

**NON-COMMERCIAL JOINT STOCK COMPANY  
"ABAI KAZAKH NATIONAL PEDAGOGICAL UNIVERSITY"**



**REPORT  
ABOUT THE RESULTS OF THE STAKEHOLDER SURVEY  
ABAI UNIVERSITY**

*Report prepared  
Office of Institutional  
Efficiency*

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## **1. THE RESULTS OF THE EMPLOYEE SURVEY**

### **The main provisions**

This report summarizes the results of a survey of ABAI UNIVERSITY staff conducted in the summer of 2023. The Office of Institutional Effectiveness in consultation with various stakeholders developed the survey tool.

In the summer of 2023, a survey conducted among 2,000 university employees, including AMS, teaching staff and EP. Links sent to all employees to complete the survey.

### **The purpose of the survey**

The purpose of the ABAI UNIVERSITY staff survey is to provide information on the satisfaction of university staff with working conditions, interaction with university management, colleagues and structural units.

### **Percentage of answers to the question**

Overall, 512 employees participated in the survey, which accounted for 25% of the total number of full-time staff. It should also note that the majority of respondents who participated in the survey are employees in the age group from 50 to 60 years (31.4%). According to work experience at the university, respondents are represented as follows: up to 1 year (3.7%), from 1 year to 5 years (29.5%), from 5 to 10 years (13.3%), from 10 to 20 years (24.8%) and more than 20 years (28.7%). The vast majority of employees (6 out of 10) have been working at ABAI UNIVERSITY for more than 10 years. By gender, 77.1% of respondents are female.

## **SUMMARY OF THE MAIN FINDINGS**

### **Satisfaction with ABAI UNIVERSITY**

Employees (6 out of 10) reported a high level of satisfaction with the working conditions at ABAI UNIVERSITY. The percentage of dissatisfied employees does not exceed 2.3%. The remaining 35% of employees expressed partial satisfaction.

### **Perception of ABAI UNIVERSITY**

The vast majority of employees (7 out of 10) indicated that they are attracted to work in their specialty at ABAI UNIVERSITY. More than 30% of respondents pointed to the high prestige of the university and the opportunity for professional growth. 4 out of 10 employees indicated that it has become easier to work professionally in recent years, and 22% replied that it has become more difficult to work.

### **Job change**

When asked if you plan to leave for another job, 7 out of 10 employees unequivocally answered no. Only 21.5% of employees replied that they would probably leave if there were a significant improvement in working conditions and an increase in wages.

### **Interactions with management, colleagues**

They rated the effectiveness of interaction with the university management on issues of interest to them quite well (70% of respondents). 4 out of 10 employees surveyed indicated that the problems encountered are being solved quite effectively by management. Only 3.5% of employees are not satisfied with the relationship in the team, and 6.1% are not satisfied with the attitude of the direct management.

### **Work efficiency**

Of the ten parameters that presumably affect the effectiveness of labor organization offered to respondents for selection, the top three were poor equipment in classrooms (46% of employees chose), low wages (31.6%) and psychological fatigue (11.5%).

### **Infrastructure of ABAI UNIVERSITY**

Only 4 out of 10 employees rated the logistical support of the workplace, classrooms and laboratories well enough. 17% rated the material and technical base as unsatisfactory, while the rest (43%) indicated mediocrity. 23.8% of respondents are dissatisfied with the quality of the collections of the reading room and library. 80% of employees positively noted the availability of necessary information regarding the educational process and extracurricular activities.

### **Recommendations and wishes of employees**

An analysis of the wishes and opinions of employees about the organization of the workflow at Abai University allows us to identify three main problems that concern them all and negatively affect the educational process:

- The schedule of training sessions and the uneven distribution of the teaching load of teaching staff (it is necessary to consider the issue of automating the scheduling of training sessions);
- Shortage and poor technical equipment of classrooms;
- The work of the group advisor (teachers-advisors complain that they constantly have to break away from educational activities and perform the functions of a mentor to collect or convey information to students (the connecting link between the directorate and students)).

