

ՄԵՀՐԱԲՅԱՆԻ ԱՆՎԱՆ ԲԺՇԿԱԿԱՆ ՔՈԼԵՋԻ  
ՏԵՂԵԿԱԳԻՐ



**ВЕСТНИК**  
МЕДИЦИНСКОГО КОЛЛЕДЖА  
ИМ. МЕГРАБЯНА

**BULLETIN  
OF THE MEDICAL COLLEGE  
AFTER MEHRABYAN**

**VOL. 17 TOM**

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**Dear Colleagues,**

We welcome you from one of the oldest colleges in Georgia, Panacea, which has been collaborating in the field of pharmaceutical educational programs for two years. Articles by our faculty members have been published in your scientific journal. It should be noted that publishing a scientific journal in a college is a significant responsibility, and we are proud to acknowledge that you are successfully meeting this challenge. Your journal features news about medical achievements and scientific research not only from local scientists but also from those in other countries who are your partners. We wish you continued success in your dedicated and essential work. In this way, you make an invaluable contribution to the education of future medical professionals. Such cooperation between the two countries is very important. I want to wish you success, progress and strengthening of our countries!



Sincerely,  
Director of Panacea College,  
PhD in Medicine,

**Vasil Kiknadze**



**Dear authors and editorial board members!**

On behalf of Municipal state enterprise on the right of economic management «High Medical College» Public Health Department of Almaty, I express my gratitude to you for your valuable work and dedication. Medical science and education are the foundation of our future, which require high level of professionalism. Your scientific magazine is an important platform where practitioners and researchers meet, united by a common goal - improving people's health and quality of life. Its publications reflect current medical problems, offer innovative solutions and introduction of advanced technologies into practical healthcare and education. Your publications provide a good opportunity to share best practices, discuss unresolved issues and lines of research, stimulate professional growth of specialists.

We highly appreciate your willingness to share your knowledge and experience. We wish you to continue to join like-minded persons, inspire new discoveries and serve as a reliable source of information for all those who have dedicated themselves to medicine.

We wish you further creative success and prosperity of your scientific magazine.

Best regards,  
Candidate of medical science, professor,  
Director of Municipal state enterprise on the right of economic management  
«High Medical College» Public Health Department of Almaty, Kazakhstan

**Zhumakhan Moldakulov**



ՀԱՅԱՍՏԱՆԻ ՀԱՆՐԱՊԵՏՈՒԹՅՈՒՆ  
ՄԵՀՐԱԲՅԱՆԻ ԱՆՎԱՆ ԲԺՇԿԱԿԱՆ ՔՈԼԵՋ

ՏԵՂԵԿԱԳԻՐ

РЕСПУБЛИКА АРМЕНИЯ  
**ВЕСТНИК**  
МЕДИЦИНСКОГО КОЛЛЕДЖА  
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«ВЕСТНИК» Медицинского колледжа имени Меграбяна является научно-информационным органом медицинского колледжа, в котором представлены теоретические и практические научно-образовательные монографии, статьи, работы и предложения армянских и иностранных ученых в сфере общественного здравоохранения и медицинского образования. Все статьи содержат ключевые слова, краткие аннотации на разных языках с целью облегченного доступа исследователей.

«BULLETIN» of the Medical College after Mehrabyan is the scientific and informational body of the Medical College, which presents theoretical and practical scientific and educational monographs, articles, works and proposals of Armenian and foreign scientists in the field of public health and medical education. All articles contain keywords, brief annotations in different languages for easy access by researchers.

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**ПРОЯВЛЕНИЕ НАУЧНОГО ДИСКУРСА ПО КЛЮЧЕВЫМ АСПЕКТАМ  
ОЦЕНКИ ОСНОВНЫХ ФАКТОРОВ, ВЛИЯЮЩИХ НА ФОРМИРОВАНИЕ  
ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ ФАРМАЦЕВТОВ  
В ГРУЗИИ В ЦЕЛОМ**


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**Аннотация.** Основная цель исследования – анализ ключевых аспектов оценки основных детерминант, влияющих на профессиональное формирование фармацевтов и запросов профессионального диапазона фармацевтов в Грузии в целом. Исследование представляло собой количественное исследование и анализ оценки основных детерминант, влияющих на влияние профессионального формирования фармацевтов и неудач профессионального диапазона фармацевтов в Грузии в целом с использованием анкет. Было проведено исследование-опрос. В исследовании использовался метод углубленного интервью респондентов. Были использованы утвержденные анкеты (респонденты были выбраны случайным образом): Были использованы методы систематического, социологического опроса, сравнительного, математико-статистического, графического анализа. Данные были обработаны и проанализированы с помощью программы SPSS. Были проведены описательная статистика и регрессионный анализ для выявления связи между переменными. Статистический анализ был выполнен в SPSS версии 11.0. Сосредоточившись на этих аспектах, фармацевтическая профессия в Грузии может лучше соответствовать меняющимся требованиям здравоохранения и в конечном итоге улучшить результаты для пациентов. Профессиональное развитие фармацевтов в Грузии сталкивается с рядом критических проблем, особенно в образовании, удовлетворенности работой и профессиональном признании. Решение этих проблем потребует согласованных усилий со стороны правительства, образовательных учреждений и организаций здравоохранения. Более тесно приведя профессию в соответствие с мировыми стандартами и расширив возможности для непрерывного образования, Грузия может гарантировать, что ее фармацевты будут оснащены для удовлетворения растущих потребностей системы здравоохранения.


**Ключевые слова:** оценка, принцип, детерминанты, влияющие, фармацевты, профессиональная, подготовка, профессиональный диапазон, Грузия.


# THE MANIFESTATION OF SCIENTIFIC DISCOURSE OF KEY FIELD MATTER ASPECTS ON THE EVALUATION OF PRINCIPAL DETERMINANTS AFFECTING THE IMPACT OF PHARMACISTS' OCCUPATIONL FORMATION AND PHARMACISTS' SOME VOCATIONAL SCOPE QUERIES IN GEORGIA IN GENERAL


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**Abstract.** The main goal of the study was to analyse key issue aspects on the evaluation of principal determinants affecting the impact of pharmacists' professional formation and pharmacists' occupational range queries in Georgia in general. The study was a quantitative investigation and analysis of the evaluation of principal determinants affecting the impact of pharmacists' professional formation and pharmacists' occupational range setbacks in Georgia in general by using questionnaires. Were conducted a survey study. The in-depth interview method of the respondents was used in the study. The approved questionnaires were used (Respondents were randomly selected): Were used methods of systematic, sociological questioning, comparative, mathematical-statistical, graphical analysis. The data were processed and analysed with the SPSS program. Were conducted descriptive statistics and regression analyses to detect an association between variables. Statistical analysis was done in SPSS version 11.0. A Chi-square test was applied to estimate the statistical significance and differences. We defined  $p < 0.05$  as significant for all analyses. The research implementation required the following sub studies: the evaluation of principal determinants affecting the impact of pharmacists' professional formation and pharmacists' occupational range setbacks in Georgia in general. The study's findings underscore the urgent need to address key determinants impacting pharmacists' professional development and occupational challenges in Georgia, revealing critical areas for improvement. Tackling these issues demands a comprehensive strategy that includes educational reform, regulatory modernization, stronger interprofessional collaboration, and robust workplace support. By addressing these elements, the pharmacy profession in Georgia can be better positioned to meet the evolving demands of healthcare and significantly enhance patient care outcomes. In many developing countries, the pharmacy profession is subject to regulatory oversight, much like family medicine. The role of a pharmacist as a health profession provider requires not only higher education but also postgraduate and continuous professional development in pharmacy. Pharmacists must obtain a license and undergo periodic accreditation to maintain their professional standing. In Western nations, only individuals with accredited higher pharmaceutical education are permitted to practice. The process of opening a pharmacy is also strictly regulated, with permits granted exclusively to those who have completed recognized pharmacy programs and earned the credentials necessary to operate a pharmacy. It is important to note that in both developed and developing nations, pharmacy is a tightly regulated profession, akin to family medicine. Pharmacists, viewed as family healthcare providers, must possess advanced pharmaceutical education, a diploma, ongoing professional training, a pharmaceutical license, and undergo regular accreditation. These

regulations ensure the highest standards of care and accountability in the profession. The professional development of pharmacists in Georgia faces several critical challenges, particularly in education, job satisfaction, and professional recognition. Addressing these issues will require concerted efforts from the government, educational institutions, and healthcare organizations. By aligning the profession more closely with global standards and enhancing opportunities for continuous education, Georgia can ensure that its pharmacists are equipped to meet the growing demands of the healthcare system.

