration with the profession is considered the emergence of a connection between motivational factors and labour factors (Busque−Carrier and other, 2021). This is also confirmed by informants: *"when I had to face financial difficulties"*; *"finances"*. Financial rewards for the work performed play a crucial role in the process of satisfaction with activities, therefore, experiencing financial problems and low wages affect the occurrence of dissatisfaction. Frustration is also described as work values, motivational beliefs, and gaps that are inherent in a career context and interfere with the positive assessment of performance.

Dissatisfaction with professional activities is also named. It is noticed that the exit of dissatisfied employees to other professional areas affects the productivity of enterprises providing social services. The lack of specialists is associated with the quality of services provided and the availability of services to customers. According to Zuchowski (2016), frustration with the profession

is associated with knowing the specifics of work. And according to informants*: "knowledge of work"*; *"customer diversity"*; *"specifics of work"*; *"customer knowledge"*; *"familiarity with work"* and *"the most difficult in the face of professional difficulties"*. According to Strydom (2014), in social work, there is a widespread lack of involvement in the field of work and frequent staff turnover due to the fact that the activities carried out in their complexity affect the change of work, burnout and the intention to change the profession.

As another factor that affects discontent, practical activity is considered. Then, when students get acquainted with the profession, clients, tasks, functions and roles performed in the activity, delve into the specifics of the work, then an occupational fracture occurs, during which frustration with the future professional activity arises. It is also important to note the fact that the satisfaction of the psychological needs of the employee and the condition associated with the prospect of self-determination help to assess the level of dissatisfaction of the employee with the activity. It is during practical classes that it is possible to assess the level of satisfaction with work activities and determine the possibilities of involvement in activities. It is argued that practical activities can influence the choice of a graduate to change his professional field. According to Apostol and other (2022), practical activities during acquaintance with work promote a change in the field of work. And according to informants: *"Practical activities"*; *"<…> again practice".* These statements help to understand the significance of practical activities in the event of a change in the professional field. Practical activities and classes help to get acquainted realistically with the activity and its specifics. During this process, work problems are revealed, different groups of clients and difficulties at work are encountered. All this affects the frustration of graduates with professional activity.

Thus, the decision of graduates not to enter the labour market according to the acquired social work profession may also be determined by dissatisfaction with the study programme (see Table 5).

Table 5. **Dissatisfaction with the study programme and the process as one of the factors of non-participation in the labour market**

Category	Subcategory	Number of statements
Unfulfilled expectations during studies	Organization of the learning process	17
	Interpersonal relationships	5
	Psychological preparation	3

One of the reasons that is significant for not entering the labour market is with the organization of the learning process. According to Aversana and Bruno (2018), dissatisfaction with the study process is influenced by an improperly organized learning process. The informants said that in the learning process for them: *"<…> wanted more active activities"*; *"There was a lack of practical classes".* The need to get to know the work with clients in a realistic way has also come to the fore, and thus it would be possible to delve into the problems and situations of customers, introspection, the ability to delve deeper into the emotions, qualities, behaviour and mindset of customers would appear. Dissatisfaction with the program of study is considered one of the more important factors that are relevant for not getting involved in labour activity in accordance with the acquired profession. Interest in the activity and its possibilities promotes active involvement in the field of work in the desired field of work. Dissatisfaction with activities is often used when it comes to the growing need for specialists and the voluntary decision not to participate in the professional sphere. Dissatisfaction is caused by various individual reasons. According to informants, dissatisfaction with the studies was due to: *"<... a lot of concentration on the theory".* Informants say that the study programs are too broad, there is too much effort to teach the student, despite the fact that the study program is too complicated and uninteresting for them, and there are too many subjects in the program and this does not provide students with anything useful and informative, since only a dry theory is conveyed.

According to Aversana and Bruno (2018), in the ranks of social work graduates often talk about dissatisfaction with the profession. It is associated with reflections that relate to professional identity, theories and values that are important in the development of a personality. The factor of greatest importance is considered to be the relationship between professional practice and theory during the learning process. It is argued that the proper combination of these aspects increases the interest in the study process and improves learning outcomes. For informants in the learning

process *"<...> there was a great lack of real work with clients"*, "too little practice". Excessive concentration in the theoretical part is also observed: *"a lot of theoretical subjects"*.

