

Survey Results on the Assessment of the Effectiveness of the Dual Education Model

At Korkyt Ata Kyzylorda University, a survey was conducted from **February 9 to April 13, 2026**, to assess the effectiveness of the dual education model. The target population of the study consisted of **1,050 students**. A total of **389 respondents** participated in the survey, representing **37%** of the total target population. The survey covered all areas of educational programs (EPs) and was aimed at assessing the effectiveness of the dual education system, the quality of practical training, mentoring support, and students' level of satisfaction.

The analysis of the survey results showed that, overall, the dual education model received a positive assessment, although certain differences were observed between educational programs (EPs).

First, regarding the level of understanding of the concept of dual education, **57.1%** of students indicated that they fully understood its content, **29.0%** understood it partially, and **13.9%** did not understand it. For example, 100% of students in the educational programs "Pedagogy and Methods of Primary Education" and "Finance" fully understood the concept of dual education. At the same time, an extremely low result was recorded in the "Accounting and Auditing" educational program, where 100% of respondents indicated that they did not understand the concept of dual education. This indicates insufficient information and awareness-raising activities in certain educational programs.

Regarding the combination of theory and practice, **54.5%** of respondents fully agreed that dual education ensures their effective combination, while another **33.2%** agreed. This aspect was particularly highly rated by students in the educational programs "Biology" (**71.4%**) and "History" (**68.8%**). In contrast, in the "Accounting and Auditing" educational program, **100% of respondents** disagreed with this statement, indicating insufficient implementation of dual education elements.

Regarding the impact of practical training on the development of professional skills, **59.6% of respondents** reported a significant positive impact. High results were recorded in the educational programs "Primary Education" (100%), "Finance" (100%), and "Chemistry" (83.3%). At the same time, in the areas of "Computer Science" (20% reported no impact) and "Archaeology" (33.3% reported no impact), the effectiveness of practical training was assessed relatively lower.

When asked about the benefits of dual education for their future professional activities, **72.8% of students** answered "yes." High indicators were recorded in the educational programs "Biology" (81%), "History" (81.3%), and "Foreign Language" (82.6%). However, in the "Computer Science" educational program, only 50% of respondents answered positively, while 20% answered "no," indicating certain doubts regarding the effectiveness of dual education in this field.

A total of **63.5% of students** assessed the level of support from mentors as fully sufficient. At the same time, certain issues were identified in the educational programs "Computer Science" (20% considered the support insufficient) and "Preschool Education" (25% considered the support insufficient).

Regarding interaction between the educational institution and the enterprise, **65.3% of respondents** considered it effective. In the educational programs "Biology"

(76.2%) and “Kazakh Language” (73.3%), cooperation was assessed as being well established. At the same time, in the “Computer Science” educational program, 20% of students assessed the interaction as ineffective.

Regarding the impact of dual education on academic motivation, **66.1% of students** reported an increase in motivation. The highest effect was observed in the educational programs “History” (81.3%) and “Chemistry” (83.3%). In “Computer Science,” 20% of respondents indicated that their motivation had decreased.

Regarding the impact of dual education on employment opportunities, **72.0% of respondents** expressed a positive opinion. Particularly high indicators were recorded in the educational programs “Biology” (90.5%) and “History” (87.5%). In the “Computer Science” educational program, 20% of students answered “no.”

The overall satisfaction level was 4.1 out of 5, which represents a positive result. The highest ratings were given to the educational programs “Finance” and “Primary Education” (5.0 points), “Preschool Education” (4.8 points), and “Biology” (4.7 points). Relatively lower indicators were recorded for the educational programs “Russian Language” (3.9 points) and “Sanitary Studies” (3.9 points).

When asked whether they would recommend the dual education model, **60.9%** of respondents answered “yes,” **14.9%** answered “no,” and 24.2% found it difficult to answer. The educational programs “Primary Education” (100%) and “Finance” (100%) fully supported this form of education. At the same time, in the educational programs “Archaeology” (66.7% were undecided) and “Computer Science” (40% were undecided), the level of confidence in the need to continue dual education was lower.

Overall, the dual education system received strong support from the majority of students, and its effectiveness was confirmed by the survey results. A total of **72.8% of respondents** noted its benefits for future professional activities, while 65.8% supported the continuation of this form of education. At the same time, the overall satisfaction level was 4.1 points on a five-point scale, indicating a high level of satisfaction. A total of **72% of students** acknowledged that dual education increases employment opportunities, while **66.1% reported** a significant increase in their academic motivation.

The findings indicate that the dual education model has a positive impact on improving students’ professional training and contributes to their adaptation to the requirements of the labor market.

**Department of Strategic Planning
and Quality Assurance**