**Keywords:** *evaluation, principal, determinants, affecting, pharmacists', professional, formation, occupational range, Georgia.*

**ԳԻՏԱԿԱՆ ԴԻՄԿՈՒՐՄԻ ԴՐՍԵՎՈՐՈՒՄ ԸՆԴՀԱՆՈՒՐ ԱՌՄԱՄԲ  
ՎՐԱՍՏԱՆՈՒՄ ԴԵՂԱԳՈՐԾՆԵՐԻ ՄԱՍՆԱԳԻՏԱԿԱՆ ԳՈՐԾՈՒՆԵՈՒԹՅԱՆ  
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**Հիմնաբառեր**՝ *գնահատում, սկզբունք, որոշիչ գործոններ, ազդեցություն, դեղագործներ, մասնագետ, վերապատրաստում, մասնագիտական ընդգրկում, Վրաստան:*



## INTRODUCTION

Pharmacist profession has undergone significant changes in recent years, particularly in the realm of clinical responsibilities and patient care. Traditional roles, where pharmacists primarily dispensed medication, have expanded globally, with pharmacists now playing a crucial part in healthcare teams. In Georgia, however, pharmacists still face challenges in professional recognition, continuing education, and collaboration with other healthcare professionals. This paper aims to explore the professional development of pharmacists in Georgia and suggest areas for improvement by comparing local trends with global advancements [2, 16, 48].

The advent of online pharmacies and other technological developments has further shifted the landscape of the profession. While these changes meet consumer demand, they have also impacted the direct, personal connection pharmacists traditionally had with patients. This erosion of pharmacist-patient relationships, coupled with inadequate government support for pharmacists' professional development, has raised concerns about the future of the profession in Georgia. Globally, the role of pharmacists is increasingly being recognized, particularly in fields such as pharmacotherapy and clinical pharmacy. This paper will examine the Georgian context and evaluate how pharmacists' roles can be enhanced through targeted reforms in education, regulation, and professional collaboration [1, 13, 15].

The role of pharmacists has evolved significantly in recent years, with increasing responsibilities that extend beyond traditional dispensing duties. In Georgia, as elsewhere, pharmacists are now expected to contribute actively to patient care, medication management, and public health initiatives. However, the professional formation of pharmacists faces various challenges that can hinder their effectiveness and the overall impact they have within the healthcare system [14, 46].

A systematic analysis will identify factors which influence the formation of personal-professional position of a pharmaceutical professional and realization of their personal resources. On the basis of theoretical analysis of the process of professional development there will be developed a set of common criteria for the assessment of the effectiveness of this process, based on which will be identified the regularities of formation, reflecting its focus and dynamics: their interest in profession of choice, changes in choice making motivation, growing job satisfaction, increasing the desire to acquire more knowledge and professional skills and making appropriate adjustments in their career goals. The stage of professional development of specialists is the adaptation to work activity: the beginning of an independent professional activity and the accumulation of experience by young specialists. This stage reflects the student's transition to a new type of activity - to professional work in its various forms in the conditions of real situation, performance of official duties, production relations, finding oneself in the system of work collectives.

In the course of adaptation, the system of professional knowledge and skills is acquired in the required volume; The emergence of interest in the work, which begins to play an increasingly important role in life, a sense of the connection between success and the profession, is self-determination for professional development [12, 47].

On the basis of theoretical analysis of the process of professional development will be developed by a set of common criteria for the effectiveness of this process, which will be based on the regularities of formation, reflecting its focus and dynamics: an interest in their chosen profession, changing choice motives, increased satisfaction of occupational choice and labor, increasing the motivation to knowledge and professional development, change career planning purposes. The goal, purpose and objectives of the planned research. The main aim is to develop a methodological approach to study and improve the process of professional development specialists' pharmaceutical profile, regulation requirements for pharmaceutical staff in drugstore professional career improvement strategy and jobsatisfaction among pharmacists. A systematic analysis identified factors which had influence the formation of personal-professional position of a pharmaceutical professional and realization of their personal resources. On the basis of theoretical analysis of the process of professional development there will be developed a set of common criteria for the assessment of the effectiveness of this process, based on which will be identified the regularities of formation, reflecting its focus and dynamics: their interest in profession of choice, changes in choice making motivation, growing job satisfaction, increasing the desire to acquire more knowledge and professional skills and making appropriate adjustments in their career goals. Based on the theoretical analysis of the main approaches to the study of the process of professional development, taking account the concept of pharmaceutical assistance, a set of related criteria for the effectiveness of this process. Based on common performance criteria, the patterns of formation are revealed, reflecting its direction and dynamics: interest in the chosen profession, changing the determinants of choice motives, increasing satisfaction with choice of profession and work, increasing motivation for cognition and continuous professional development, changing career planning goals. On the basis of specific criteria, the specifics of the formation are revealed, which include: incomplete correlation of the internal resources of the individual with the needs of the pharmacist/pharmacist profession, insufficient awareness of individual aspects of future activities, the difficulties of production adaptation, and low satisfaction with the work of pharmaceutical professionals [31, 33–34].

Deficiency of knowledge and functions of pharmaceutical professions in Georgia is not exists only in the non-medical section of the society, but also in the medical staff like health-care specialists. Developing a continuous pharmaceutical education system, will enhance the professionalism of pharmaceutical personnel. We also measure the perception of job satisfaction

among Georgian pharmacists and future proposals to improve pharmacists' job satisfaction. Using described above questionnaire, the purpose of our study was: To obtain data on job satisfaction retail environment; To distinguish aspects of the community of practice that have the greatest contribution to work gratification; To investigate the precision and reliability of the questionnaire in a study sample community pharmacies. We have been studied "the peculiarities of professional pharmacists, career satisfaction and service improvement strategy". It is necessary to obtain a grade of key issue factors influence of pharmacists' professional development according occupational vision of health care professionals and pharmacy students in Georgia [35, 39–40].

Development of organizational and functional models for licensing pharmaceutical activities, is considered as one of the mechanisms to improve the efficiency of public administration, and has great relevance and scientific and practical value. An integral part of the state system of measures to implement the rights of citizens to protect their health is pharmaceutical care, the quality of the provision which is largely dependent on the qualifications of the personnel pharmacist. In this regard, the professional qualification of experts is under the control of the state and is one of the objects of state regulation of relations in the field of drug- medicine, whose purpose - maintaining the competence of expert specialists on throughout their careers with varying requirements for professional quality [30, 41].

The modern system of pharmaceutical care to improve the quality of life of patients depends on highly skilled professionals in drug-store whose competence has been growing in the process of professional development. The pharmacists require not only the use of earned at the institution of knowledge and skills, but also the willingness to professional self-development. Since the scope of drug treatment is one of the most socially significant areas of state regulation, the sequence in carrying out reform measures, conservation experience, and smooth introduction of new methods become crucial. However, comprehensive studies aimed at understanding the process of professional formation pharmaceutical worker, for to provide quality pharmaceutical care has not yet been carried out. Development of organizational and functional model of the licensing of pharmaceutical activities, pharmacists' job as one of the mechanisms to improve the efficiency of public pharmaceutical and public administration, has great relevance, scientific and practical value [3–4, 42].

➤ **High Workload and Stress:** Increased responsibilities, coupled with staffing shortages, can lead to overwhelming workloads, resulting in stress and burnout.

➤ **Public Perception:** Misunderstandings regarding the role of pharmacists can limit their recognition as vital healthcare providers, impacting job satisfaction and career advancement.