## **2. THE RESULTS OF THE STUDENT SURVEY**

### **The main provisions**

This report summarizes the results of a survey of ABAI UNIVERSITY students conducted in the winter of 2023. The survey tool was developed by the Office of Institutional Effectiveness in consultation with various stakeholders of ABAI UNIVERSITY, including the Department of Academic Affairs, the Department of Educational Program Design, directors/Deputy directors of institutes and others.

Then, in winter, at the end of the autumn semester of the 2022/2023 academic year, a survey was conducted among students of all levels of study (bachelor's, master's and doctoral studies).

### **The purpose of the survey**

The purpose of the survey is to determine students' satisfaction with the quality of the educational process and the teaching of academic disciplines at ABAI UNIVERSITY.

### **Percentage of responses to the survey**

In general, 8,279 (51.7% of the total number of students) took part in the survey, including: Bachelor's degree – 7668 (53.2%), undergraduates -538 (39.8%), doctoral students -73 (29.3%). At the same time, on average, out of the total number of respondents, 9 out of 10 are undergraduate students. The majority of respondents (about 70%) are students of the 1st and 2nd courses of study. The lowest participation rate in the survey for all institutes is among 4th year students (from 8 to 20%).

## **SUMMARY OF THE MAIN FINDINGS**

The respondents were asked to evaluate the educational activities at the university in 6 main blocks (directions):

1. Organization of the educational process
2. Satisfaction with the quality of teaching the discipline
3. Research activities
4. Material and technical equipment of specialized classrooms and laboratories
5. Educational and methodological support
6. Evaluation of the work of the University administration and the Directorate

### **1. Organization of the educational process**

The absolute majority of respondents rated the level of information on educational activities necessary for students as satisfactory (10-18%), good (43-52%) and excellent (32-40%). 5 out of 10 students indicated that they visit the university's website once a week, 4 out of 10 several times a month. The fact that 55-70% of respondents, depending on the institute, confirmed the change in the schedule of training sessions to the attention of students in a timely manner. On average, 4 out of 10 respondents expressed the opinion that they were not given

independence during registration for academic disciplines. At the same time, the determining factor in choosing a discipline is the name and content (about 70% of respondents), followed by the personality of the teacher (about 13%).

Regarding the form of control of students' knowledge used at the university, from 50 to 64% of respondents (depending on the institute) expressed their satisfaction. At the same time, from 24-44% of students recommend using only computer testing during intermediate certification. The proportion of students who chose the oral and written form of control does not exceed 2-4%.

97% of respondents rated the efficiency of the university staff, including the directorate of institutes, when contacting them, and the timeliness of receiving information about the educational and extracurricular process positively, while 3 out of 10 students rated excellent.

The timeliness of the placement of electronic information resources in the UNIVER system positively assessed by an average of 75% of students, and 94% of respondents were satisfied with the quality of the organization of the IWS, IWST. The quality of the preparation of methodological materials posted by teachers in the UNIVER system rated low by only a small proportion of respondents (2%).

Most of the students (87%) are satisfied with the organization of extracurricular activities and the directions of activities implemented at Abai KazNPU.

## **2. Satisfaction with the quality of teaching the discipline**

9 out of 10 respondents noted that they are satisfied with the informative content of the educational material, its modernity and practical significance. A small percentage (3%) of students are not satisfied with the accessibility, clarity and consistency of the presentation of educational material. About 22% of respondents, on average, are not satisfied with the ability of the teacher(s) to interest in the subject, to activate students, to organize an educational discussion, to clarify difficult, problematic issues.

Largely (8 out of 10), respondents are satisfied with the openness and consistency of the requirements and criteria for evaluating learning outcomes, objectivity and adequacy of assessment.

From 6 to 17% of students, depending on the institute, are dissatisfied with the organization and content of educational, pedagogical and industrial (research) practices.

## **1. Research activities**

More than half of the respondents indicated that they regularly or occasionally participated in research events (conferences, round tables, scientific discussions, etc.) organized by the university, institute, department). One third of them noted that they had never participated in scientific events. At the same time, 3 out of 10 respondents noted a very high degree of their involvement in research work at the university.