Also, as another reason that affects dissatisfaction with the professional field is considered interpersonal relationships in a group. The fact that introspection and interpersonal relationships are very important in social work is indicated. According to Jung (2018), disrespectful behaviour increases the percentage of non-participation into the labour market. According to informants: *"there must be empathy and respect in social work"*; *"<…> if you behave egoistically during your studies"* and *"humiliate others and feel like a godsend"*. Interpersonal relationships are considered one of the main factors that affect satisfaction with professional activity. Interpersonal relationships deteriorate when competition between members of a group or organization increases. Also, for interpersonal relationships, the psychological and emotional state of members, character traits are important, and the most important thing in interpersonal relationships is considered to be behaviour that complies with the norms and does not violate the rights and dignity of other members. For discontent, the attitude towards other members of the group is important. According to the informants, in the learning process they lacked empathy and respect for the members of the group. Members of the group compete with each other, strive for recognition and honour, and encourage disrespectful behaviour.

Another of factors causing dissatisfaction is considered to be too little psychological preparation for studies and this personal need is not fully satisfied during studies. According to Aversana and Bruno (2018), it should also be noted that a component of the professional activity of a social worker, which is very significant for non-involvement, is poor psychological preparation. Informants say that in the process of study they saw a need for psychological preparation of graduates. Psychological preparation is associated with an adequate commitment to activity, and the factor that promotes non-involvement – psychological unpreparedness – affects the poor possibilities of preparation for work. According to informants, given the difficult working conditions, psychologically difficult environment, difficult clients and their situations, it is important to realize the significance of psychological resilience. A specialist who is not properly prepared in a psychological sense is not able to competently perform the assigned functions, is interested in the client and the process of providing assistance, and is inclined to change the professional sphere, as he experiences dissatisfaction. Study participants say that: *"it is difficult to work with problematic clients"*. Also, psychological preparation is associated with preparation for activities. This is also claimed by informants, who point out that: *"it is psychologically difficult to prepare for this"*. For greater inclusion in the labour market, satisfaction with the profession is necessary, which is associated not only with relations within the group and its dynamics, but also with the implementation of the need for psychological preparation.

In order to achieve greater satisfaction with the choice of studies and involvement in the labour market, social work study programmes and areas of process improvement have been identified (see Table 6).

Table 6. **Improving the program and process of studying social work**

Category	Subcategory	Number of statements
Areas of change	The need for practice	7
	Subjects	6
	Psychological preparation	4
	Learning conditions	4
	Knowing of the profession	3
	Motivating students	2

The adaptability of learning, which meets the expectations of graduates, has more effective results for inclusion in the labour market according to the available education (Kwon, 2021). In order to achieve a more perfect learning process, it is important to find the right methods that are effective for the student and have a positive impact on engagement (Elsherbiny, Al Maamari, 2021). Informants pointed out that in order to achieve higher quality and more effective studies, it is important to increase the frequency of practical activities during the learning process. Informants say that during the learning process there is a greater need for practical activities. It is also important that practical activities are as diverse as possible, because during them students would

have the opportunity to work with different groups of clients, get acquainted with the specifics of the work and realistically touch on the solution of individual situations.

As another area of change that needs to be changed in order to achieve better quality studies, the subjects being taught are identified. According to informants, an excessive volume of subjects is observed in the program of study of social work, but the need and importance of theoretical subjects are not taken into account when organizing the study process. It is also important not only to properly distribute the volumes of the subjects taught, but also to provide educational material with interest. During the course of learning, the study participants lacked the subjects of psychology, which they considered important in the activities of social workers. According to Kwon (2021), the organization of the study process, which is focused on the needs of the student, is effective for the organization and the labour market. It is argued that the planning and coordination of the study programme, which is based on proposals for the improvement of the student learning process, has a more effective effect on the assimilation of knowledge, higher learning outcomes and is characterized by the usefulness of acquiring personal skills that are allocated to work activities, and promotes the processes of inclusion in the labour market.

It can be seen that in order to achieve a more qualitative study process, it is necessary to increase psychological preparation for social work students. According to Zuchowski (2016), psychological preparedness and the creation of better learning conditions are significant for greater inclusion in the labour market. According to informants, psychological preparation is important for social work graduates. It is stated that in the learning process it is important to properly prepare graduates for work activities. Taking into account the needs and expectations of students, interest in the learning process increases, systematic learning and an increase in the level of knowledge are promoted, and the increase of personal abilities through organizational methods of adaptability of the learning process.

For graduates of social work, learning conditions are also important. According to Chukwu and other (2020), insufficient or not properly targeted training has implications for dissatisfaction with the learning conditions created. It is noted that the improvement of studies is associated not only with learning conditions and adaptation of the environment, but also with the satisfaction of personal needs and the organization of special trainings in order to reduce the exclusion of persons with disabilities and the absence of discrimination during the learning process. The data of the study revealed that during the studies of graduates, adequate educational conditions for persons with disabilities were not fully provided. During the training, the personal needs of students were also not taken into account. As an important motive, the need for various seminars and trainings, which are aimed at group members and the community in which people with disabilities study, has been identified as an important motive. In order to achieve an effective study process and its proper assessment, it is important to develop appropriate learning programs that respond to the needs of students and to create appropriate conditions for learning.