➤ **Regulatory Constraints:** Overly stringent regulations can stifle innovation and restrict pharmacists from fully utilizing their training to enhance patient care.

➤ **Economic Factors:** Financial pressures within healthcare systems can lead to resource constraints, affecting the availability of training and professional development opportunities for pharmacists.

### **Goal:**

The main aim of the study was to analyze and grade the key issue aspects on the evaluation of principal determinants affecting the impact of pharmacists' professional formation and pharmacists' occupational range setbacks in Georgia in general.

### **Methodology:**

Research objectives are materials of sociological research: the study was quantitative investigation by using survey (Questionnaire). The study was quantitative investigation by using survey (Questionnaire). The in-depth interview method of the respondents was used in the study. The approved questionnaires were used (Respondents were randomly selected. Were used methods of systematic, sociological (surveying), comparative, segmentation, mathematical-statistical, graphical analysis. Research objectives are materials of sociological research: the study was quantitative investigation by using survey – questionnaire. The in-depth interview method of the respondents was used in the study. Different types of approved questionnaires were used (respondents were randomly selected), e.g.

- Questionnaire for chief pharmacists: 410 chief pharmacists;
- Questionnaire for patients: 1506 patients (customers of drug-stores);
- Questionnaire for employed pharmacy faculty-students: 222 employed students;
- Questionnaire for health-care specialists: 307 public health specialists;
- Questionnaire for pharmacist specialists: 810 pharmacist specialists.

Totally 3888 respondents were interviewed in Georgia.

The data was processed and analyzed with the SPSS program. Results and discussion: Questions and answers are given in the tables. On each question are attached diagrams or table. Questionnaire and diagrams are numbered. Study of the data was processed and analyzed with the SPSS program. We conducted descriptive statistics and regression analyses to detect an association between variables. Statistical analysis was done in SPSS version 11.0. A Chi-square test was applied to estimate the statistical significance and differences. We defined  $p < 0.05$  as significant for all analyses. The study's ethical items. In order to provide the study's ethical character each participant of it was informed about the study's goal and suggested of willingness of the



work to be done. So, the respondents' written or oral compliance was got on that issue. All the studies were carried out by the selected organizations administrations' previous compliance. Were used Informed consent form for each respondent to participate in an anonymous survey. During the whole period of research, the participants incognita was also provided. For the international rules and criteria' conformity this human subject comprising given study was discussed and confirmed on the Bioethics Committee sessions of the YSMU. In order to meet the objectives, set in the research we also used the results obtained through analysis of available official information, studies and opinions about pharmacists, as well as the methods of quantitative studies. We conducted descriptive statistics and regression analyses to detect an association between variables. Statistical analysis was done in SPSS version 11.0. A Chi-square test was applied to estimate the statistical significance and differences. The research implementation required the following sub studies: The evaluation of principal determinants affecting the impact of pharmacists' professional formation and pharmacists' occupational range setbacks in Georgia in general.

### **RESULTS AND DISCUSSION:**

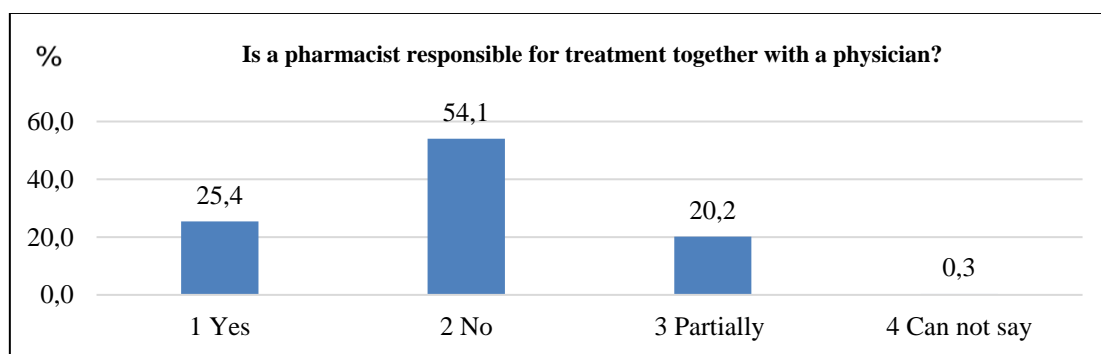
Statistically significant was association between the buyers' educational level and their opinion about the necessity of pharmacists' certification ( $p < 0.04$ ): customers with higher education considered certification of pharmacists as mandatory more often, than did buyers (patients) with secondary education. The respondents' vast majority considered that the issues to for pharmacists were in need of the further regular studies or trainings in the following fields: new medications, issues of pharmacotherapy of certain diseases, pharmacology and pharmacotherapy, drugs toxicity. From study results it is obvious that in the higher pharmaceutical institutions' pharmaceutical educational programs and curriculum need upgrade, renewal, modernization and adaptation to the new modern medical challenges. Therefore, continuous pharmaceutical educational programs should be created. These programs should be more focused on new medications, pharmacotherapy, drugs toxicity and dosage, routes of drug administration, selection of OTC drugs, cost-effectiveness and cost-benefits of drugs. Pharmacist provide contribution and assistance in teaching of patients to understand the prescribed drugs intake rules, pharmacists need in deep knowledge in basics of medicine, pharmacology, pharmacotherapy, pharmaceutical chemistry, pharmaceutical care, clinical pharmacy and other pharmaceutical disciplines. Properly educated pharmacists have great importance and value for the provision higher quality health care services, for the provision higher quality pharmaceutical care and very essential for patient's safety. The respondents' vast majority considered that the Government should make the certification of pharmacists. It is very essential and important that higher pharmaceutical educated pharmacists to

have pharmacist license issued by the Government. The vast majority of the public health specialists considered that the professional activity of pharmacist is very important for the society [5–6].

Chi-square test of independent has been performed in order to compare the attitude of different sides to the necessity of pharmacists' certification regulation by Government. The opinion that certification of pharmacists should be mandatory was more common among public health specialists, than among managers (Chi-square = 45.2,  $p < 0.001$ ) and pharmacists (Chi-square = 68.9,  $p < 0.001$ ), but there was not statistically significant difference between chiefs and pharmacists. It was more common also among patients than in pharmacists (Chi-square = 44.2,  $p < 0.001$ ). The necessity of pharmacists' certification was stated more often by employed students, than by pharmacists (Chi-square = 57.3,  $p < 0.001$ ). Present pharmaceutical services connected to self-health care and the significance that pharmacist professionals drive the health care frame systems in the new modern direction. Collaboration between physicians and pharmacists in treatment is gaining moment and has shown positive effects on patients' health. So according study results found, that drug-drug interactions, adverse drug reactions and treatment costs are reduced by involving pharmacists in the drug therapy process. Study showed that when pharmacists interventions were taken into account, the therapeutic effect improved in majority of patients and adverse drug reactions were prevented in many of cases [7–8].

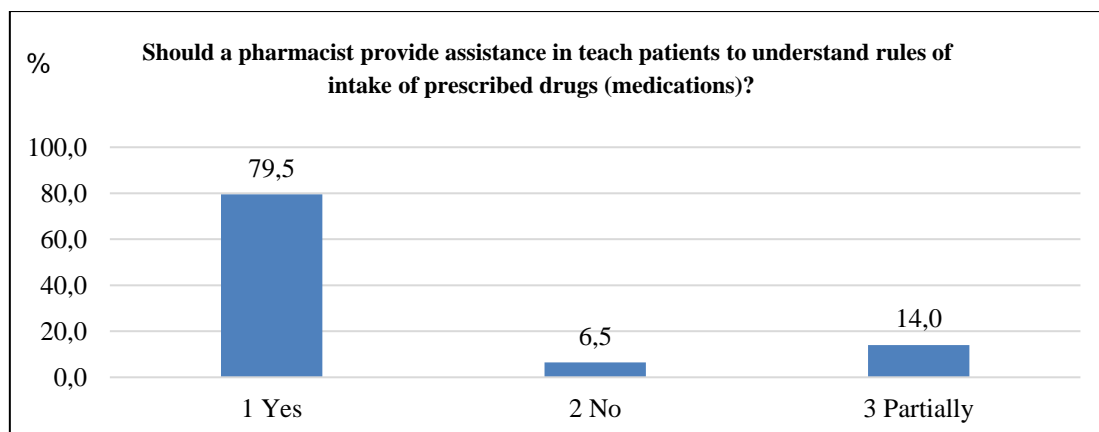
It is necessary to provide a deep cooperation between pharmacists and physicians on the issues of pharmacotherapy and healthcare to ensure the patients' health state effective improvement, and also to provide the best feedback regulation and revision in the healthcare specialists' team work. Pharmacists also should be responsible for registration of the drugs' side effect, as well as be attentive in case of imperperness and professional defects of drugs they provide. To achieve that it is necessary to raise awareness of specialists on the essence of pharmacists' profession and functions among the medical personnel and general public [9–10].