## **2. Material and technical equipment of specialized classrooms and laboratories**

About 30% of students are fully satisfied with the general condition of classrooms and classrooms at the university, 45% are partially satisfied, and the rest of the respondents (25%) are not satisfied.

About 35% of students are fully satisfied with the equipment of specialized classrooms (computer classes, language labs, gym, laboratory equipment, etc.), the availability and accessibility of modern technical training tools, 45% are partially satisfied, and the rest of the respondents (20%) are not satisfied.

## **3. Educational and methodological support**

The absolute majority of students (more than 93%) positively assessed the educational and methodological provision of the educational program, namely the availability of necessary literature in libraries on paper and electronic media, while about 5 of the respondents rated it very highly.

## **1. Evaluation of the work of the university administration and the Directorate of Institutes**

On average, 8 out of 10 respondents are satisfied with the goodwill and courtesy of university employees (administrative staff and teaching and support staff) involved in the educational process.

More than 80% of respondents are satisfied with the accessibility of interaction with the directorates of institutes, departments, and administrative services.

Information support from the university administration on the provision of social support to students (payment benefits, university grants, financial assistance, etc.) was positively assessed by an average of 8 out of 10 respondents.

## **Recommendations**

### **1. University management:**

- pay attention to the improvement and expansion of the material and technical base of the university (furniture, computers, printers, interactive panels, projectors, etc.)

### **2. Heads of institutes and departments:**

- analyze the results of the survey, pay attention to problematic aspects of the educational process

- take into account the results of the survey when planning work

- to strengthen the work on attracting students to research and development

### **3. The head of the Department of International Cooperation**

- should strengthen the work on academic mobility among students (all levels of study)

### **4. To the head of the Department of Digitalization of Education:**

- take note of the improvement in the quality and capabilities of the Internet (Wi-Fi);

- check and adjust the condition of interactive whiteboards and panels, computers, projectors, consoles in all institutions.

### **5. To the Head of the Infrastructure Development Department:**

- Strengthen control over compliance with sanitary standards in classrooms, classrooms and restrooms at institutes



### **3. THE RESULTS OF THE GRADUATE SURVEY**

#### **The main provisions**

This report summarizes the results of a survey of ABAI UNIVERSITY graduates conducted in the summer of 2023. The survey tool was developed by the Office of Institutional Effectiveness in consultation with various stakeholders of ABAI UNIVERSITY, including the Academic Department, the Mansap Center, directors/Deputy directors of institutes.

Then, in the summer of 2023, a survey was conducted among 2,500 graduates (bachelor's and master's degrees) who received their degrees between 2017 and 2022. The e-mail addresses of 2.5 thousand graduates were established and links were sent to them to complete the survey. Only 294 people took the survey, which is 11.7% of the total number of graduates to whom a link to the survey was sent.

#### **The purpose of the survey**

The purpose of the ABAI UNIVERSITY Alumni Survey is to provide information about graduates, achievements, perceptions of academic and non-academic experience at ABAI UNIVERSITY, social and civic engagement, as well as aptitude and ability to support others.

#### **Percentage of responses to the survey**

In total, 294 graduates took part in the survey, which amounted to 11.7%. Although this figure may seem low, it is higher than the typical response rates to graduate surveys in recent years. It should also be noted that the majority of respondents who participated in the survey are graduates of the last two years of graduation, i.e. 2021 (31.6%) and 2022 (45.9%). The vast majority of graduates (7 out of 10) have received a bachelor's degree from ABAI UNIVERSITY. One third is a master's degree. 81.6% of graduates are female.

### **SUMMARY OF THE MAIN FINDINGS**

#### **Current status of graduates**

Most of the graduates (7 out of 10) of ABAI UNIVERSITY in 2017-2022 were employed full-time (another 7.1% worked part-time, 7.1% were on maternity leave and 5.4% continued their education).

#### **Perception of ABAI UNIVERSITY**

The vast majority of graduates (8 out of 10) indicated that they would still prefer to get a bachelor's or master's degree from ABAI UNIVERSITY if they had to start all over again.

#### **Satisfaction with ABAI UNIVERSITY**

Graduates (7 out of 10) reported a high level of satisfaction with their overall educational experience and their program, including 12% of graduates who indicated that educational programs and the quality of training exceed their expectations.