Also, in the field of change is indicated the knowledge of the profession. According to Apostol and other (2021), knowledge of the profession strengthens the connection between the student and professional activities. It is argued that knowledge of the profession should be important for achieving a better quality of studies. According to informants, the knowledge of the profession is also significant for quality studies. This concerns not only the satisfaction of personal needs, but also knowledge of the specifics of the activity. The participants of the study say that in the learning process, familiarization with clients and their groups is important. Then one gets acquainted with the specifics of work, which is characteristic of working with different groups of clients. Also, getting acquainted with the profession, real work with the client also takes place, emerging problems are studied, and solutions are sought. And with the cat and with the working environment and its specific features.

Involvement in the activity is usually based on the acquisition of the necessary skills, knowledge and competencies during the learning process (Amann, Kindler, 2021). Active knowledge of activities, analysis of clients and a variety of practical activities are of the greatest importance in the process of graduates' involvement in the labour market. The experiences that are acquired in the process of studying social work through education and professional practice help to integrate graduates into the labour market. Given the difficult working conditions, heavy workloads and improperly assessed monetary remuneration for the work performed, it is necessary to change the requirements of work, improve the working climate and promote inclusion in the field of social work activities.

Involvement in activities is conditioned by various factors. Social work graduates who successfully completed the study process, but did not enter the labour market according to the available education, also singled out different reasons that were significant for their non-employment in social work (see Table 7).

Table 7**. Changes that may lead to the involvement of graduates of the social work study program in the labour market**

Category	Subcategory	Number of statements
Areas of change	Working conditions	7
	Salary	4
	Nothing would change the decision	4

The involvement of social work graduates in the labour market would be conditioned by a change in working conditions. According to George and Chattopadhyay (2015), improving working conditions would encourage the involvement of graduates. Informants also emphasized the role of this change in deciding to get involved. According to informants, working conditions are difficult in social work, so it is necessary to improve them.

There is also an emphasis on salary. Increasing salary is considered as a motivational factor that influences satisfaction with the activities carried out. According to Jarche (2014), the increase in wages would affect participation in the labour market. According to informants, for social workers: *"There should definitely be a change in salary"*. Sufficient and fair payment for the work performed is also important: *"the most important change should be a dignified salary"*. According to the informants, their decision to enter the labour market would change with an increase in salary.

It is important to note the fact that according to the results obtained during the study, some informants would not change their decision not to enter the labour market even after various changes occurred. Informants argue that: *"I don't think change would lead to anything"*. It also points out that no change would affect the decision: *"No matter what changes, I know for sure that I would never do such a job"*. One of the informants pointed out that no matter what the salary is, but his choice for this motive would not change: "*Even 2000 can pay, I would not go to work such a job"*.

Summarising the research results, it can be concluded that the choice of studies is influenced by the organization of studies, perspective, personal reasons, interest in the profession, desire to help, learning outcomes and the pursuit of education. During the studies, after getting acquainted with professional activities, factors of non-participation became apparent, such as uninterest in the profession, unsatisfactory salary, workload, work specifics, requirements and disappointment in the profession. It is noticed that the lack of motivation for work, its changes in the learning process, disappointment in professional activity, which is associated with the organization of the learning process, personal reasons and financial difficulties, dissatisfaction with the profession and practical activities, also played a role in the process of non-participation. In order to achieve a better assessment of the study program, it is important to change the following areas of the study process: more frequent and longer internships, a smaller volume of subjects taught, the need for psychological preparation, familiarization with the profession and motivating graduates for work. It is also important to mention that in order for the participation of graduates, it is necessary to change working conditions, increase wages and reduce workloads. Given the complexity of the work, correction is necessary when reviewing the time of work. Involvement can also be due to greater psychological preparation of graduates for work.

Conclusions

1. The qualitative research revealed the following reasons for not participation in the labour market are distinguished: unsatisfactory wages, workload, specifics of professional activity, lack of interest in professional activity, high demands on the employee, disappointment in the profession.

2. The research revealed that non-participation of graduates in the labour market is influenced by internal factors. According to informants, the greatest importance for non-participation is the changing motivation for work in the studies process, which affects dissatisfaction with professional activity. The available personal qualities that are not suitable for this profession are

also important. The failure to meet personal expectations during the learning process, disappointment in the profession is also important.

3. The non-participation of graduates in the labour market is also influenced by external factors. Informants emphasized that the most important external factor for not getting a job is the wrong organization of the studies process. According to informants, also indicated these factors: interpersonal relationships, insufficient psychological preparation for activities, the need for practical activities, inadequate studies conditions, poor external students' motivation.

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