On the question is a pharmacist responsible for treatment together with a physician? Health care specialists' 25.4% answer yes, health care specialists' 54.1% answer no, health care specialists' 20.2% answer partially, health care specialists' 0.3% answer cannot say. See *Illustration 1*.



**Illustration 1.** Respondents' opinion if pharmacist responsible for treatment together with a physician.  
Source – study results.

On the question- Should a pharmacist provide assistance in teach patients to understand rules of intake of prescribed drugs (medications)? Health care specialists' 79.5% answer yes, health care specialists' 6.5% answer no, health care specialists' 14% answer partially [11, 44]. See *Illustration 2*.



**Illustration 2.** Respondents' opinion if a pharmacist should provide assistance in teach patients to understand rules of intake of prescribed drugs (medications).  
Source – study results.

On the question – Is the pharmacist responsible for registration of side (adverse) effects of the drug (medication)? Health care specialists' 30.6% answer yes, health care specialists' 49.5% answer no, health care specialists' 14.3% answer partially, health care specialists' 5.5% answer cannot say. See *Table 1*.

**Table 1**

**Respondents' opinion, If the pharmacist responsible for registration  
of side (adverse) effects of the drug (medication)**

Is the pharmacist responsible for registration of side (adverse) effects of the drug (medication)?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1. Yes	94	30.6	30.6	30.6
	2. No	152	49.5	49.5	80.1
	3. Partially	44	14.3	14.3	94.5
	4. Can not say	17	5.5	5.5	100.0
	<b>Total</b>	307	100.0	100.0	

Source – study results

On the question – Do you think that the government should make the certification of pharmacists? Health care specialists' 94.8% answer I agree, health care specialists' 4.6% answer I partly agree, health care specialists' 0.7% answer I do not agree [22, 45]. See *Table 2*.

**Table 2**

**Respondents' opinion about the issues of certification of pharmacists by the government**

Do you think that the government should make the certification of pharmacists?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1. I agree	291	94.8	94.8	94.8
	2. I Partly agree	14	4.6	4.6	99.4
	3. I Do not agree	2	0.7	0.7	100.0
	<b>Total</b>	307	100.0	100.0	

*Source – study results*

On the question – What most of all had influence on your professional (occupational) choice (indicate only one answer)? Pharmacy faculty students' 25.7% answer parents' advice (or will), pharmacy faculty students' 4.4% answer teachers' advices, pharmacy faculty students' 7.2% answer worker-specialist's advice, pharmacy faculty students' 3.8% answer friends advice, pharmacy faculty students' 3.4% answer relatives or acquaintances' advice, pharmacy faculty students' 29.2% answer this profession corresponds to my aspiration, and inclination (affection), pharmacy faculty students' 26.3% answer interest in profession [26, 44]. See *Table 3*.

**Table 3**

**Mostly factors had influenced on respondents' professional (occupational) choice**

What most of all had influence on your professional choice (indicate only one answer)?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1. Parents' advice (or will)	82	25.7	25.7	25.7
	2. Teachers' advices	14	4.4	4.4	30.1
	3. Worker-specialist's advice	23	7.2	7.2	37.3
	4. Friends advice	12	3.8	3.8	41.1



5. Relatives or acquaintances' advice	11	3.4	3.4	44.5
6. This profession corresponds to my aspiration, and inclination (affection)	93	29.2	29.2	73.7
7. Interest in profession	84	26.3	26.3	100
<b>Total</b>	319	100.0	100.0	

On the question – What underlying motives did you have while selection of the given direction of education? (Indicate no more than 5 answers) pharmacy faculty students' 53.6% answer desire to obtain high-quality professional training, pharmacy faculty students' 26.3% answer prestige of specialty, pharmacy faculty students' 22.9% answer the existence of abilities to this (the given) type of activity, pharmacy faculty students' 8.8% answer family tradition, pharmacy faculty students' 39.8% answer desire to develop own capabilities, aspirations, and inclinations (affections), pharmacy faculty students' 29.8% answer the desire (ambition) to be included in a student community as a special social environment, pharmacy faculty students' 36.1% answer the desire to expand horizons (desire to widen sense of vision), pharmacy faculty students' 18.5% answer desire to extend (lengthen) carefree period of life, pharmacy faculty students' 16% answer opportunity to take high social position, pharmacy faculty students' 49.8% answer guarantee to be employed, pharmacy faculty students' 27% answer desire to get high level to material well-being (security), pharmacy faculty students' 28.5% answer the possibility to develop further (future) social promotion, pharmacy faculty students' 10.7% answer desire to obtain self-respect in the eyes of others who are close to me, pharmacy faculty students' 10% answer the desire (ambition) and interests to obtain certain circle of contacts, connections with friends and acquaintance, pharmacy faculty students' 1.9% answer deferring from military service, pharmacy faculty students' 13.5% answer desire to have needful social well-being, pharmacy faculty students' 39.8% answer interest in a profession, pharmacy faculty students' 21.6% answer desire to be useful to people [28–29]. See *Table 4*.

**Table 4**

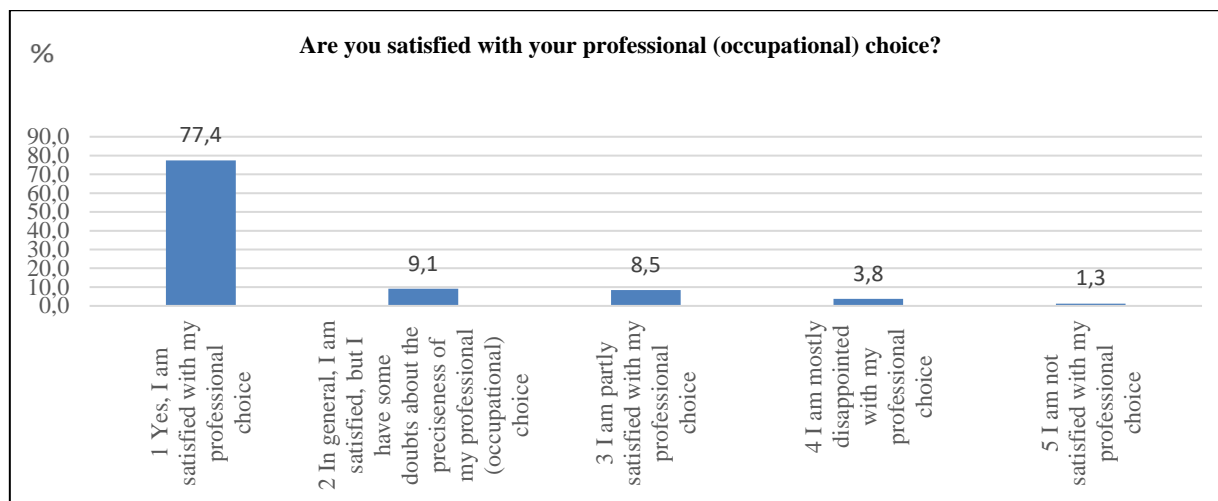
**Underlying motives of respondents, while electing of the given direction of education**

What underlying motives did you have while selection of the given direction of education? (indicate no more than 5 answers)		
Answers:	Count	Column N %
1. Desire to obtain high-quality professional training	171	53.6%

