

SURVEY RESULTS OF STUDENTS

“Satisfaction with the Provision of Conditions for Personal Development and Upbringing”

From January 25 to March 8, 2026, a survey of students was conducted on the topic **“Satisfaction with the Provision of Conditions for Personal Development and Upbringing.”**

Target audience: 10,316 students.

Number of survey participants: 4,128 students, representing 40% of the target audience.

Date of report preparation: September 14, 2026.

The purpose of the survey was to study students' opinions regarding the conditions created by the educational organization for personal development, upbringing, self-realization, the development of moral values, social engagement, and a comfortable psychological environment.

Participants were asked to evaluate a series of statements using a five-point scale: **“Strongly agree,” “Agree,” “Disagree,” “Strongly disagree,”** and **“Neutral / No specific opinion.”**

Main Survey Results

The analysis of the data obtained shows that positive assessments prevail across all areas covered by the survey. The proportion of responses **“Strongly agree”** and **“Agree”** for the various questions ranges from 79% to 85%, indicating an overall high level of satisfaction with the conditions created for personal development and upbringing.

The highest indicator was recorded for the statement **“Overall, I am satisfied with the conditions for developing my personal qualities and upbringing.”** A total of 86% of students assessed this aspect positively, including 53% who selected **“Strongly agree”** and 33% who selected **“Agree.”**

The statement **“I believe that favorable conditions have been created in the educational organization for my personal development”** also received a high assessment. A total of 85% of respondents agreed with this statement, including 58% who strongly agreed and 27% who agreed.

A positive assessment is also evident in relation to educational and character-building activities. A total of 85% of students believe that educational and character-building work at the institution contributes to the development of their moral values. This indicates the significant role of educational activities in developing a culture of behavior, responsibility, respect for others, and socially important personal qualities.

An important indicator is the assessment of interaction with teachers and mentors. A total of 83% of survey participants noted that relationships with teachers and mentors have a positive influence on their personal development. This result reflects the importance of pedagogical support and constructive interaction in the educational process.

The comfort of the educational environment also received a positive assessment. A total of 82% of students noted that the educational environment allows them to freely express their thoughts and opinions. This indicates that conditions are being created for

open dialogue, the development of independence, and an active position among students.

The psychological climate within the student community was positively assessed by 81% of respondents. This result shows that the majority of students feel comfortable within their groups and have a positive perception of the atmosphere of interaction with their peers and employees of the educational organization.

Various events, meetings, and projects play an important role in the system of educational and character-building activities. Their usefulness was recognized by 82% of students. This confirms the demand for such activities and their positive influence on the development of interests, communication skills, social responsibility, and an active life position.

Development of Values, Abilities, and Social Engagement

One of the important areas of educational and character-building work is the development of national and universal human values. According to the survey results, 83% of students believe that national and universal human values are promoted to a sufficient extent within the educational organization.

The attention given to students' individual characteristics was also positively assessed. A total of 81% of respondents noted that they feel that their individual abilities and interests are taken into account. This indicates the educational organization's commitment to creating conditions for the individual development and self-realization of each student.

The opportunity to engage in self-development and self-education was positively assessed by 83% of participants. This indicator demonstrates the availability of conditions that enable students to develop independence, determination, initiative, and personal growth skills.

A total of 82% of students noted that they have opportunities to participate in social activities, including volunteer work, clubs, organizations, and other socially significant initiatives. This is a positive indicator of the development of youth initiatives and students' engagement in the life of the educational organization.

The principles of fairness and respect also received a high assessment: 82% of respondents believe that these principles are observed at the educational institution. This provides a foundation for creating a safe, respectful, and favorable educational environment.

Educational and Character-Building System and Sense of Belonging

According to the survey results, 84% of students believe that the educational and character-building system helps them develop a sense of responsibility. This result indicates the positive influence of educational activities on the development of independence, discipline, and a responsible attitude toward academic studies and social life.

The relevance and modernity of educational and character-building activities also received a positive assessment. A total of 83% of participants believe that educational and character-building work at the institution meets contemporary requirements. This allows the relevance of the activities and areas of educational work being implemented to be recognized.

One of the significant results is the indicator reflecting students' sense of belonging to the educational organization. A total of 84% of students noted that they feel

like full-fledged members of their educational organization. This indicator characterizes the formation of a favorable social and psychological environment in which students feel that they are valued and involved in the life of the community.

Conclusion

Overall, the survey results indicate that students have a positive perception of the conditions created for their personal development and upbringing.

The majority of respondents positively assess the educational organization's efforts to create a comfortable educational environment, develop moral values, support individual abilities and interests, organize educational and character-building activities, promote social engagement, and foster a sense of responsibility.

Thus, the results of **the survey allow us to conclude that the educational organization has, overall, created favorable conditions for students' personal development, upbringing, and social adaptation.**

The results obtained constitute a positive assessment of the work being carried out and confirm the effectiveness of the teaching staff's efforts to create a comfortable, supportive, and developmental educational environment.

Going forward, efforts will focus on maintaining the positive results achieved, **further developing the educational and character-building system, supporting student initiatives, expanding opportunities for self-realization and social engagement, and strengthening a favorable psychological climate.**

**Department of Strategic Planning
and Quality Assurance**