### **ABAI UNIVERSITY's contribution to skills development**

At least 7 out of 10 graduates reported that ABAI UNIVERSITY has made a moderate or high contribution to the development of their skills and abilities. Professional knowledge and critical thinking were the areas in which ABAI UNIVERSITY achieved the most significant success. There were no significant differences in how undergraduate and graduate graduates assessed ABAI UNIVERSITY's contribution to skills development.

### **Employment opportunities**

Eighty percent of graduates had at least one paid job after graduating from ABAI UNIVERSITY. About two thirds of working graduates indicated that they either had a job at the time of graduation or found one within three months of graduation. Almost all working graduates (96%) indicated that their work experience at ABAI UNIVERSITY was useful, one way or another, when looking for a job after graduation. One third of graduates indicated that they received a job invitation based on the results of their internship.

### **Job change**

Most graduates have changed jobs at least once after graduating from ABAI UNIVERSITY. The three main reasons for changing jobs were: looking for a better-paying job (29.3%), looking for career opportunities (20.7%) and looking for a work-life balance (18.7%).

### **Industry and position**

Graduates work mainly in education (76.5%), natural sciences (10.2%), arts and social sciences (8.8%). About half of the working graduates held entry-level positions (another 37.8% held middle-level positions and 17.0% held senior positions).

### **The relationship between current work and a bachelor's degree**

More than half of the graduates (51.7%) reported that their current job is either closely related to their ABAI UNIVERSITY diploma or exactly corresponds to it. Otherwise, the development of new career interests after graduation became the dominant reason (for 4 out of 10 graduates) for finding a job that was either unrelated or only slightly related to the degree obtained at ABAI UNIVERSITY.

### **Professional activity**

Four out of ten working graduates reported that they are a leader in their professional field, 24.1% implement innovative ideas, and 10.5% reported that they have created their own business.

### **Skills**

Graduates reported that they used skills associated with the attributes of ABAI UNIVERSITY graduates with high frequency. The percentage of graduates who reported using these skills daily or several days a week ranged from about 30% to 50%.

Communication skills and cultural literacy (50.7%), professionalism (45.6%) and self-study (50%) named the three most important skills for career and professional success.

### **Job satisfaction**

The graduates, in general, were very satisfied with various aspects of their current or most recent work. Dissatisfaction was below 30% in 7 aspects of the work reviewed. The percentage of graduates who were “very satisfied” ranged from 38% to 50% on the aspects considered.

### **Further education**

More than 30% of graduates reported that they had completed at least one additional education program after graduating from ABAI UNIVERSITY. About 67% received a master's degree, and 2% received a doctorate. The most popular area was the field of education.

### **Community/Civic engagement**

More than half of the graduates reported that they were involved in professional, business or academic associations. Three out of ten were involved in volunteer groups or charities. Political activity was much less widespread (8.5% participated in the activities of political groups/clubs).

### **Connection with ABAI UNIVERSITY**

Graduates expressed a desire to be better connected with ABAI UNIVERSITY than they currently are: 25% of graduates indicated that they currently interact well with ABAI UNIVERSITY, while 39.8% of them do not interact in any way (and the rest of the graduates, although not regularly, but keep in touch with ABAI UNIVERSITY).

Overall, 69% of graduates indicated that they are likely or very likely to support ABAI UNIVERSITY in the future. Support includes speaking in front of an audience, mentoring students, promoting ABAI UNIVERSITY on social media, and financial contributions. The number of respondents who indicated that they are less likely to support ABAI UNIVERSITY in the future is 3 out of 10 graduates.

The vast majority of graduates (73.1%) also expressed moderate or strong interest in participating in various ABAI UNIVERSITY events (such as alumni meetings and other events of the ABAI UNIVERSITY Alumni Association, conferences/forums, online courses/lectures, mentoring of students and graduates, career-related events).

### **Recommendations of graduates on improving the quality of educational services**

The graduates recommended strengthening work on the following three most important aspects of ABAI UNIVERSITY's activities, such as professional development of the teaching staff, provision of material and technical base in accordance with the needs of educational programs and regular updating of educational programs and evaluation materials (to strengthen practice orientation).