2. Prestige of specialty	84	26.3%
3. The existence of abilities to this (the given) type of activity	73	22.9%
4. Family tradition	28	8.8%
5. Desire to develop own capabilities, aspirations, and inclinations (affections)	127	39.8%
6. The desire (ambition) to be included in a student community as a special social environment	95	29.8%
7. The desire to expand horizons (desire to widen sense of vision)	115	36.1%
8. Desire to extend (lengthen) carefree period of life	59	18.5%
9. Opportunity to take high social position	51	16.0%
10. Guarantee to be employed	159	49.8%
11. Desire to get high level to material well-being (security)	86	27.0%
12. The possibility to develop further (future) social promotion	91	28.5%
13. Desire to obtain self-respect in the eyes of others who are close to me	34	10.7%
14. The desire (ambition) and interests to obtain certain circle of contacts, connections with friends and acquaintance	32	10.0%
15. Deferring from military service	6	1.9%
16. Desire to have needful social well-being	43	13.5%
17. Interest in a profession	127	39.8%
18. Desire to be useful to people	69	21.6%

*Source – study results*

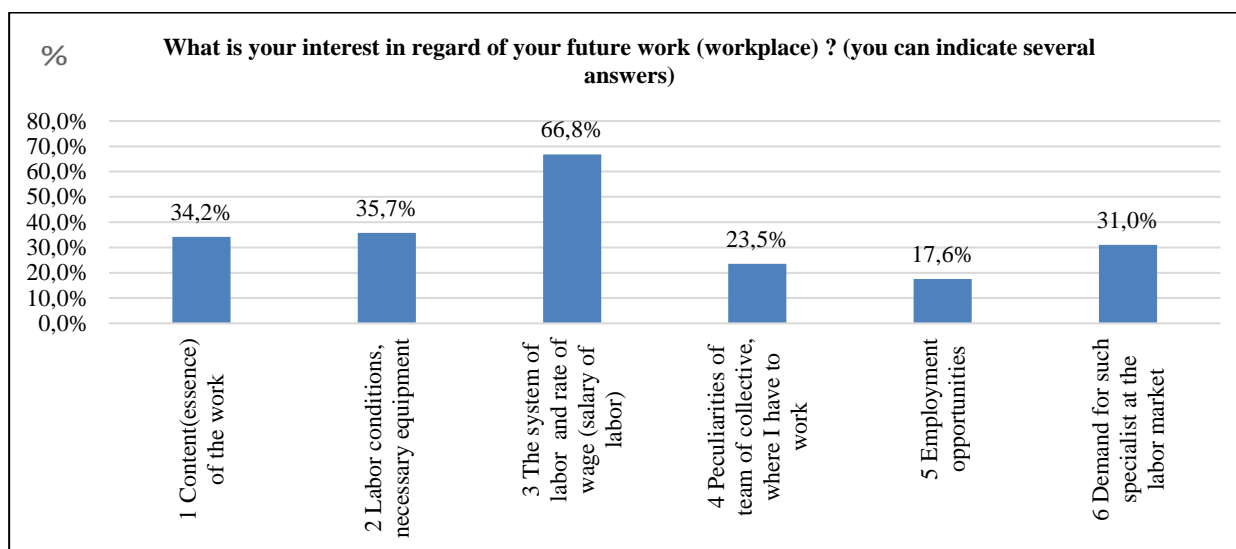
On the question – Are you satisfied with your professional (occupational) choice? Pharmacy faculty students' 77.4% answer yes, I am satisfied with my professional choice, pharmacy faculty students' 9.1% answer in general, I am satisfied, but I have some doubts about the preciseness of my professional (occupational) choice, pharmacy faculty students' 8.5% answer I am partly satisfied with my professional choice, pharmacy faculty students' 3.8% answer I am mostly disappointed with my professional choice, pharmacy faculty students' 1.3% answer I am not satisfied with my professional choice [19, 24]. See *Illustration 3*.



**Illustration 3.** Satisfaction of respondents with professional (occupational) choice.

Source – study results

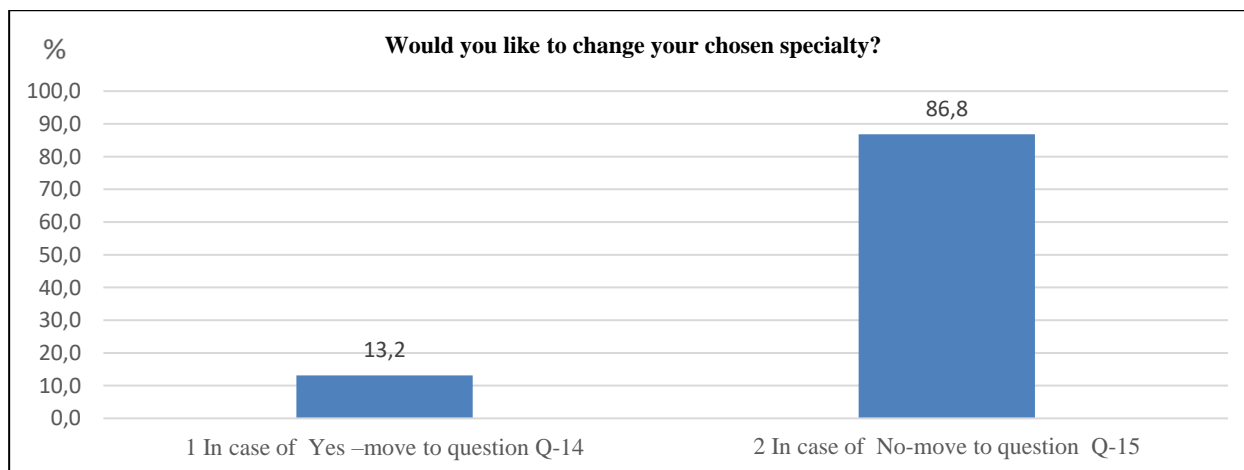
On the question what is your interest in regard of your future work (workplace)? (You can indicate several answers) pharmacy faculty students' 34.2% answer content (essence) of the work, pharmacy faculty students' 35.7% answer labor conditions, necessary equipment, pharmacy faculty students' 66.8% answer the system of labor and rate of wage (salary of labor), pharmacy faculty students' 23.5% answer peculiarities of team of collective, where I have to work, pharmacy faculty students' 17.6% answer employment opportunities, pharmacy faculty students' 31% answer demand for such specialist at the labor market [20, 32]. See *Illustration 4*.



**Illustration 4.** Respondents interest issues regarding of future work (workplace).

Source – study results

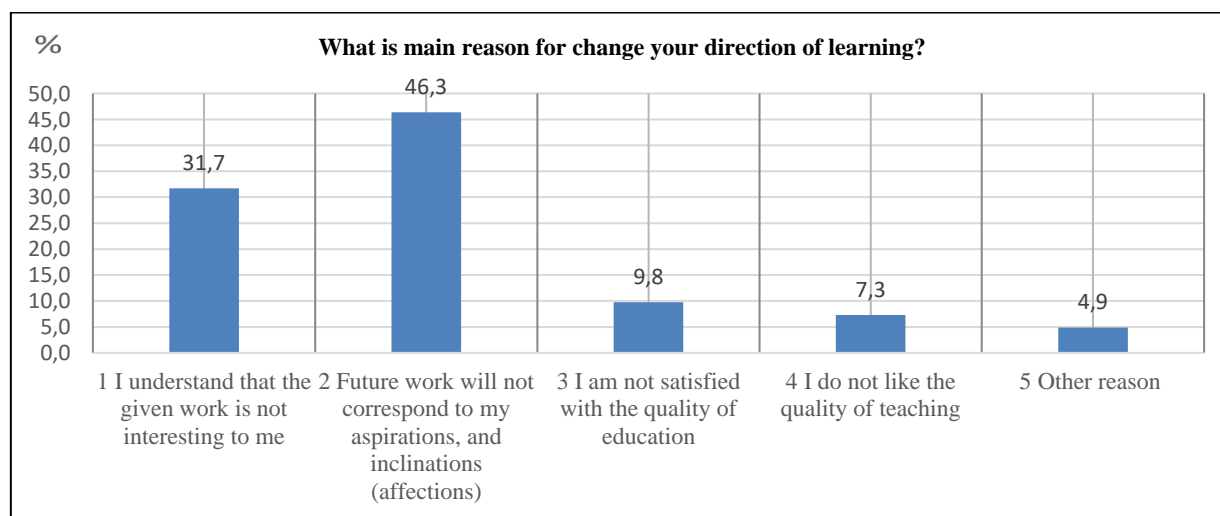
Would you like to change your chosen specialty? On the question would you like to change your chosen specialty? Pharmacy faculty students' 13.2% answer yes, pharmacy faculty students' 86.8% answers no. See *Illustration 5*.



**Illustration 5.** Respondents' opinion for to change chosen specialty.

Source – study results

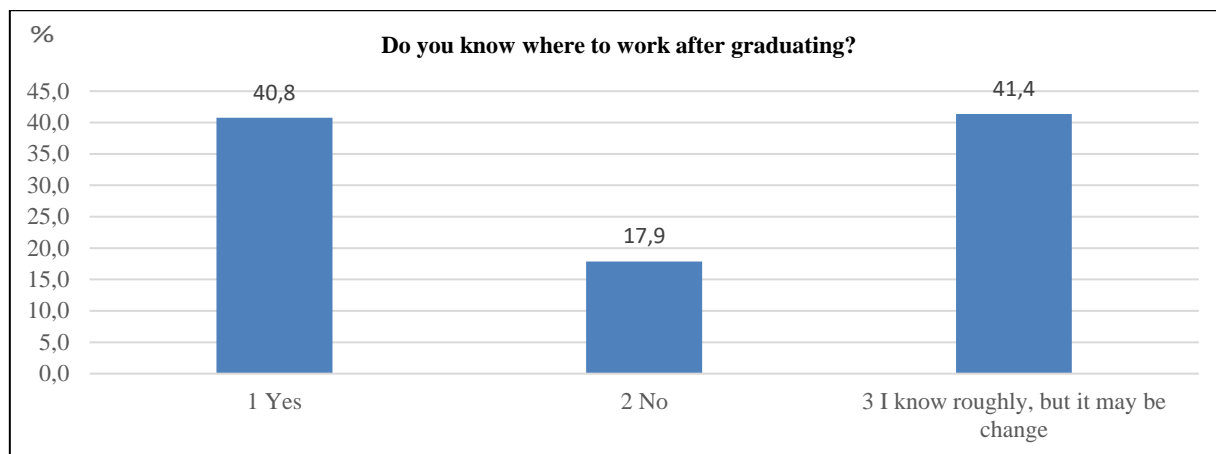
What is main reason for change your direction of learning? On the question – What is main reason for change your direction of learning? Pharmacy faculty students' 31.7% answer I understand that the given work is not interesting to me, pharmacy faculty students' 46.3% answer future work will not correspond to my aspirations, and inclinations (affections), pharmacy faculty students' 9.8% answer I am not satisfied with the quality of education, pharmacy faculty students' 7.3% answer I do not like the quality of teaching, pharmacy faculty students' 4.9% answer other reason [21, 42]. See *Illustration 6*.



**Illustration 6.** Respondents' main reason for changing direction of learning.

Source – study results

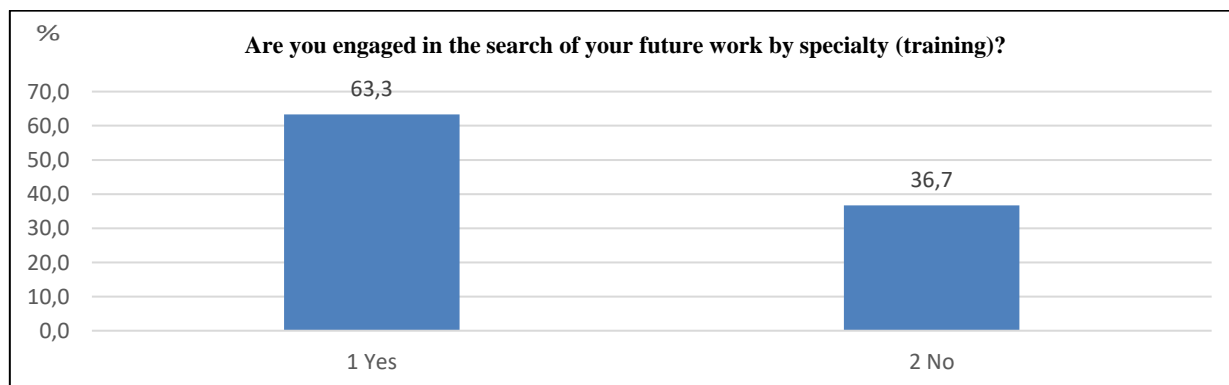
On the question do you know where to work after graduating? Pharmacy faculty students' 40.8% answer yes, pharmacy faculty students' 17.9% answer no, pharmacy faculty students' 41.4% answer I know roughly, but it may be change. See *Illustration 7*.



**Illustration 7.** Respondents' opinion, where to work after graduating.

Source – study results

On the question – Are you engaged in the search of your future work by specialty (training)? Pharmacy faculty students' 63.3% answer yes, pharmacy faculty students' 36.7% answers no. See *Illustration 8*.



**Illustration 8.** If respondents are you engaged in the search of future work by specialty (training).

Source – study results

On the question – What goals do you want to achieve as a result through professional career? – Obtain more power and authority-pharmacists' 7.5% evaluate by 1 point, pharmacists' 11.2% evaluate by 2 points, pharmacists' 16.8% evaluate by 3 points, pharmacists' 31.1% evaluate by 4 points, pharmacists' 33.3% evaluate by 5 points. See *Table 5*.

**Table 5**

**Obtain more power and authority of respondents, as goals to achieve as a result through professional career, evaluated by 5 points scale system**

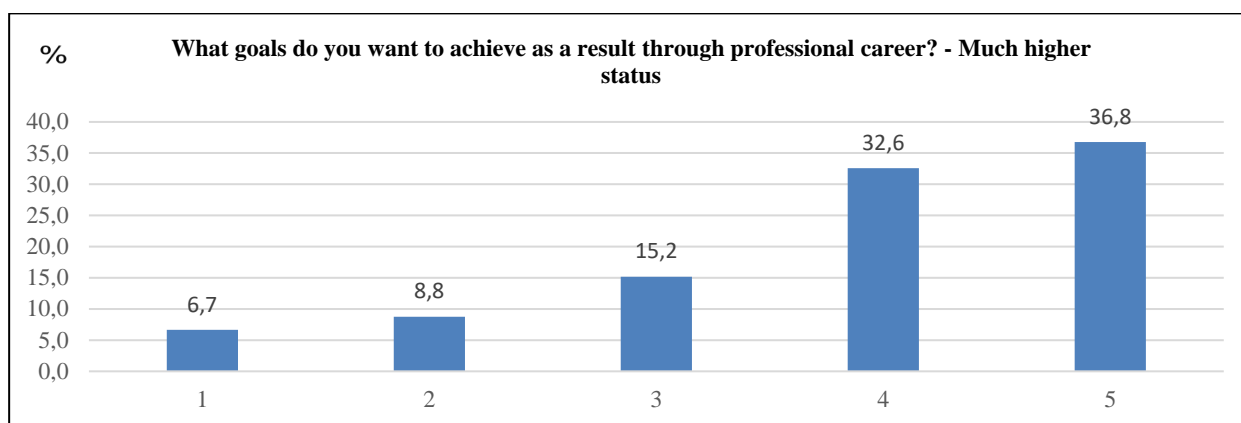
What goals do you want to achieve as a result through professional career? – Obtain more power and authority					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	61	7.5	7.5	7.5



	2	91	11.2	11.2	18.8
	3	136	16.8	16.8	35.6
	4	252	31.1	31.1	66.7
	5	270	33.3	33.3	100.0
	<b>Total</b>	810	100.0	100.0	