## **4. RESULTS OF THE SURVEY OF EMPLOYERS**

### **The main provisions**

This report summarizes the results of the ABAI UNIVERSITY Employer survey conducted in the summer of 2023. The survey tool was developed by the Office of Institutional Effectiveness in consultation with various stakeholders of ABAI UNIVERSITY, including the Department of Academic Affairs, the Mansap Center, directors/Deputy directors of institutes.

Then, in the summer of 2023, a survey was conducted among 310 representatives of employers.

### **The purpose of the survey**

The purpose of the survey of employers is to obtain data on educational programs, as well as to assess employers' satisfaction with the quality of educational services provided by ABAI UNIVERSITY.

### **Percentage of responses to the survey**

In total, 38 employers took part in the survey, which amounted to 12.2% of the total number of employers to whom links to the survey were sent. Although this figure may seem low, it is higher compared to typical survey response rates in recent years. It should also be noted that the majority of respondents who participated in the survey are representatives of educational organizations (65.8%). 15.8% of respondents represent the branches of business, management and law.

## **SUMMARY OF THE MAIN FINDINGS**

### **The current status of the employers**

#### **Of the respondents distributed as follows:**

- The head of the organization – 13.2%.
- Head of the structural division – 15.8%.
- Employee of the organization - 71.1%.

### **Perception of ABAI UNIVERSITY**

The vast majority of employers (9 out of 10) indicated that they would prefer further cooperation with ABAI UNIVERSITY in terms of training personnel for their organizations. 76.3% of employers intend to recommend Abai University graduates to other organizations, while 23.7% can only recommend individual graduates to others.

### **Satisfaction with ABAI UNIVERSITY**

Only a small percentage (2.6%) of respondents indicated dissatisfaction with the university's educational programs, while 23.7% of employers replied that the quality of educational programs exceeded their expectations, while the remaining 73.7% expressed complete satisfaction. All respondents rated the quality of

preparation of Abai University graduates for a career and further education as good and excellent. Employers (94.3%) rated the general level of training of graduates working in their organizations as good and excellent.

### **ABAI UNIVERSITY's contribution to skills development**

At least 9 out of 10 employers reported that ABAI UNIVERSITY has made a moderate or high contribution to the development of skills and abilities among graduates. Professional knowledge (60.5%) and teamwork and self-study (57.9%) were the areas in which ABAI UNIVERSITY achieved the most significant success.

The contribution of Abai University to the development of skills among university graduates was assessed by employers as follows:

Significant:

- Professional knowledge – 60.5%,
- Teamwork and Self–study - 57.9%,
- Communication skills and Cultural literacy – 55.3%,
- Adaptation to changes – 52.6%,
- Critical thinking and Problem solving – 47.4%,
- Ability to work with data and technology – 44.7%,
- Time management and organization – 39.5%.

Moderate:

- Time management and organization – 52.6%,
- Ability to work with data and technology - 47.4%,
- Critical thinking and Problem solving – 44.7%,
- Adaptation to changes – 42.1%,
- Communication skills and Cultural literacy – 36.8%,
- Professional knowledge, Teamwork and Self–study - 31.6%.

There is no deposit:

- 7.8% of respondents have no contribution.

### **Employment opportunities**

More than 80% of employers indicated that they had hired graduates of ABAI UNIVERSITY over the past year. Of these, one third hired 5 or more graduates, and another 23.7% of employers hired from 2 to 5 graduates. The majority of respondents (97.4%) certainly intend to employ graduates of Abai University in the future.

### **Connection with FIFI UNIVERSITY**

The survey results showed that 42.1% of employers interact with Abai University during the organization of professional practice, and 39.5% of production representatives have experience conducting practical classes at the university.

### **Recommendations from employers on improving the quality of educational services**

The recommendations of employers on improving educational programs for the training of teaching staff can be grouped into the following groups:

- 1) To strengthen the practice-oriented academic disciplines;
- 2) Involve practitioners from schools in the organization of the educational process;
- 3) Pay more attention to the formation of skills of interaction with students;
- 4) Strengthen the programming skills of computer science teachers.