Source – study results

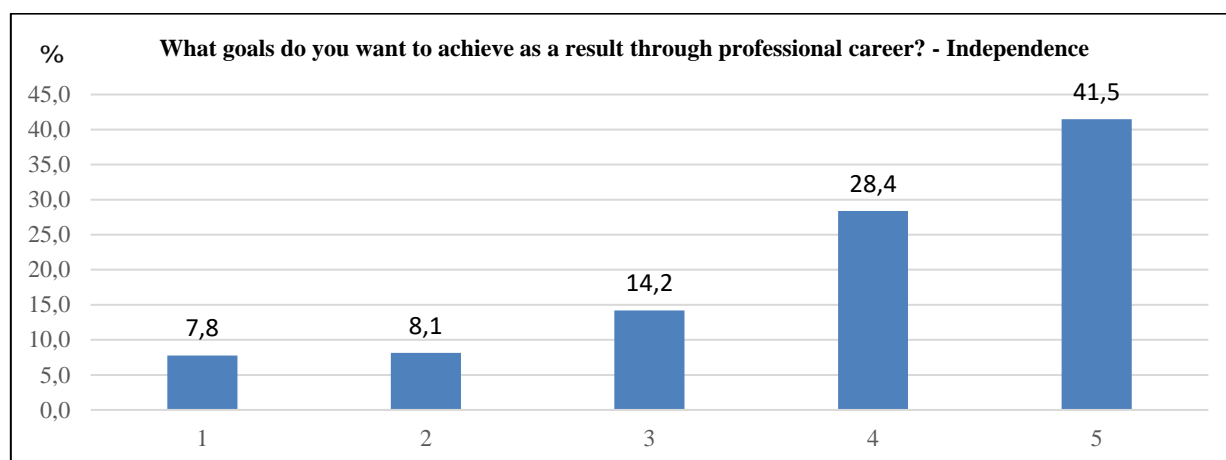
On the question-What goals do you want to achieve as a result through professional career? – Much higher status-pharmacists' 6.7% evaluate by 1 point, pharmacists' 8.8% evaluate by 2 points, pharmacists' 15.2% evaluate by 3 points, pharmacists' 32.6% evaluate by 4 points, pharmacists' 36.8% evaluate by 5 points [17–18]. See *Illustration 9*.



**Illustration 9.** Much higher status of respondents, as goals to achieve as a result through professional career, evaluated by 5 points scale system.

Source – study results

On the question – What goals do you want to achieve as a result through professional career? – Independence-pharmacists' 7.8% evaluate by 1 point, pharmacists' 8.1% evaluate by 2 points, pharmacists' 14.2% evaluate by 3 points, pharmacists' 28.4% evaluate by 4 points, pharmacists' 41.5% evaluate by 5 points [19–20]. See *Illustration 10*.



**Illustration 10.** Independence of respondents', as goals to achieve as a result through professional career, evaluated by 5 points scale system.

Source – study results

On the question – What goals do you want to achieve as a result through professional career? – Self-realization-pharmacists’ 5.9% evaluate by 1 point, pharmacists 6.9% evaluate by 2 points, pharmacists’ 12.3% evaluate by 3 points, pharmacists’ 23.1% evaluate by 4 points, pharmacists’ 51.7% evaluate by 5 points [22–23]. See *Table 6*.

**Table 6**

**Self-realization of respondents’, as goals to achieve as a result through professional career, evaluated by 5 points scale system**

What goals do you want to achieve as a result through professional career? – Self-realization					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	48	5.9	5.9	5.9
	2	56	6.9	6.9	12.8
	3	100	12.3	12.3	25.2
	4	187	23.1	23.1	48.3
	5	419	51.7	51.7	100.0
	<b>Total</b>	810	100.0	100.0	

*Source – study results*

On the question – What goals do you want to achieve as a result through professional career? – Power-pharmacists’ 20.5% evaluate by 1 point, pharmacists’ 13.7% evaluate by 2 points, pharmacists’ 18% evaluate by 3 points, pharmacists’ 24.8% evaluate by 4 points, pharmacists’ 23% evaluate by 5 points. See *Table 7*.

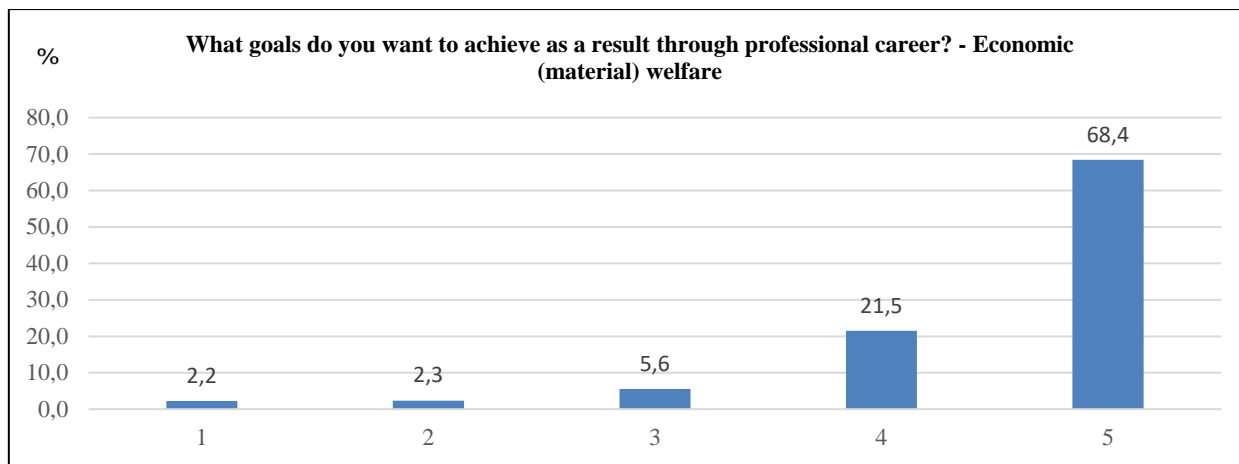
**Table 7**

**Power of respondents, as goals to achieve as a result through professional career, evaluated by 5 points scale system**

What goals do you want to achieve as a result through professional career? – Power					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	166	20.5	20.5	20.5
	2	111	13.7	13.7	34.2
	3	146	18.0	18.0	52.2
	4	201	24.8	24.8	77.0
	5	186	23.0	23.0	100.0
	<b>Total</b>	810	100.0	100.0	

*Source – study results*

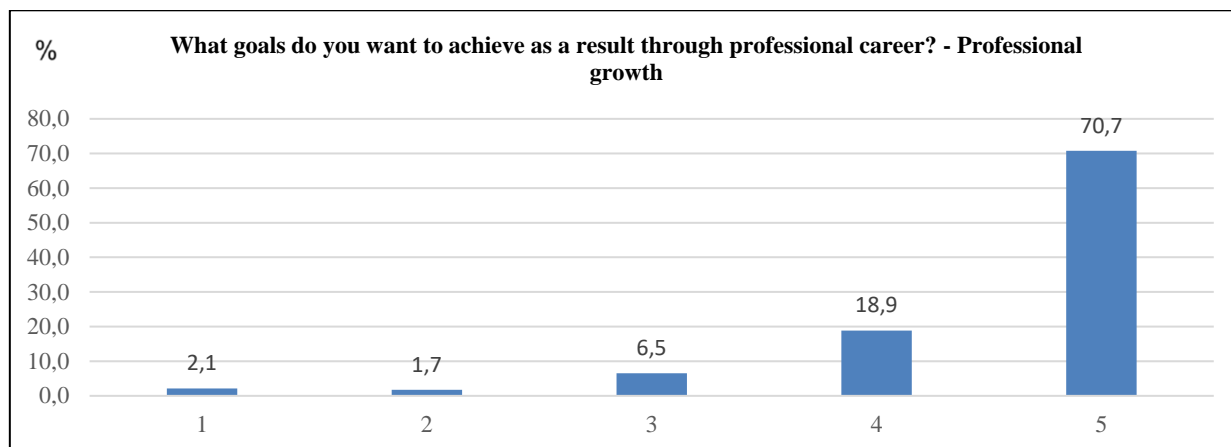
On the question – What goals do you want to achieve as a result through professional career? – Economic (material) welfare-pharmacists' 2.2% evaluate by 1 point, pharmacists' 2.3% evaluate by 2 points, pharmacists' 5.6% evaluate by 3 points, pharmacists 21.5% evaluate by 4 points, pharmacists' 68.4% evaluate by 5 points [24–25]. See *Illustration 11*.



**Illustration 11.** Economic (material) welfare of respondents', as goals to achieve as a result through professional career, evaluated by 5 points scale system.

Source – study results

On the question – What goals do you want to achieve as a result through professional career? – Professional growth-pharmacists' 2.1% evaluate by 1 point, pharmacists' 1.7% evaluate by 2 points, pharmacists' 6.5% evaluate by 3 points, Pharmacists' 18.9% evaluate by 4 points, pharmacists' 70.7% evaluate by 5 points [26–27]. See *Illustration 12*.



**Illustration 12.** Professional growth of respondents, as goals to achieve as a result through professional career, evaluated by 5 points scale system [37, 45].

Source – study results

On the question – What goals do you want to achieve as a result through professional career? – Career advancement (growth)-pharmacists' 2.8% evaluate by 1 point, pharmacists' 2.7% evaluate by 2 points, Pharmacists' 6.2% evaluate by 3 points, Pharmacists' 18.5% evaluate by 4 points, Pharmacists' 69.8% evaluate by 5 points [4, 6, 44]. See *Table 8*.

Table 8

**Career advancement (growth) of respondents, as goals to achieve  
as a result through professional career, evaluated by 5 points scale system**

What goals do you want to achieve as a result through professional career? – Career advancement					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	23	2.8	2.8	2.8
	2	22	2.7	2.7	5.6
	3	50	6.2	6.2	11.7
	4	150	18.5	18.5	30.2
	5	565	69.8	69.8	100.0
	<b>Total</b>	810	100.0	100.0	

Source – study results

Report on the question – What goals do you want to achieve as a result through professional career? (Please evaluate each of the chosen option by 5 points scale system). See Table 9.

Table 9

**Report of respondents on the question – “What goals do you want to achieve  
as a result through professional career?”**

What goals do you want to achieve as a result through professional career? (Please evaluate each of the chosen option by 5 points scale system)			
	Mean	Median	Std. Deviation
What goals do you want to achieve as a result through professional career? – Obtain more power and authority	3.71	4.00	1.245
What goals do you want to achieve as a result through professional career? – Much higher status	3.84	4.00	1.203
What goals do you want to achieve as a result through professional career? – Independence	3.88	4.00	1.253
What goals do you want to achieve as a result through professional career? – Self-realization	4.08	5.00	1.203
What goals do you want to achieve as a result through professional career? – Power	3.16	3.00	1.449
What goals do you want to achieve as a result through professional career? – Economic (material) welfare	4.51	5.00	.877

What goals do you want to achieve as a result through professional career? – Professional growth	4.54	5.00	.858
What goals do you want to achieve as a result through professional career? – Career advancement (growth)	4.50	5.00	.937

Source – study results

On the question – Are you satisfied with the balance between the workload and your personal life? Pharmacists' 28.6 % answer yes, pharmacists' 37.2% answer partially, pharmacists' 34.2% answer no. See *Table 10*.

**Table 10**

**Respondents' satisfaction with the balance between the workload and personal life**

Are you satisfied with the balance between the workload and your personal life?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1. Yes	232	28.6	28.6	28.6
	2. Partially	301	37.2	37.2	65.8
	3. No	277	34.2	34.2	100.0
	<b>Total</b>	810	100.0	100.0	

Source – study results

In many developing countries in the field of pharmacy are regulated, as well as family medicine. The pharmacist as family doctor needs of higher education, post-graduate and continuing education in pharmacy, a pharmacist license and periodic accreditation. In western countries in pharmacy, allowed to work only with higher pharmaceutical education specialists who have graduated from state-recognized and accredited colleges. The opening of a pharmacy permit is issued only to a person of higher pharmaceutical education, who passed the diploma courses in pharmacy and earned the right to open the pharmacy. It should be noted that in developed countries and in many developing countries pharmaceuticals are regulated profession, as well as family medicine, pharmacist as a family doctor, need higher pharmaceutical education, diploma and continuous pharmaceutical education, pharmaceutical license and periodic accreditation. Only pharmacists with higher pharmaceutical education have the right to work as pharmacists in pharmacies, who have graduated from universities recognized and accredited by the state [36, 38]. Despite the significant contributions' pharmacists can make, they encounter various setbacks that impact their occupational effectiveness [9, 20, 25].

Key determinants of pharmacists' professional formation several principal determinants influence the professional formation of pharmacists in Georgia. These include:

- ✓ **Educational Framework:** The quality and relevance of pharmacy education play a crucial role in shaping the competencies of future pharmacists. Continuous updates to curricula that reflect current practices and technologies are essential.
- ✓ **Regulatory Environment:** The legal and regulatory framework governing pharmacy practice significantly affects how pharmacists operate. Regulations can either empower pharmacists to expand their roles or create barriers that limit their scope of practice.
- ✓ **Interprofessional Collaboration:** Effective teamwork among healthcare professionals is vital for optimizing patient care. Barriers to communication and collaboration can impede pharmacists' contributions to the healthcare team.
- ✓ **Technological Integration:** The integration of advanced technologies, such as electronic health records and tele pharmacy, is critical in modernizing pharmacy practice. However, insufficient training and resources can limit pharmacists' ability to utilize these technologies effectively.
- ✓ **Workplace Support and Resources:** Adequate support from healthcare institutions, including access to continuing education and professional development opportunities, is essential for pharmacists to thrive in their roles

Pharmacists in Georgia face a unique set of challenges compared to their counterparts in Western countries. In many developed countries, the profession of pharmacy is regulated similarly to other healthcare professions, such as family medicine. Pharmacists undergo rigorous training, continuous education, and periodic licensing reviews to maintain professional standards. However, in Georgia, the profession has not yet reached the same level of integration into the healthcare system. Many pharmacists report feeling underappreciated, both in terms of professional recognition and compensation. Moreover, the lack of continuing education programs and the absence of a cohesive professional body to advocate for pharmacists' rights and responsibilities has further limited their role. The global pharmaceutical industry continues to evolve, with pharmacists taking on more specialized roles, especially in clinical settings. This paper seeks to identify the gaps between Georgian pharmacists and their international counterparts, emphasizing the importance of reforms in education, licensing, and professional integration [4, 42–43].

The professional development of pharmacists in Georgia faces several critical challenges, particularly in education, job satisfaction, and professional recognition. Addressing these issues will require concerted efforts from the government, educational institutions, and healthcare or-



ganizations. By aligning the profession more closely with global standards and enhancing opportunities for continuous education, Georgia can ensure that its pharmacists are equipped to meet the growing demands of the healthcare system.

### CONCLUSION:

The evaluation of key determinants affecting pharmacists' professional formation and occupational setbacks in Georgia highlights significant areas for improvement. Addressing these issues requires a multifaceted approach involving educational reform, regulatory updates, enhanced interprofessional collaboration, and adequate workplace support. By focusing on these aspects, the pharmacy profession in Georgia can better align itself with the evolving demands of healthcare and ultimately improve patient outcomes. The role of a pharmacist as a health profession provider requires not only higher education but also postgraduate and continuous professional development in pharmacy. Pharmacists must obtain a license and undergo periodic accreditation to maintain their professional standing. In Western nations, only individuals with accredited higher pharmaceutical education are permitted to practice. The process of opening a pharmacy is also strictly regulated, with permits granted exclusively to those who have completed recognized pharmacy programs and earned the credentials necessary to operate a pharmacy. It is important to note that in both developed and developing nations, pharmacy is a tightly regulated profession, akin to family medicine. Pharmacists, viewed as family healthcare providers, must possess advanced pharmaceutical education, a diploma, ongoing professional training, a pharmaceutical license, and undergo regular accreditation. These regulations ensure the highest standards of care and accountability in the profession.

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